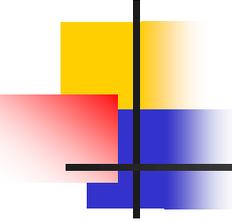


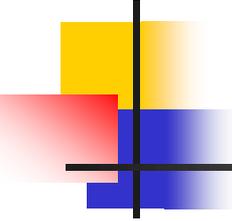
The current updates of English Language Teaching (ELT) and their relevance for students' academic needs and things to prepare for students' future career

Ribut Wahyudi, M.Ed, Ph.D candidate
Victoria University of Wellington, New Zealand
One day seminar, DEMA STAIN Kediri, 29 April 2015
[Ribut.Wahyudi@vuw.ac.nz]



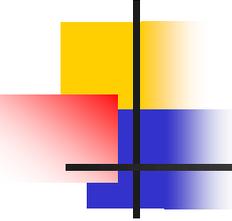
English in educational context

- English for English Major e.g. Linguistics, Literature and English Language Teaching
- English for Non English Major/English for Specific Purposes (ESP) e.g. English for Tourism, Journalism, Business etc



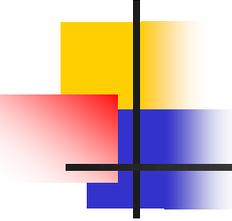
Teaching Foreign Languages in an Era of Globalization (Kramersch, 2014, pp.208-302)

- Order/stability vs Mobility/competition
 - Purity/authenticity vs Cultural Hybridity
 - Normality/standardization vs Increased diversity and rapid change
 - Language learning as use value vs language learning as exchange value
- # See the issue of English vs World Englishes (WE) and the possible impacts in the FL classroom.



Language teacher education for a global society through five modular models (Kumaravadivelu, 2012)

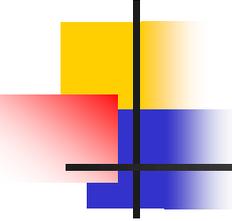
- Knowing, Analyzing, Recognizing, Doing and Seeing (KARDS) model (p.131) is proposed to answer the globalizing perspectives of ELT marked by 5 Posts:
- Post-national, post-modern, post-colonial, post-transmission and post-method perspectives (pp.2-9).



Current Issues in ELT: International perspectives

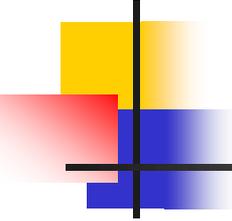
Diverse Topics:

- TESOL Quarterly 2014 vol (1): academic perception of reviewer's bias, discourse of exclusion of Saudi learners in the US setting, the impact of English language learning support programs on second language learners' study etc (Paltridge & Mahboob, 2014a)



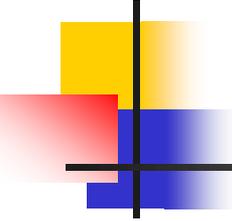
Current Issues in ELT:

- TESOL Quarterly 2014 vol (2): the impact of study abroad on Korean's student's language proficiency, the interaction of motivation, self-regulatory strategies, and autonomous learner behavior in Hungary, the issue of desire in TESOL, statistical literacy among Applied linguists etc (Paltridge & Mahboob, 2014b)



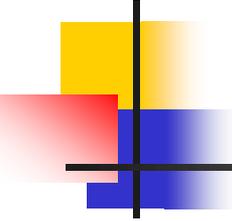
Current Issues in ELT: conts...

- TESOL Quarterly 2014 vol (3): Students' development of specialist and non-specialist genres through the production of multi-modal texts, student's positioning in classroom participation and learning, dynamic and situated nature of learner's Willingness to Communicate (WTC), the pronunciation of multisyllabic stress patterns in four collaborative tasks etc (Paltridge & Mahboob, 2014c)



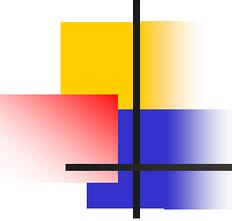
Current Issues in ELT:

- TESOL Quarterly 2015 vol (1): meta-analysis of research in extensive reading, critical thinking in language learner's talk, the role of tasks and learner's characteristics in second language listening etc (Paltridge & Mahboob, 2015a) and Language Teacher Identities in Multilingual Education (TESOL Quarterly, 2016)
- The use of technology and Foreign language learning (Golonka et al, 2014): blog, facebook, tweeter, second life, computer mediated communication etc



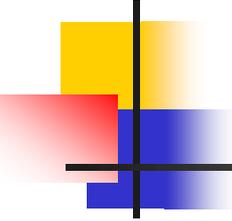
Current issues in ELT: TEFLIN conference

- Curriculum change, quality of Indonesian EFL teachers, the politics of English language classroom ect (Widodo & Zacharias (eds), 2014)
- Teaching English as a Foreign Language in Indonesian schools in the reform era (Mustafa & Hamied, 2014) including prevailing problems, fragmented curricular changes, failing socialization, and recommendations for future teacher development.



