

Exploring EFL Teachers' Beliefs about English Language Learning and Teaching: Evidence from Indonesia Context

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Abstract

This study explores English as Foreign Language (EFL) senior high school teachers' beliefs about foreign language learning and teaching in Indonesia context. A survey design was used to obtain data about Indonesian EFL teachers' beliefs from 75 English language teachers (32 males and 43 females). A convenience random sampling technique was used to select the respondents from various geographical areas within Indonesia. An adapted instrument was administered online to gather the data from those samples, and to analyze the data, descriptive statistics was utilized. Indonesian EFL teachers' belief about foreign language learning and teaching is not yet conclusively revealed. While the beliefs can determine teachers' classroom teaching behaviour, and uncover EFL teachers' view on how language learned and taught; therefore, study on EFL teachers' belief about language learning and teaching is worth conducting. The findings revealed that EFL teachers possess different perceptions about foreign language learning talent, the challenges in language learning and the nature of language learning and teaching. Unlike in some other parts of the world, English in Indonesia is considered as a foreign language, therefore this view will affect the Indonesian EFL teachers' beliefs and practices.

Keywords: *English as Foreign Language, English Language Learning and Teaching, Teachers' beliefs.*

Introduction

Scrutinizing teachers' beliefs is beneficial to reveal the mental process underlying teachers' thoughts, methods of teaching, and learning to teach (Gilakjani & Sobari, 2017; Zheng, 2009). Hayati, Widiati, and Furaidah (2018), Nation and Macalister, (2010), Richard and Renandya, (2001), Amiryousefi, (2015), Riley, (2009), Pajares, (1992), Borg (1998) assert that the beliefs constitute a thinking process that will serve as a foundation for them to conceptualize their teaching conduct and their related activities. According to Nargis, (2018), teachers' beliefs are one of the elements that should be observed because they affect the

effectiveness and achievement of educational goal. Beliefs thus can be used to predict teachers' instructional decisions or pedagogical decision making and lead them to conduct their classroom behaviour.

EFL teachers should not only pay attention to the observable factors contributing to the successful of learning and teaching, but also focus on the non-observable such as beliefs (Cephe& Yalcin, 2015; Wesely, 2012; Fujiwara, 2014). Therefore, non-observable attributes like beliefs which are naturally latent should be taken into consideration as one of the important factors to understand how EFL teachers teach and learn foreign languages in the classroom.

EFL teachers hold a number of beliefs about language learning and teaching which will contribute to teachers' teaching practices, decision making, students' views on language learning (Gilakjani & Sabouri, 2017; Sadeghi & Abdi, 2015; Diab 2009; Xu, 2012; Mohebi & Khodadady, 2011; Moon, 2000; Richards, 1998; Trappes-Lomax & McGrath, 1999; Smith, 1996; Richards & Lockhart, 1996; Johnson, 1992; Freeman, (1991). According to Larenas, Hernandez, and Navarrete (2015: p. 172), Tagle et al, (2017), teachers' beliefs may lead the teachers' behaviour and teaching practice to conduct the best practice during learning and teaching in their classroom.

Belief About Language Learning Instrument (BALLI) can be used to measure teachers' beliefs. This instrument was developed to investigate both teachers' and students' perceptions on a number of problems concerning language ⁴⁸teaching and learning. According to Horwitz (1988), ²⁴teachers' beliefs on the pleasant of learning or understanding about foreign language can be defined in a number of areas, three of which are as follows: the first is language talent which covers the beliefs of teachers on how people learn foreign languages, their capabilities in learning foreign language, and the appropriate stage or age for foreign language learning. Secondly, it is concerned with the challenges in learning language foreign or second language. These include the beliefs of teacher on the problem of learning the four language skills and components. Finally, it is the nature of language learning and teaching: teachers' beliefs, including but is not limited to the importance of mastering a certain skill before learning other skills.

Many studies have been carried out to investigate teachers' beliefs on language learning and teaching (Altan, 2012; Chatouphonexav & Intaraprasert, 2014; Hama, 2016; Gilakjani & Sabouri, 2017). For instance, Altan (2012) ¹⁹conducted a study using questionnaires ⁸in a Turkish context to examine the beliefs of pre-service EFL teachers about foreign language learning.

The results revealed that the participants have a number of beliefs which lead them to have better instructions.

A similar study was conducted by Chatouphonexay & Intaraprasert (2014). They investigated the belief of in-service and pre-service EFL teachers. The results showed that their beliefs were significantly different between those groups. Similarly, Hama (2016) conducted a study to examine EFL teachers' beliefs on English language learning. The results revealed that their views on English language learning were not the same. Meanwhile, Gilakjani and Sabouri (2017) claimed that teachers' beliefs will lead them to create good learning environment for language learners, improve language competence, and choose teaching strategies to overcome some challenges in teaching.

