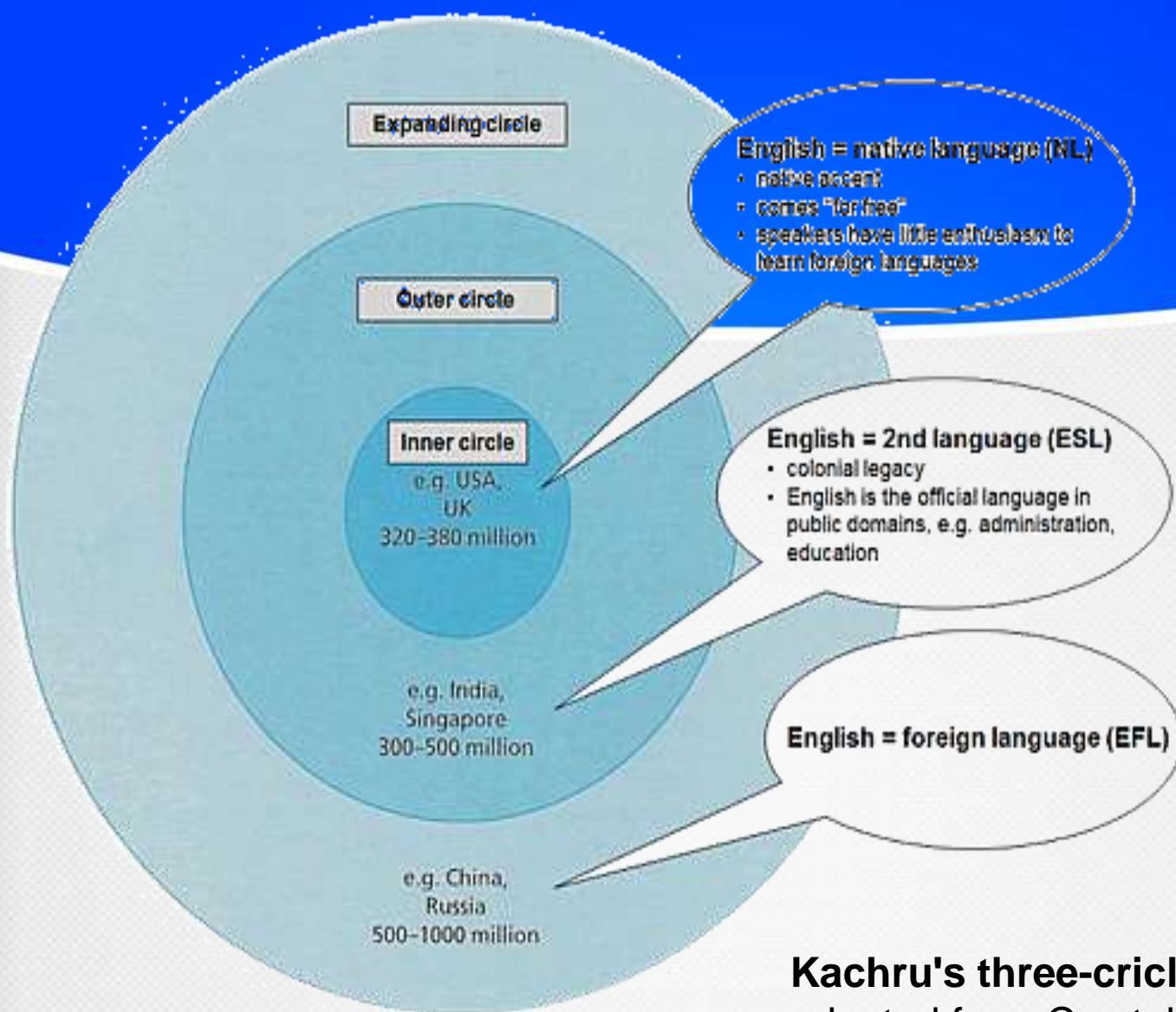


# **A Study on Pre-Service Teachers' Beliefs of English as an International Language**




*presentation  
notes*

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**Kachru's three-circle-model.** Figure adapted from Crystal, D. (1999), *The Cambridge Encyclopedia of the English Language*.

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- Within 25 years, the number of speakers of English had moved from a fifth to quarter to a third of the world's population (Crystal, 2008).
  - The majority of English teachers in the world are not native speakers of English (Matsuda & Matsuda, 2001; Canagarajah, 2005).

# Pedagogy for English as an International Language (EIL)



McKay (2012):

- 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,
- the adoption of socially and culturally sensitive teaching methodology.