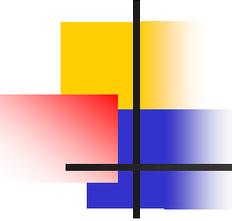
What should students learn from the current issues in ELT?

- The consideration for doing assignments in the classroom
- The diversities of topics to write for thesis
- The consideration for post graduate research
- etc



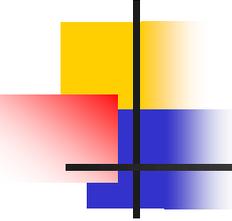
The role and function of English in the national and international contexts

- Medium of instruction in academic setting e.g. post-graduate study overseas, publication of journals and books
- Intercultural communication in the diverse settings: business contexts, healthcare, diplomacy, workplace setting etc
- Way of exchanging values (see Kramersch, 2014)



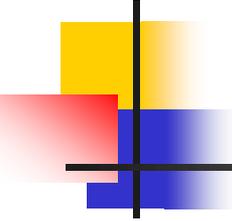
The future career prospects

- Educational contexts: teacher, lecturer, academic consultant, self-employed (having an English course)
- Non-educational contexts: translation, tourism and hotel industry, interpreter, journalist, HRD, Media industry, bank , web designer, on-line marketer etc.



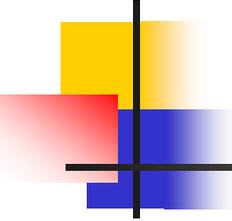
Things to prepare for the future career?

- Recognize your potentials early on
- Develop your potentials through the supporting activities e.g. the involvement in organization at campus (English student club, journalism, entrepreneur, etc) and (leadership capacities)
- Learn more skills other than English (if necessary)



Things to prepare for the future career?

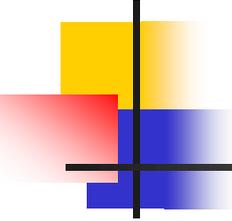
- Be prepared to answer this question: what makes you different among thousands of (more) alumni of English alumni in the future?
- Patience and persistence especially when facing failures
- Immerse yourself to religious related practices e.g. being obedient to parents
- Perhaps, have noble aim(s) and a strong faith



Concluding remarks!

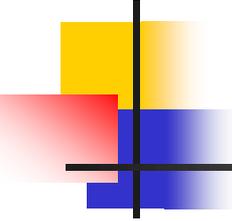
- Being knowledgeable in the current issues of ELT is our professional demand and that our task to go along with them in our disciplinary practice
- Other supplementary skills are necessary for the future competitive job markets
- But, strong faith and religious-social transformations are other key factors for our success 😊

=== Thank You ===



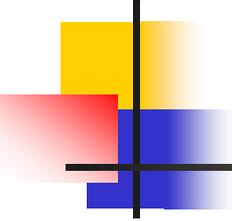
References

- Golonka, E.,M., et al (2014). Technologies for foreign language learning: A review of technology types and its effectiveness. *Computer Assisted Language Learning*, 27(1), 70-105.
- Kramsch, C. (2014). Teaching foreign languages in an era of globalization: Introduction. *The Modern Language Journal*, 98(1), 296-311.
- Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing and seeing*. New York/London: Routledge.



References

- Musthafa, B. & Hamied, F. A., (2014). Teaching English as a foreign language in Indonesian schools in the reform era: What do teachers have to say?, *The New English Teacher*, 8(2), 1-14.
- Paltridge, B. & Mahboob, A. (2014a). In this issue (editorial), *TESOL Quarterly*, 48(1),1-5.
- Paltridge, B. & Mahboob, A. (2014b). In this issue (editorial), *TESOL Quarterly*, 48(2), 217-221.



References

- Paltridge, B. & Mahboob, A. (2014c). In this issue (editorial), *TESOL Quarterly*, 48(4), 651-654.
- Paltridge, B. & Mahboob, A. (2015). In this issue (editorial), *TESOL Quarterly*, 49(1), 1-5.
- Widodo, H. P. & Zacharias, N. (eds). (2014). *Recent issues in English language and education: Challenges and directions*. Surakarta: UNS Press.