



Book of Abstracts:
**Ninth International Conference
Language, Development and Identity**

26th - 28th June 2012

Aula Timur & TVST
Institut Teknologi Bandung

sponsored by:



Ninth International Conference Language, Development and Identity

Institute Technology Bandung, Indonesia

26th – 28th June 2012

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Nonny Basalama earned her bachelor degree from Samratulangi University, her Master of Applied Linguistics from LaTrobe University, Melbourne Australia), and her PhD from Victoria University, Melbourne, Australia. She is a senior lecturer at Gorontalo State University (UNG). Her research interest: English foreign language learning and teaching, Gender Inequalities and cultural differences, Teachers and their beliefs' system, qualitative research, English teachers' motivations, investment and identity.

Tensions and Dilemmas in Creating Opportunities for English Communication Practice Impacts on Language Teacher Identity Formation

The ability to practice English communication freely is a critical factor contributing to teachers' understanding of themselves and their relationship to others. Drawing on some notions of identity, and teacher and their identity development (e.g. Buzzelli and Johnston 2002, Varghese et al 2005, Ottensen 2007), this paper aims to discuss the collegial context and its relation to teachers' development of their English communication practice, which contribute to the understanding of teachers and their identity development as professionals. As a part of my larger Ph.D project, data for this qualitative study was drawn from in-depth interviews with 20 high school English teachers from six urban and rural high schools in Gorontalo Province, Indonesia, and analyzed following steps and guidelines suggested by Seidman (1998) and Miles and Huberman (1984). This study contributes to an understanding of why the teaching of English as a foreign language continues to be unsuccessful in Indonesia.

Tekanan dan Dilema Dalam Menciptakan Kesempatan Praktik Komunikasi Bahasa Inggris Berdampak pada Formasi Identitas Guru Bahasa

Kemampuan untuk mempraktekkan komunikasi bahasa Inggris secara bebas merupakan faktor penting yang memberikan pemahaman guru tentang diri mereka sendiri dan hubungan mereka dengan orang lain. Dengan menggunakan beberapa pengertian identitas, dan guru dan pengembangan identitasnya (mis,Buzzelli dan Johnston 2002, Varghese dkk 2005, Ottensen 2007), makalah ini bertujuan untuk membahas konteks kolegial dan kaitannya dengan pengembangan praktik komunikasi bahasa Inggris mereka, yang berkontribusi terhadap pemahaman akan guru pengembangan identitas mereka sebagai profesional. Sebagai bagian dari proyek Ph.D saya yang lebih besar, data untuk studi kualitatif diambil dari wawancara mendalam dengan 20 guru bahasa Inggris SMA dari enam sekolah menengah perkotaan dan pedesaan di Provinsi Gorontalo, Indonesia, dan dianalisis dengan mengikuti langkah-langkah dan pedoman yang disarankan oleh Seidman (1998) dan Miles dan Huberman (1984). Studi ini memberikan kontribusi pemahaman tentang mengapa pengajaran bahasa Inggris sebagai bahasa asing terus-menerus tidak berhasil di Indonesia.