

Pedagogical Issues of English as an International Language: The Indonesian Pre-service Teachers' Beliefs

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Its status as an international language has made English a worthy language to discuss. The concern is mostly put under the issues of its pedagogical implications on language teaching methodology. As in the EFL country like Indonesia, it is valuably assumed that teachers of English should be aware of these issues. As such, the importance of studying English, native English speaker teachers, L1 use, teaching materials, and Western cultures are of the most intriguing issues to discuss for appropriate English language teaching practices in the country. It is for this reason that the present study was designed to explore the belief systems of 50 pre-service teachers on the pedagogical issues of English as an international language (EIL) in an Indonesian university through a cross-sectional survey and semi-structured interviews. In terms of the importance of studying English, many respondents opted 'globalization era and to communicate with people of different countries' as their most cited reasons with 78% and 78% respectively. Meanwhile, 48% of them preferred 'to get better jobs' as the last reason. Native speakers were seen as 'the most perfect' English teachers by the respondents by believing them to teach speaking (60%), pronunciation (48%), and even all skills (34%). Interestingly, the use of L1 when teaching English was agreed by 93% of the respondents compared to those who disagreed (7%) since mother tongue is beneficial for making students understand the materials and teachers' explanations. The distrust on the use of locally-published materials is reflected from respondents' beliefs (18%) if compared to the internationally-published ones (54%) albeit some (28%) wisely agreed to use both. When asked about cultures in teaching English, they preferred to practice Western culture (66%) although uncertain and disagreed voices (26% and 8%) were also held. The multifaceted tenets above may have indicated that the respondents view English as belonging to the inner circle countries.

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