

Exploring Teachers' Beliefs on the Teaching of English in English Language Courses in Indonesia

Flora Debora Floris

English Department, Petra Christian University

Abstract

This article examines how teachers of language courses in Sidoarjo, Indonesia perceive the notion of English as an International Language in terms of (1) the native speaker/non native speaker dichotomy, (2) teaching materials used, and (3) the use of the students' mother tongue (Indonesian). The data were collected using questionnaires, in-depth interviews and classroom observations. In general, though the participants still preferred native speakers to teach speaking classes, they all agreed that educational background and teaching skills should be the determining factor of what constitutes a good teacher. Another finding was that the participants preferred to use materials published in the inner circle countries. Concerning the language used in the classrooms, it was found that all participants use Indonesian and English in their speaking and grammar classes. Based on the findings of the study, some recommendations were formulated and provided at the end of the article.

Keywords: teachers' beliefs, language courses, English as an international language, native speaker, non native speaker, teaching materials, students' mother tongue.

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).

In Indonesia, approximately 3,047 teachers of English were employed at formal schools in 2011 and 3,442 teachers in 2012. It has been estimated that the country needs approximately 3,733 new English teachers in 2013 and 4,130 new teachers in 2014 due to the increasing number of Indonesian students who study English at formal schools (Yahya, 2011). Due to the remarkable explosion in the number of private language institutes, nowadays, there are also hundreds or thousands of teachers working for language courses. For example, English First (EF) which has 63 schools in 26 big cities or LIA which has more than 30 schools with more than 65,000 students, for instance, employ 10-15 teachers for each branch; and they still need many teachers for their language courses (English First, 2012; Yayasan LIA, 2011).

Though the number of language courses is growing rapidly and that there are many teachers employed at such courses, I notice that only in recent years, the government has tried to focus more on these privatized businesses by setting up academic standards and evaluating practices (Direktorat Pembinaan Kursus dan Pelatihan, 2012). In terms of academic studies, I also observe that studies in English teacher education and teaching process so far also have focused more on formal schools. However, education should not be thought of in terms of the primary, secondary and universities only. As there are a thousand courses operating in Indonesia as privatized businesses, it is also, in my opinion, essential to take notice of some important pedagogical aspects of these courses such as the academic standards, the teaching practices, the textbooks used, and the teachers' beliefs.

Studying teachers' beliefs are important as these beliefs can influence the nature of language teaching practices, roles of teachers, and relationships with students (Richards, 1998). Teachers' beliefs will also influence acceptance and uptake of new approaches,

techniques and activities (Donaghue, 2003). Furthermore, Chapman (2001) states that teachers' beliefs have a high impact on students' beliefs. Researchers have shown that teachers' beliefs are built up over time and play a critical role in their classroom practices (Richards, 1998; Richards & Lockhart, 1996; & Moon, 2000).

Richards (1998) defines teachers' belief as "the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom" (p.66). According to Pederson & Liu (2003), beliefs are "mental constructions based on evaluation and judgment that are used to interpret experiences and guide behavior" (p.61). Beliefs consist of tacitly held assumptions and perceptions about teaching and learning which are generally stable and that they reflect the nature of the instruction the teacher provides to students (Kagan, 1992 & Hampton, 1994). Other characteristics of the beliefs are:

- They guide actions, but they are also influenced by actions (Richardson, 1996).
- They are socially constructed and culturally transmitted (McAlpine, Eriks-Brophy, & Crago, 1996).
- They have to be inferred from statements, intentions, and actions (Pajares, 1992)
- They are dynamic (Woods, 1996).

Richards, Gallo, and Renandya (2001) also pointed out that study of teacher beliefs is important because it "forms part of the process of understanding how teachers conceptualize their work" (p. 42).

Despite its importance, Borg (2003) notes that between 1976 and 2002, there are only 64 studies related to teachers' beliefs; and all of these took place in formal schools. Though English course is a huge business, there has been no study conducted to explore the nexus between language course teachers' beliefs and the pedagogical decisions manifested in their teaching and learning contexts. Therefore, I was interested to conduct this study to explore language course teachers' beliefs in English Language Teaching (ELT) in an Indonesian context.