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# English Teachers in Indonesia

| 2011   | 2012   | 2013   | 2014   |
|--------|--------|--------|--------|
| -4.693 | -5.044 | -5.399 | -5.757 |

*DIREKTORAT PEMBINAAN PENDIDIK DAN  
TENAGA KEPENDIDIKAN*

Pre-service education is often seen as the start of teacher preparation programme or in other words the first step in the professional development of teachers.

Alumni

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Research & Community  
Services



"Being a part of the  
English Department,  
Petra Christian  
University is an  
unforgettable

# English Education Business

**EEB – English Education Business**

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What excites you the most? Managing schools, designing courses, inspiring children, and sharing your knowledge with others? With EEB you can do it all.

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Please download the curriculum chart.



# World Englishes (2 credits)



This course aims to enable the students to consider past, present, and future varieties of the English languages.

Attention will be paid to the historical, political, and sociocultural issues associated with the globalization of Englishes and on the ideological underpinnings of debates about nativization, standardization, identity, and ownership.







# Research questions



- What sorts of beliefs do pre-service teachers have at the beginning of the course about (1) the role of English as the international language, (2) the best English variety, (3) the use of students' mother tongue in the EFL classrooms, and (4) the best English language teacher.
- Do these pre-service students' initial beliefs change at the end of semester?
- How do these pre-service students welcome the EIL principles in their future pedagogical practices?

# Why did I choose these 11 pre-service teachers?



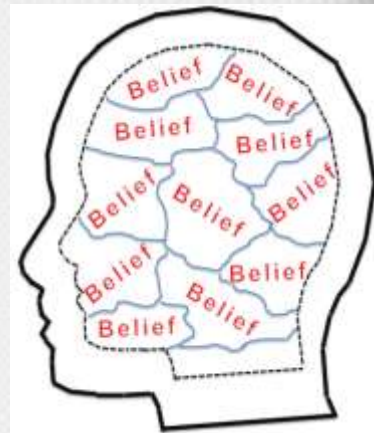
- First time: the 2<sup>nd</sup> semester of 2011/2012 (February – August 2012)
- None of the topics discussed are covered in the first two years of these students' study
- These students had never come across the relevant concepts before.

# Why did I focus on observing the beliefs?

According to Kagan (1992) and Pajares (1992), beliefs are important to teacher educators because they influence teachers' classroom practice, including their methods of delivering instruction.

Pre-service students' beliefs are formed during the “apprenticeship of observation” (Lortie, 2002).

The majority of pre-service student-teachers who start their education programme, for example, view teaching as telling or lecturing—that is, directly transmitting information to a passive learner (Torff, 2003).





# Pre-Service Teachers' Beliefs



Prior beliefs can function as filters for processing experiences and knowledge (Borko & Putnam, 1996).

Prior beliefs may hinder their ability to see the relevance of their teacher education program as well because the existing beliefs may be incompatible with their new learning in their teacher education program (Borko & Putnam, 1996).

Minor et.al (2001) suggest that while difficult, changing pre-service teachers' beliefs is possible.

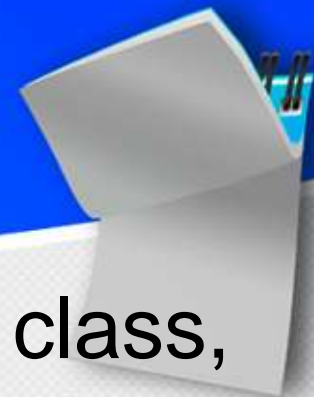
# Methods



- Reflective papers (the first and last meetings)
- Classroom discussions (throughout the course)
- Additional question: How would apply your EIL beliefs in your future classrooms? (the last meeting)



