



Title of Project:

Navigating Cultural Divides: The Learning, Practices, and Beliefs of Novice Indonesian Teachers of English

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Project Summary:

To support learners' participation in the global economy, English teachers must be prepared to attend to the cross-cultural aspects of language learning. In Indonesia, this challenge is compounded by education policies that also require English teachers to sustain Indonesian cultural values. Without explicit preparation or guidance, these two expectations could be quite challenging to novice teachers of English in Indonesia. The objective of this study is to better understand how novice Indonesian teachers of English learn to teach about culture, what they believe about the teaching of culture, and what practices they use to teach about culture during their early years of teaching. This study is a qualitative ethnographic case study of English teacher preparation practices at a Muslim university in Central Java, complemented by embedded case studies (Yin, 2009) of recent graduates during their early years of teaching. Data sources include: interviews with university faculty and recently graduated novice teachers; observations of university teacher education courses and graduates' English language classrooms; and journal entries and observations from a professional development program with novice teachers. Data will be analyzed iteratively using the constant comparative method (Corbin & Strauss, 2014). This study will inform research in language teacher education by examining how novice Indonesian teachers of English learn to teach about culture and begin to do so during their first years of teaching. Implications from this study will generate insights regarding models of ongoing professional development and the impact of English as a global language on teacher education policy and practices.