Considering the role of EIL, the emergence of multiple varieties of English and the profiles of English users today, McKay (2003) has argued that the teaching of EIL should "be based on entirely different assumptions that have typically informed English language teaching pedagogy" (p. 1). The purpose of teaching English

nowadays should aim to prepare learners to become competent users in international contexts, to enable them to communicate with others for the purposes of academic advancement, career advancement, technology access, intercultural communication, and other domain of communication (2003). In addition, ELT curricula and pedagogy should include principles that are more appropriate for teaching English as an international language (see McKay, 2003 and 2012; Matsuda, 2012; & Brown, 2012). According to McKay (2012), a language program should incorporate the promotion of intercultural competence, an awareness of other varieties of English, multilingualism in the classroom, instructional materials that include both local and international cultures and the adoption of socially and culturally sensitive teaching methodology.

Based on the suggestions proposed by McKay (2003 and 2012), Matsuda (2012) and Brown (2012), it would be interesting to see how English teachers especially in the expanding circle perceive the notion of EIL in their classes. This study aims to be one of the empirical studies observing EIL practice in the classroom. The focus would be on how teachers of language courses in Sidoarjo, Indonesia perceive the notion of EIL in terms of (1) the native speaker/non native speaker dichotomy, (2) teaching materials used, and (3) the use of the students' mother tongue (Indonesian).

Methodology

This study was carried out in Sidoarjo, Indonesia. Sidoarjo itself is regency which is part of the urban planning region surrounding Surabaya, the capital of the East Java province. It has a population of approximately 1, 9 billion (Pemerintah Kabupaten Sidoarjo, 2010). The majority of people living in Sidoarjo speak Indonesian as their second language and Javanese as their first language. The second language is used mostly in formal occasions, while the first language is used mostly in informal context. English in this context can be considered as a foreign language though it is not an "alien language" for the citizens of Sidoarjo. Many signboards, advertisements, brand names, and electronic instructions are written in English. Radios play songs in English, TV stations broadcast news and movies in English, many books written in English are available at bookstores and are used at schools. English is also a compulsory

subject at schools and universities whose curriculums refer to the guidelines set up by the central government. However, English has not yet have a specific formal function in the society.

This study was carried out in six different local English language courses. There were approximately 400 students aged 10 to 18 years old and 45 teachers working there. All teachers are Indonesians. They communicate in Indonesian as their first/second language and have at least local diploma degrees in English. Each of these language courses is run by a principal (course coordinator) and some school assistants whose responsibilities are related to administrative tasks. The average class size is 15 students.

Participants of this study were selected based on convenience sampling (Dörnyei, 2007). There were thirty (10 males and 20 female) Indonesian teachers who participated. Fifteen participants had been teaching for 1-2 years, 11 for 3-4 years, 4 for 5 or more years. All of them held bachelor's degrees in ELT. They taught grammar and speaking.

The current study applies both quantitative and qualitative approaches or mixed research approach. Dörnyei (2007) addresses several reasons for choosing this type of research namely to increase the strength of each approach, to provide multi-analysis of complex issues, and to improve validity. In this study, the quantitative research included the use of questionnaire while the qualitative one involved in-depth interviews and classroom observations.

Questionnaires comprising fourteen questions were distributed to all thirty teachers. The language used on the questionnaire was English as all participants were English teachers and had no problems in using this language. Those who were willing to be interviewed were asked to write down their names and phone numbers on their questionnaires. Out of thirty teachers, there were ten teachers available for the interview. The interviews were conducted in a semi-structured format. There were seven guiding questions that could be elaborated to get deeper understanding of what the participants thought. The interviews were conducted in the language that the participants felt comfortable using, Indonesian and/or English. Each interview took about 20-30 minutes and was audio-taped. At the end of each interview session, I asked the interviewee to grant me permission to observe his/her class. Observations were carried out to observe the teaching materials used

and teaching methods applied. I was a non-participant observer who took field notes during the observation. In total, there were 10 class observations; each of which lasted for 60-100 minutes.

After collecting the data, I started the analysis process. The calculations of the questionnaires were quantified in terms of percentage to help me identify the teachers' beliefs. The details obtained from the semi-structured interviews and classroom observations served the purpose of gathering more qualitative data. By doing these, I could identify the teachers' beliefs related to (1) the native speaker/non native speaker dichotomy, (2) teaching materials used, and (3) the use of the students' mother tongue.

Findings and Discussion

The findings of this study would be presented in accordance to the research questions. Thus the first section would present the teachers' beliefs related to the native speaker/non native speaker dichotomy. The next sections would discuss the beliefs on teaching materials used and the use of the students' mother tongue in classrooms.

