Uhamka
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UICELL
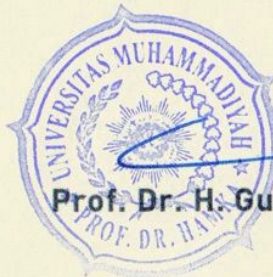UHAMKA INTERNATIONAL CONFERENCE on ELT and CALL

CERTIFICATE
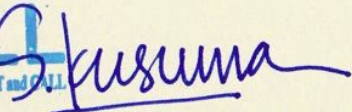
is hereby given to

Siti Zulaiha

has participated in the fourth UHAMKA International Conference on ELT and CALL (UICELL) for the virtual conference **Language Teachers' Professional Development: Teaching and Assessing online** on December 17-18, 2020 in Jakarta, Indonesia as a **Co-presenter**

Jakarta, December 17, 2020

UICELL
UHAMKA International Conference on ELT and CALL

Prof. Dr. H. Gunawan Suryoputro, M.Hum
Rector

Sri Kusuma Ningsih, M.Pd
Committee Chair

4th ICELL

UHAMKA International Conference on ELT and CALL

Conference Program Book

Language Teachers' Professional Development:
Teaching and Assessing Online

17 - 18 December 2020
Graduate School, University of Muhammadyah Prof. Dr. Hamka
Jakarta, Indonesia

UICELL

The 4th UICELL (UHAMKA International Conference on ELT and CALL) Virtually conference on 17-18 December 2020

Schedule for Parallel Presentation Day 2

Day/Date   : Friday/18 December 2020

Time   : 09:05 – 11:05

TIME	Name	Title	Affiliation
09:05 – 09:25	Destiani Rahmawati	Distance Learning Analysis Through Google Clasroom Application for Educators in Smp Negeri 20 Tangerang	STAI Asy-Syukriyyah Tangerang
09:25 – 09:45	Nunung Widayati, Gunawan Suryoputro, & Siti Zulaiha	Investigating Teachers' Language Ideologies in a Bilingual School	University of Muhammadiyah Prof. Dr. HAMKA
09:45 – 10:05	Yurita Verini Yuzwar, Siti Zulaiha, & Herri Mulyono	Investigating EFL Teachers' Perception and Practice of Online Language Assessment	University of Muhammadiyah Prof. Dr. HAMKA
10:05 – 10:25	Pendi Lestiani Putri	Translation of "Fuck" to Indonesian as A Linguistic Approach in ELT: The Case of "Everything is F*cked" and "Segala-galanya Ambyar"	University of Gadjah Mada
10:25 – 10:45	Yudi Juniardi & Yandintan Ahdia Silmaudy	Using Story Mapping via WhatsApp Group as a technique for teaching reading comprehension in Pandemic Era	Universitas Sultan Ageng Tirtayasa
10:45 – 11:05	Fajar Erlangga, Natalia Tri Astuti, & Adhityo Kuncoro	The Relationship Between Students' Vocabulary Mastery and Recount Writing Skill	University of Indraprasta PGRI

Organized and hosted by University of Muhammadiyah Prof. DR.

INVESTIGATING TEACHERS' LANGUAGE IDEOLOGIES AND PRACTICE OF ENGLISH IN A BILINGUAL SCHOOL

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UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA

18 DECEMBER 2020

Agenda

01 INTRODUCTION

- **Background, Identification, Limitation**

- **Research Questions, Objectives, Significance of Research**

02 LITERATURE REVIEW

- **Previous Studies**

- **Theoretical Framework**

03 METHODOLOGY

- **Research Procedure, Place, Time and Participants, Method of The Study**

- **Technique of Data Collection and Technique of Data Analysis**

Agenda

I. INTRODUCTION

BACKGROUND OF THE STUDIES

- The use of English in teaching Science.

- The current study showed that the implementation of English in teaching science was not done well.

- Studies have indicated that one of the primary obstacles for learning science is the students' lack of target language.

- The teachers' beliefs in using code-switching in the classroom could also be linked to the strategies

INTRODUCTION

RESEARCH QUESTIONS

1. What are Science teachers' language ideologies about English they use in teaching content subject?

2. How do Science teachers' English language ideologies manifested in their classroom practices?

II. LITERATURE REVIEW
PREVIOUS STUDIES

2015

Fitzsimmons, Palmer, & Henderson

They explored DLBE program with carried out mixed-method study in order to explore the language ideologies of administrators and teachers involved in district-wide, primarily top-down implementation of a DLBE program in a large urban school district.

2017

Henderson

He founded that the dominant language ideology of strict language separation for bilingual instruction was challenged and disrupted by teachers mixing of languages in designated "English-only" and "Spanish-only" spaces.

2015

Martínez, Hikida, & Durán

They focused on teachers' language ideologies and argued that a more nuanced understanding of teachers' complex language ideologies can inform efforts to help them embrace translanguaging pedagogies

2017

Gu, Kou, & Guo

They investigated the language ideology of a groups of Chinese language teachers working in Hong Kong's secondary schools when they teach ethnic minority students in a qualitative method.

THEORETICAL FRAMEWORK

LANGUAGE IDEOLOGY

• In bilingual teachers and their classroom environment context, language ideology is the understanding, beliefs and expectations that influence all choices made by language users even when implicit.