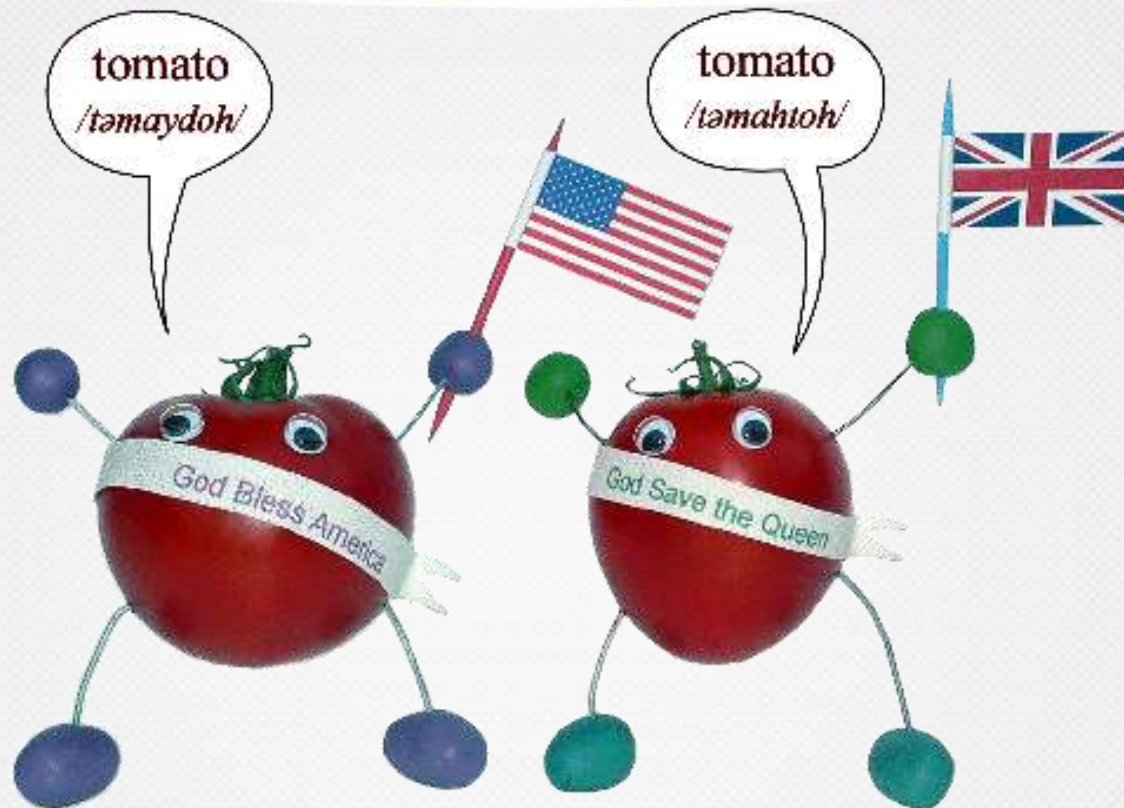
## *The role of English as the international language*



- “Before I joined the *World Englishes* class, I feel there is only one kind of English and there is no difference. But now I know that the issue of English as an international language is more complex than I thought”.
- *All*: teaching of English nowadays should acknowledge the EIL pedagogy.



# *The best English variety*



# British English



- ‘British English is the best and the standard one. The English language itself comes originally from England as both names are similar’.
- “British English is more difficult to understand meaning that people who speak it are more intelligent”.

# American English



- “Once my teacher corrected the word “colour” I wrote on my test. She said it had to be “color” without the letter “u”. She then said that if I used the letter “u”, that was British English not American. Almost in every lesson, my teachers rarely mentioned British English. Thus, I think that American English is the standard one. I know that there is British English but I do not really pay attention to it since I did not use it in school.”