English Language Teacher and the Native Speaker/Non Native Speaker Dichotomy

The present study generally shows that the participants hold certain degrees of belief about the issue of native-speakerism in English Language Teaching. Thirty teachers (100%) who filled in the questionnaires do believe that native English speakers (NES) should teach speaking class. This was based on two major assumptions. The first one, stated by 67% of the teachers, was that NES would become the good role model because their English was considered appropriate, accurate, and original. Furthermore, according to 33% of the teachers, NES could speak English naturally without being afraid of making mistakes. During the interview, teacher H, for example, said, "In speaking classes, I believe native teachers are preferred because English is their own language. Thus they have the ability to talk like the man on the BBC six O' clock news or talk like Bill Gates with an American accent". However, teachers from the outer circle countries (e.g. Singapore, India, Philippines) were not considered as

the best teachers for speaking classes since their English was not considered as “standard”. According to all (10) interviewees, teachers coming from these countries had ‘unnatural’ English. As teacher G commented, “English teachers coming from xxxx? Well, maybe they should not teach speaking subject because their English has many grammatical mistakes and their pronunciation is bad”. In short, all participants of this study believed as Teacher A said, “Native speakers are certainly ideal to practice the language. They obviously become the best teachers for speaking classes”.

Though native English speaker teachers (NEST) were preferred to teach speaking skills, these 30 teachers felt that native speakers might not be suitable to teach other skills especially grammar because they could not explain the grammar rules clearly. They have acquired the language naturally so they do not really learn and comprehend the structure of the language. As Teacher F commented during the interview, “Language has structural features that are complicated and hard to learn. Learners of English have to master all these features so that they can communicate correctly. It might be hard for natives to explain the rules because they never learn it”. As Revés & Medgyes (1994) point out, native speakers may not be aware of the internal mechanisms operating in the acquisition of a second language, since for them the language is acquired naturally and subconsciously. It is different from non-native teachers who have gone through the process of acquiring English as an additional language (Phillipson, 1996). The participants of this study themselves had been learners of English, had learned and at last mastered the grammar rules. This gave them the ability to provide better grammar explanation or relevant examples suitable to the students’ context.

During the interviews, the discussion also further develops into teachers’ conception of good English language teachers. In general, all of the participants interviewed thought both native and non-native speakers could make the best language teachers if they fulfill certain characteristics. All interviewees agreed that teachers should have a high proficiency in English. The interview with Teacher D illustrated this when she said, “It does not matter whether you are a native speaker or not. The important aspect is that you can speak in English and your English is intelligible”. The participants’ response shows a degree of awareness and movement towards

professional excellence rather than restricting oneself to the idea of nativeness in ELT.

Six interviewees (60%) also believed that English teachers need to have the necessary qualifications or credentials and desire to continuously develop in their profession. To the participants, a good mastery of English is indeed important but having skills and mastery of teaching techniques to be used with different levels of students or having ability to assess students' performances is also essential; and such teaching skills can be developed through on-going teacher education program, trainings, workshops and any other professional development courses. In this way, English teachers can develop their professional competences and become qualified teachers. This implies that only those with teaching qualifications should be hired as EFL or ESL teachers. One of the participants, Teacher C commented on this issue of native-speakerism and qualified English teachers during the interview, "I believe that if the native speakers have teaching certificates, they have good capabilities in teaching English. However, many language courses employ Americans only because they are native speakers of English. I think this is not good for the students". Teacher C, here, expands the discussion on the issue of nativeness and emphasizes on the essential matter of qualification in the profession. Her comment also depicts the reality that still exists in her teaching context in which "nativeness" has often been treated as the determining consideration in the success of ELT business.

The third characteristic of a good teacher that 20% of the participants raised in the interview is teachers' knowledge of various teaching methods (from the traditional classroom methods to the most current ones). This knowledge also includes language teachers' awareness and knowledge of their own teaching and learning contexts. An approach or a method which is very popular in western countries, for example, might not be suitable for Indonesian students. Teacher G's comment made a very good example of this case, "Teachers need to be familiar with the teaching and learning contexts so that they can really assist their students. I myself had once taken an English course at XYZ, and I found that my American teacher's explanation sometimes were confusing. I did not have such problem when I was taught by an Indonesian teacher because the teacher could use local real-life samples to explain difficult concepts". Materials or activities that are far and unknown to the students might

become problematic. By localizing materials and activities, teachers help their students to move from close to far and known to unknown concepts so at the end the students would understand their lessons.