Apart from those studies conducted abroad, in the Indonesian context, ³³ studies about teachers' beliefs have also been conducted to some extent by several researchers (for instance, Floris, 2013; Mudra, 2016; Rusmawati, Atmowardoyo, Hamra & Noni, 2018; Anggeraini, Faridi, Mujiyanto, & Bharati, 2019). For instance, Floris, (2013) conducted research to examine the beliefs of language teachers on English teaching in language courses. She focused her study on teachers' views about the different between Indonesian EFL teachers and non-Indonesian teachers, learning materials, and the classroom language use model. The findings showed that participants preferred native speakers to teach speaking, use materials published in inner circle countries, and preferred to communicate both in English Indonesian during the grammar and speaking classes.

Another study was conducted by Mudra (2016) to find out how gender differences affect the language learning based on the view of prospective EFL teachers. The results showed that their beliefs about EFL were not sharply different. The most recent study of teachers' beliefs in the Indonesian context was also conducted by Rusmawati, Atmowardoyo, Hamra, and Noni (2018) who examine the EFL teachers' beliefs on using authentic materials in the classroom practices, especially for teaching reading. The findings showed that the teachers hold three kinds of beliefs, namely the importance of using authentic reading materials in the classroom, possessing reading skills, and facing the challenges of inserting the materials.

From the aforementioned previous studies both conducted in Indonesia and overseas, we know that participants have different views on foreign language learning and teaching. Teachers' beliefs can determine their instructions, classroom practices and create a positive learning and teaching environment. However, Indonesian EFL teachers' belief about foreign language learning and teaching is not yet conclusively revealed. While the beliefs can

determine teachers' classroom teaching behaviour, therefore, study on EFL teachers' belief about language learning and teaching is worth conducting.

Teachers' beliefs exist on many levels from different contexts, including in the secondary and the tertiary level of English education. In the Indonesian context, beliefs about foreign language learning and teaching become a focus of development of teacher education because teachers' beliefs affect Indonesian EFL teachers' language instructions, classroom activities, and enable both teachers and students understands how foreign language learned. Thus, EFL teachers must be able to treat their students and conduct the best practice based on the nature of Indonesian students. However, the aforementioned previous studies mostly investigated learners' beliefs.

The previous studies were only focused on two different categories such as learning materials and pedagogical aspects. Not many studies have examined teachers' beliefs about language learning and teaching which include broader aspects such as foreign language learning talent, the challenges in language learning and the nature of language learning and teaching. Those aspects can uncover EFL teachers' view on how language learned and taught. To date, few studies carried out specifically on EFL teachers' beliefs in Indonesian context which include the aforementioned aspects.

It is worth conducting this study because it will provide significant contribution to the body of knowledge on EFL teachers' beliefs. In addition, this study will hopefully shed some light on the aspect of teachers' beliefs on EFL and teaching in the field of teacher education in Indonesia context, which I believe is not the same as the status of English as an ESL to other countries throughout the world. Thus, teachers' beliefs are very important to investigate as it helps gain positive foreign language learning environment and teaching practice outcomes. This study aims to examine Indonesian EFL teachers' beliefs about English language learning and teaching. Therefore, it is conducted to find out solutions to research problem "What beliefs do Indonesian EFL teachers hold about English language learning and teaching viewed from foreign language learning talent, the challenges in language learning and the nature of language learning and teaching?"

Research Method

Data Collection

To obtain information about EFL teachers' beliefs about foreign language learning talent, the challenges in language learning and the nature of language learning and teaching, a

survey design was applied. Furthermore, an adapted questionnaire was randomly administered to 75 EFL teachers who are holding Bachelor and Master's degree in ELT. The questionnaire has been validated by the experts and therefore it is reliable and valid for data collection of the present study. There are 32 male and 43 female participants from different regions in Indonesia and they are representatives of EFL teachers in West Java, Yogyakarta, Central Java, East Java, Bali, and Lombok. About 8.2% of them have less than 5 years teaching experiences, 21.9% of them have served as English teachers from 11 to 15 years, about 31.5% of them have taught English from 16 to 20 years and above, and 38.4% of them have taught English from 5 to 10 years. Therefore, they represent EFL teachers from a variety of teaching experiences, and academic qualifications respectively. The instrument used to obtain the data is based on Horwitz' BALLI, using a 5-point Likert scale; ranging from 1 to 5 (1=Strongly Disagree; and 5=Strongly Agree).

Data Analysis

The participants' responses were identified from each point of their responses and classified into three main categories, namely beliefs about foreign language learning talent (items 1 to 9), the challenges in language learning (items 10 to 14), and the nature of language learning and teaching (items 15 to 40). After tabulating and summarising the information gathered from the research instrument, descriptive statistic analysis was used to compute the percentages. Then, the results are statistically described to answer the research question. The results are presented in each category of the three areas: foreign language learning talent, the challenges in language learning and the nature of language learning and teaching. The percentages of the participants' answers to the research instrument are provided and described per category, and proceed to provide the main data findings. Finally, participants' responses are reported in the percentages and their statements in the questionnaire were discussed thoroughly.