TEACHERS' LANGUAGE IDEOLOGY

•Teachers' language ideologies can be seen as teachers' belief in mediating classroom discourse practices and it can show their commonsense assumptions about what a language is, how it functions, and what social and political identities they have.

BILINGUAL EDUCATION

•Garcia (2009) referred to bilingual education programs as those that use a second or a foreign language "as a medium of instruction; that is, bilingual education programs teach content through an additional language other than the children's home language"

Controversies Over The Use of English in Science in International Standard Schools

- **Low teaching quality and lack of availability of teachers in the biligual schools.**

- **Reduction in use of Indonesian in schools.**

- **Unclear policy.**

Prevalence of Code Switching Practice in Bilingual Classroom

Code switching seemed to be not only accepted but also often encouraged by teachers in order for students participate actively in classroom interactional practices and to facilitate students comprehension (Baker, 2011; Garcia, 2009)

III. METHODOLOGY

RESEARCH PROCEDURE

Designing the start-up model, selecting data, conducting research with thematic analysis, describing the report and discussion, and presenting possible solutions.

TIME, PLACE AND PARTICIPANT

Interview: 2 teachers from a Bilingual School Banten.

METHOD OF THE STUDY

Qualitative Methods.

TECHNIQUE OF DATA COLLECTION

Interview: 2 participants and classroom observations.

TECHNIQUE OF DATA ANALYSIS

Qualitative: Thematic Data Analysis with Interview Protocol.

METHODOLOGY

NO	Research Question	Technique of Data Collection
1	What are science teachers' language ideologies about English they use in teaching content subject?	Pre-teaching interview
2	How do science teachers' English language ideologies manifested in their classroom practices?	Classroom observations and post-teaching interview
	❖ *All the data are analyzed using thematic data analysis.*	

METHODOLOGY

Place, Time and Participants of the Study

The study conducted at a bilingual school located in Banten, Indonesia, in about 2 months. The interview conducted among 2 Science teachers

No.	Name	Gender	Age	Work experience	Educational Background
1.	Mr. Cahyo	Male	39 years old	5 years	Bachelor degree from Education Department
2.	Mr. Tina	Female	35 years old	4 years	Bachelor degree from Education Department

IV. FINDINGS

THE DESCRIPTION AND INTERPRETATION OF QUALITATIVE DATA

▪The interviews showed that all participants have been teaching Science subject in English for at least 4 years.

▪Code switching appeared from observation is believed as a strategy in order for students participate actively in the classroom interactional practices and to facilitate students comprehension.

▪The interview results also revealed not only teachers' belief and perceptions of using English in teaching Science subjects but also encountered some benefits and obstacles in implementing it in their practices.

FINDINGS

RQ.1.What are Science teachers' language ideologies about English they use in teaching content subject?

1. The issues of difficulties and problems the teachers faced when teaching through English, time-consuming when teaching subjects in English, and teachers" lack of self-confidence in
using English, is a heavy burden.

2. English is the international language was held firmly by both teachers because it's seen as giving advantage to people who master it in this increasingly globalized world.

3. Acquiring English skills will bring benefits for students' higher education specifically when majoring in Science..

FINDINGS

RQ.2. How do Science teachers' English language ideologies manifested in their classroom practices?

1. The teachers always allowed students to code switch between Indonesian and English, as the teachers themselves seemed to assume that their students might lack English competence.

2. Enormous problems were faced by the teachers when they used English in such situations because of little exposure to the language for themselves.

3. The teachers appeared to be more comfortable using their own languages, Indonesian and Jaseng, and permitted the students to interact in their everyday languages because it allowed teachers to "save face" instead of stumbling when speaking.

4. Using Indonesian saved time, as they were aware of the need to move beyond a certain teaching and learning activity to catch up with the objectives stated in the lesson plans.

5. The teachers' concern about the school examination seemed to have motivated them to teach bilingually.

V. CONCLUSION, IMPLICATION AND SUGGESTION

CONCLUSION

▪The Science teachers had never undertaken the English language education which aimed at providing them with knowledge of second language acquisition theory and language pedagogy.

▪Teachers' classroom actions did not always coincide with their stated beliefs about the English language. One feature of the teachers' language practices included code switching between English and Indonesian during the lessons.

▪Although the school had a strong motive to be a bilingual school and wanted to help its students to be able to succeed in their academic career through using English as the medium of instruction, the success in implementing English as a language of instruction at a micro level was challenged by several barriers.

IMPLICATION

▪This research presents show that visibility of the teachers' English language ideologies should cause them to be self-aware that their language ideologies will impact on the ways they enact the policy and on their teaching. Therefore, real English language education for subject teachers would be essential.

CONCLUSION, IMPLICATION AND SUGGESTION

SUGGESTION

▪The educational policy makers need to analyze and understand English language's ideologies through teachers' perspectives and to understand how teachers have developed English language ideologies in their social

▪The code switching patterns portrayed by teachers in this study reveal that the switching of language in bilingual classroom may have more depth than to being just 'code-switching'.

▪Teacher educators should assist prospective English teachers to be aware of ideologies and how they work and make critical reflections on what they believe about the English language.

Thank you