The last characteristic of a good English teacher that 20% of the interviewees mentioned is teacher's understanding of what it is to go through learning and acquiring the language. It is important for teachers to understand the pains and the joys of learning English and to have a never-ending desire to assist their students. According to Medgyes (1996), non-native English teachers have experienced the process of learning English as a second (or third or fourth) language. This experience provides them knowledge of language learning process and learning strategies. It also enables them to be more empathetic to their students' challenges and needs. As Teacher I explained, "Indonesians might become the best teachers because most likely they have studied English in far more depth and detail than native English teachers. These teachers have been (and are still) struggling with English; and this makes them more sensitive and understanding with their students". While it can be hard for native speakers who never have a chance to learn second language to understand how difficult it is to learn a new language, non-native teachers are more likely to understand how students feel towards learning a language. Non-native teachers are probably better at predicting what potential linguistic problem students may encounter; and they can provide more appropriate treatments. Furthermore, non-native English teachers can also be good learner models (Medgyes, 1996). However, this view should not be interpreted in a simplistic manner: "... but that does not mean that native speakers are bad teachers. As long as they understand how the students struggle and they want to help them, I think they can become good teachers" (Teacher A).

In general, the participants' responses show that participants challenge the prevalent assumption that the ideal teacher of English is a native speaker or as Philippon (1992) described as the "native speaker fallacy". It revealed that the participants also believed that native speakers are not better teachers than non-native speakers (Mahboob, Uhrig, Newman & Hartford, 2004). The participants' response shows certain degrees of belief of who should be the best model and the best teachers. Participants also have developed the understanding of what makes a good English language teacher.

Despite their belief that native English speaker teachers are those who come from the inner circle countries, the participants do not seem to submissively believe that “nativeness” determines good English language teaching and learning.

Teaching Materials

In this study, teaching materials refer to unpublished materials (e.g. lecture notes, power point presentation) and published materials (e.g. students’ textbooks) that are routinely made available by the administrators and teachers of all language courses observed. Regarding the students’ textbooks as published materials used in their language courses, 100% of the teachers who filled in the questionnaires expressed a preference for published textbooks from English-speaking countries. During the interviews, four interviewees (40%) admitted that they had actually been asked by their course administrators to try out textbooks written and published by local authors and publishers but still they preferred the ones produced by American and British publishers such as *Headway*, *Interactions*, *Cutting Edge*, *Mosaic*, and *Fundamentals of English Grammar*. Some of the reasons for choosing the English-speaking published textbooks displayed by the participants who filled in the questionnaires were: (1) the materials were original and correct because the texts were written by native speakers of English (53%), (2) the quality especially in terms of content and appearance was much better (30%), and (3) the textbooks were accompanied by teachers’ books which make it easy for the teachers to prepare the lessons (17%). Similar reasons were also expressed during the interview sessions.

Interestingly, all teachers interviewed admitted that they often had to modify (simplify) the published materials or provide additional exercises for their students because the students sometimes had difficulties in understanding the language and/or the topic written on the textbooks. In some of the observed classes, I noticed that the teachers prepared additional handouts for their students. When discussing “Simple Present Tense” for example, Teacher I also brought pictures describing daily activities done by students: getting up in the morning, having breakfast, going to school, studying at school, going home, having lunch, taking a nap. Teacher I said, “My purpose for giving examples that are close to the students’ daily lives

is to help my students understand the lesson. I believe that it is easier to understand something which is close to our daily lives" (Teacher I). Another participant, Teacher C brought some pictures of Surabaya city on the old and present days when she discussed Simple Past Tense and Simple Present Tense. To this, she said,

"Last week, I talked about the Simple Present Tense. Today my discussion was on the grammar rules of Simple Pas Tense. To minimize my students' confusions of these two concepts, I brought some pictures of Surabaya city on the old and present days so students could see the differences in the usage of these two different tenses. I often bring additional examples or exercises which are close to my students' situational context".

It seems the textbooks provided by the language courses serve as 'reference' material that teachers can browse and adapt to suit their students' needs. In this study, the main reason why the interviewees prepared additional handouts for the textbooks and provided examples or exercises, which were closely related to their students' lives and experiences, was because they believed that their students would get more understanding if they read or discussed the supplementary materials.

