

Observing Teachers' Beliefs on the Teaching of English in an Indonesian context

Introduction

In the globalization era, it is an uncontested fact that English is the major international language in intercultural communications, business, science, technology, and other areas. It is the most widely learned and spoken second or foreign language in India, Indonesia, South Africa and many other countries; and it makes the number of second and foreign language speakers (non native speakers) far exceed the number of the first language speakers (native speakers) of English. In 2003, for example, the number of English speakers according to Crystal (2003) reached approximately 1,500 million only 20% of which are the native speakers of the language. This situation has resulted in a remarkable demand in English language teachers, which has also led to an increase in the number of non-native English language teachers. In fact, the majority of English teachers in the world are not native speakers of English (Matsuda & Matsuda, 2001; Canagarajah, 2005).

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