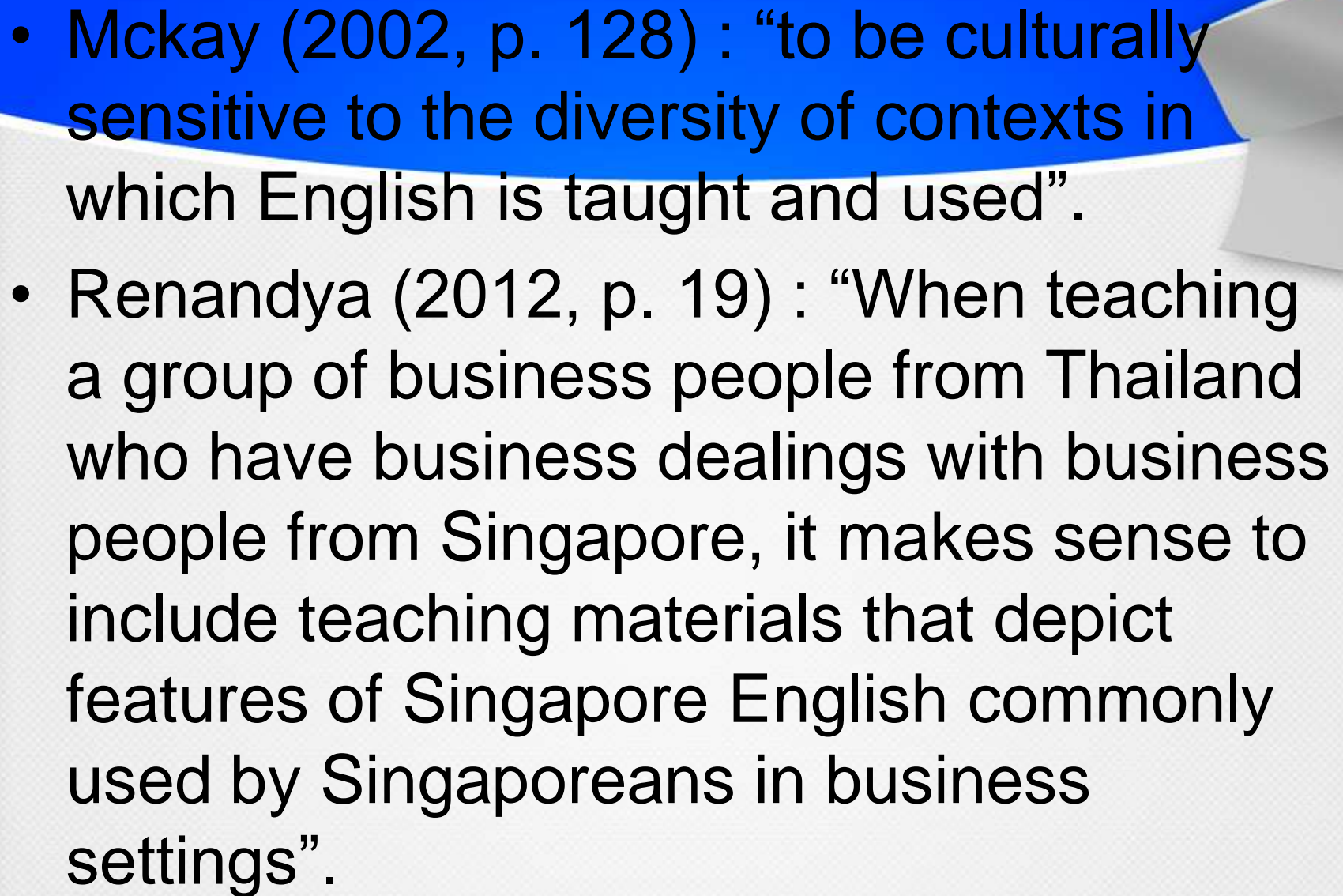


# *The best English variety*



- “ I have learned that that there are many varieties in this world, not only the American and British English. Even in Britain itself, people in Liverpool has different kind of English compared to the variety used in Manchester. The fact that American and British English are popular is because of their power (in politic and economic) and the huge number of the users.”

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- *Classroom activities:* I will teach my students by using American English but I plan also to introduce other varieties of English. I should show them some videos of people using Singaporean English or Canadian English. So that they also know the other varieties of English existing in this world and later they can choose which varieties should be used in particular contexts.


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- McKay (2002, p. 128) : “to be culturally sensitive to the diversity of contexts in which English is taught and used”.
  - Renandya (2012, p. 19) : “When teaching a group of business people from Thailand who have business dealings with business people from Singapore, it makes sense to include teaching materials that depict features of Singapore English commonly used by Singaporeans in business settings”.




# The use of students' mother tongue in the EFL classrooms

I believe that mother tongue is still important because they [students] are not the native speakers of English. When I was in my first year of Junior High School, I had a teacher who explained everything in English. Almost all students in this class did not really understand about the instructions and explanations provided so we began to ask many things. But then we found some difficulties in asking questions because we were not fluent enough, had many language errors, and did not have many English vocabularies. At the end, our English teacher allowed us to ask in *Bahasa Indonesia*. So in my opinion, the use of mother tongue is needed for some cases, such as giving instruction or explaining some difficult subjects (e.g. grammar) because it helps the students to understand more about the lesson.



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- *Classroom activities:* When I become a teacher, I will use mother tongue in my classroom but not all the time because if I only use mother tongue, my students will not be able to speak in English. I will use mother tongue for example to explain something that my students do not understand although I explain it two or three times.

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- The students' mother tongue should be used selectively and not be seen as an easy option (Hawks, 2001). The use of the mother tongue should be limited or controlled. The higher the level of proficiency of the students, the use of students' mother tongue should be reduced.



# The best English language teacher

“I believe that the best teacher of English is white people. English is their language so they know it better than any other speakers. Many course advertisements in magazine or in newspaper also claim that they have white people as their language teachers. That is why I think that the best English teachers are white people”.





# The best English language teacher

“To become an English teacher, someone needs to master the language and the skills of teaching the language. What will happen if a native speaker who does not know how to make a well-organized writing teach writing as a subject? So I think in this case, it is better to employ a non – native teacher who understands how to make a well-organized writing”

“I will teach English confidently even though I am not a native English speaking teacher. This is because now I know that non-native teachers have some benefits over the native teachers”.

# Conclusion

- Some changes:
  - the best English variety
  - the best teacher of English.





# The beliefs were taken into account from the very beginning:



- The *WE* course could be structured: Classroom discussions & reflective assignments
- Pre-service teachers become aware that they hold intuitive beliefs about teaching and learning formed on the basis of their experiences as learners and that sometimes these beliefs are not in line with the development of EIL
- Detecting incongruence within one's beliefs and comparing and evaluating them can be very important springboard for general conceptual change.

Thank You.





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21-22 November 2012