Some scholars (e.g. Philipson, 1992) have observed that the teaching material, ideological messages and pedagogy which are part of western communities published in international textbooks are often culturally inappropriate to the host countries. Philipson (1992) calls this as 'cultural imperialism' and it includes the transmission of ideas about the culture of English-speaking countries occurring via textbooks and the presentation of certain cultural stereotypes and values as universal and superior. Often such textbooks disregard the linguistic and cultural resources that learners have. As a result, they cannot be used appropriately (Prodromou, 1998). Fredricks (2007), who has carried out research on her EFL class of Tajik students, concludes that there would be positive vibes or attitude towards learning target language if the pedagogical material presented is nearer to students' own culture. Nation & Macalister (2009) also affirm that learners are more motivated when they learn target language with reference to their local culture. It means that teachers need to pay more attention on the way they select the texts to which

students will be exposed as well as the manner in which they would utilize the texts.

Students' Mother Tongue

Many people believe that the more one is exposed to hear the target language, e.g. English, the easier he/she will acquire the language. Therefore the mother tongue should not be used in English classrooms; and the teaching of English should be done through the medium of English only. One of the proponents of this view is Dickson (1996). In *'Using the target language: A view from the classroom'*, Dickson states that using the "target language promotes natural acquisition and that use of the mother tongue (L1) undermines this process by diverting attention from the object of pupils' learning" (1996, p.1) This is what Phillipson (1992) labeled as "the maximum exposure fallacy" and the "monolingual tenet".

The findings of the recent study showed that 100% of the teachers who filled in the questionnaire and who were interviewed agreed that the students' mother tongue, in this case *Bahasa Indonesia* (Indonesian) should be allowed in the classroom. There were three main purposes for opting for student mother tongue. First, *Bahasa Indonesia* was often used to explain 'difficult' concepts to their students (53%). During the interview, this issue was reflected by Teacher F and Teacher B:

The students' competency and proficiency levels are not high. Often I find them confused especially when I explain difficult concepts. Sometimes they do not know the English vocabulary, so that I have to translate it into Indonesian" (Teacher F).

I think it is okay to use *Bahasa Indonesia*. The most important thing is that the students understand what we are teaching (Teacher B).

Second, it was used to explain or to translate English vocabularies that their students found hard to understand (37%). This is best represented by one of the interviewees' response: "When we discuss texts, instructions or statements written in English and my students do not understand these, I use translation technique to make them understand. So I translate the English words that they do not

understand into *Bahasa Indonesia*" (Teacher A). Another reason for allowing the use of students' mother tongue in the classroom was to provide feedback and instruction (10%). During my observation, I found that Teacher F & Teacher B often used *Bahasa Indonesia* in their teaching. In her grammar class, Teacher F used Indonesian several times when she explained grammatical rules, checked her students' works and gave feedback. Teacher B also switched to Indonesian several times when she instructed her students to perform some speaking activities and when she commented on her students' speaking performances in her Speaking class.

The findings of this present study confirmed the findings of two previous researches related to the use of the students' mother tongue in English classrooms in Indonesia. Zacharias (2003) found that teachers involved in her study used *Bahasa Indonesia* to explain new words, to check the students' understanding and to explain grammar concepts. Teachers participated in Manara's study (2007) also admitted that they used Indonesian mostly to explain new (unfamiliar) words, to check students' comprehension and to explain differences between the first and the target languages. Though not all of respondents involved in Zacharias' and Manara's studies agreed to the use of *Bahasa Indonesia* in their English classrooms, they could not escape from the existence and the influence of the mother tongue in their classrooms at least to fulfill some pedagogical functions.

Kumaravadivelu (2003) suggests that in this EIL era, linguistic dimension which includes the knowledge and the use of students' local languages should get more attention in the target language classrooms. The students' mother tongue can be usefully applied in the classroom as a bridge to learn the target language. According to Forman (2010), students' mother tongue can be used to fulfill the following functions:

Table 1.
The Ten Principles of Using Local Language in English Language Classrooms

1	Cognitive	L2 development	To explain L2 vocabulary, grammar, usage, culture
2	Affective	Solidarity	To facilitate easy, 'natural' interaction amongst students and with teacher
3		Interpersonal development	To develop collaborative, team-work abilities
4	Pedagogic	Time-effectiveness	To make good use of limited classroom time
5		Comprehensibility	To convey meaning successfully
6		Inclusivity	To ensure that all students can participate
7		Contingency	To respond to immediate teaching/learning needs
8		Classroom management	To maintain discipline
9	Socio-political	Globalised communication	To enable students to move flexibly and effectively across two languages
10		Political positioning	To resist the political dimension of global English

Forman (2010, p. 78)

Using English only in the classroom might hinder students' comprehension towards the lessons discussed. If students do not understand the language used to deliver the lessons, if they do not grasp the language well enough to understand what is being taught, then they will not comprehend the subject matters delivered by their teachers. In other words, the use of English-only-approach will not contribute to one's language learning process.

Conclusion

This study has tried to understand the pedagogical implementation of the teachers' beliefs towards their teaching practices in the classroom in Indonesian context. First, the finding suggests that for speaking skills, the participants stated that the ideal teacher would be native speaker coming from Inner Circle countries, for they were able to speak 'perfect' and 'standard' English. However, in general, the participants agreed that educational background and teaching skills should be the determining factor of what constitutes a good teacher and not nativeness. For teaching materials, these teachers expressed their preferences to use materials published in the inner circle countries. The locally-produced materials were not popular among teachers because they were not readily available in high quality. Third, concerning the use of the mother tongue, it was found that all participants admitted using *Bahasa Indonesia* in their speaking and grammar classes. This happened especially when theoretical notions were explained and when the students encountered new or important vocabularies.

Based on the findings of this study, teacher educators and/or language course administrators are suggested to provide continuous support for their teachers. This can be in the form of trainings for proficiency and teaching skills, peer observation, reflective diaries, etc. Another important factor to take into account is the teaching materials. Matsuda (2003) proposes some ways to accommodate the awareness of EIL. Textbooks, for example, can "include more main characters from the outer and expanding circles and assign these characters larger roles in chapter dialogues than what they currently have" (p. 725). Additionally, pictures, cultural topics, dialogues that refer to the use of English as a lingua franca from outer and expanding circle countries can be included as well (2003). For older or advanced students, some chapters can be devoted to "specifically address the issue of EIL: its history, the current spread, what the future entails, and what role the EIL learners have in that future" while some common global issues, "such as history, nature, health, human rights, world peace, and power inequality, can be discussed in relation to internationalization, globalization, and the spread of English" (p. 725). If the published textbooks used in the classroom do not provide chapters reflecting EIL, it is the teachers' duties to

provide additional handouts that cover EIL issues. The inclusion of such uses and topics coming from the outer and the expanding circle countries would somehow introduce the students to the existence and role of EIL, which is not limited to the inner circle countries. The next consideration is related to the use of *Bahasa Indonesia* in the classrooms. Hawks (2001) reminds that the students' mother tongue should be used selectively and not be seen as an easy option. The higher the level of proficiency of the students, the use of students' mother tongue should be reduced.

With the findings, this study hopes to suggest that teacher educators and/or language course administrators should pay attention to the issue of teachers' beliefs and their classroom practices. There is the need for teacher education institutions and language course administrators to develop programs to foster the positive beliefs and overcome the problem of negative beliefs that may occur. Such programs would facilitate teachers to reconcile beliefs and practice in order to provide more effective classroom practices.

This study has several limitations that should be kept in mind. The participants in this current study, for example, are from six language courses in Sidoarjo; thus, the results may not be generalized to other educational contexts. Future studies may use a wider sample population from language courses in East Java province or in Indonesia. This would increase the validity of the research and its findings. Next, future research may focus on students' perceptions because "student" is one of the factors involved in the process of language teaching and learning.

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About the Author

Flora Debora Floris earned her MA in English Language Teaching from Institute for English Language Education, Assumption University, Bangkok in 2003. She is currently a senior lecturer at the English Department of Petra Christian University, Surabaya. Her areas of interest include teachers' professional development and the issues of English as an International language.

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Questionnaire

Dear teachers,

I am doing a small survey related to the issue of teachers' beliefs. Please fill in this questionnaire. Your answers will be treated confidentially. Thank you.

Part One: Personal Information

1. Gender: Male Female
2. Number of years of teaching experience:
 1-2 years 3-4 years 5-more years
3. Highest academic qualifications:
 Bachelor's degree Master's degree Doctorate degree
 Other: please specify _____
4. The subjects that you are currently teaching: (you may choose more than one answer)
 Reading Listening Speaking
 Writing Grammar
5. The name of your institution: _____
6. Number of students in one class: _____

Part Two: Your beliefs

7. Native speakers are good in teaching _____ (choose only one answer)

Listening

Speaking

Reading

Writing

Grammar

8. Why do you think so?

9. Materials which are most appropriate for my class should be _____ Published by English speaking countries (international publication) Published by local publishers (local publication)

10. Why do you think so?

11. The most appropriate teaching approach for my class is _____ CLT (student-centered) Teacher-centered
Other: please specify _____

12. Why do you think so?

13. The use of students' mother tongue (*Bahasa Indonesia*) in my class is _____

Acceptable

Not acceptable

14. Why?

Thank you very much.