Findings and Discussion

Findings

From the participants' responses to the BALLI items, it is revealed that EFL teachers possessed a number of beliefs, namely foreign language learning talent, the challenges in language learning and the nature of language learning and teaching.

Foreign Language Learning Talent

Table 1 describes the information of participants' beliefs about foreign language learning talent.

Table 1. Teachers' Beliefs about Foreign Language Learning Talent

ITEM	(SD)	(DA)	(NS)	(A)	(SA)	PERCENTAGE (%)	
						Agree	Disagree
1. It is easier for children than adults to learn a foreign language.	2	3	7	27	36	84.0%	6.6%
2. Some people are born with a special ability which helps them learn English.	2	6	18	36	13	65.0%	10.0%
3. Indonesian people are good at learning foreign languages.	1	3	32	25	14	52.0%	5.3%
4. It is easier for someone who already speaks a foreign language to learn another language.	1	5	25	28	16	58.6%	8.0%
5. I believe that I will ultimately learn to speak English very well.	1	2	5	39	28	89.0%	4.0%
6. I have a special ability for learning foreign languages.	2	6	25	29	13	56.0%	10.0%
7. Women are better than men at learning foreign languages.	8	10	33	16	8	32.0%	24.0%
8. People speak more than one language are very intelligent.	0	9	14	34	18	69%	12%
9. Everyone can learn to speak a foreign language.	0	1	7	27	40	89%	1.3%
Total	17	45	166	261	186		
	2.5%	6.7%	24.6%	38.7%	27.6%		

(Adapted from Horwitz, 1987)

As shown in Table 1, the participants' beliefs about foreign language learning talent in the first category were reflected from the items 1 to 9 of the questionnaire. Nine BALLI items deal with the characteristics of successful language learners' and their abilities for learning language. From the computation of the percentage on the first category, 65% of the participant shed the belief that some people are born with a special ability that help them in learning English (item 2), and 56% of the participants personally have ability to learn foreign languages (item 6), and only 10.6% disagree. Their responses to item 9 indicated that 89% of the participants endorsed that everyone can learn to communicate in a foreign language. Thus, their answers to the items 2, 6, and 9 indicated that Indonesian EFL teachers believe that they are able to learn foreign languages and their ability facilitate them to perform foreign language learning.

The item concerning beliefs about the good language learners' characteristics produced diverse findings. From participants' responses to the item 1, we know that 84% of them held the belief that children learn a foreign language easily than adults. Further, 58.6% of the participants perceived that someone will be very easy to learn another language if she/he has known a foreign language (item 4), and interestingly, only 32% endorsed the statement that women are better than men at learning foreign languages (item 7). It can be known from their answers that the participants are more likely to relate good language learners with some factors such as age and experience of foreign language learning, but less likely to gender. It can be clearly seen from their responses to item 7, that 44% of the participants were not sure whether or not women are better than men at foreign language learning

Other beliefs about differential language learning abilities were in the items 8 and 5. About 89% of participants endorsed their ability to learn to speak English very well (item 5), and 69% of the participant shed the belief that people communicate more than one languages are clever. Thus, these participants' answers showed that being able to speak more than one languages can be related to how clever a person is and his/her confidence to communicate in good English.

The Challenges in Language Learning

Table 2 describes the information of participants' beliefs about the challenges in language learning.

Table 2. Teachers' Beliefs about the Challenges in Language Learning.

ITEM	SD)	(DA)	(NS)	(A)	(SA)	PERCENTAGE	
						Agree	Disagree
10. English is a difficult language to learn	20	28	21	5	1	8.0%	64%
11. Some languages are easier to learn than others.	2	4	32	24	13	49%	8.0%
12. Speaking is difficult to learn than other skills.	9	32	20	12	2	18.6%	54%
13. I believe that I will learn to speak English well.	0	2	7	37	29	88%	2.67%
14. In learning English, it is easier to read and write English than to speak and listen.	7	23	18	16	11	36%	40%
Total	38	89	98	94	56		
	10%	24%	26%	25%	15%		

(Adapted from Horwitz, 1987)

Table 2 shows the second category, namely the challenges in language learning. It is reflected from the items 10 to 14. Item 11 concerning with the common difficulty foreign or second language learning. Item 10 deals with the target language difficulty (e.g. English), while items 12 and 14 examine the four language skills difficulties. In addition, item 13 relates to participants' beliefs on their success in learning English language.

As shown in Table 2, the percentage on the second category, 49% of the participants believed that a number of languages are easier to learn than others (item 11), indicating that not many participants in this study believed that the language learning difficulty level will affect the particular target language selected. About 24% of the participants are not sure whether or not several foreign languages are easier to be learned than other languages. In connection with the specific target language the participants are learning, 64% of them disagree about English is a difficult language (item 10). About 28% of the participants are not sure

whether or not English is a difficult language, and only 8% of them agree about English is a difficult language.

EFL teachers who participated in this research are very sure about their success in their English learning. It can be known from their responses as seen in (item 13), about 88% of them perceived they will communicate in English easily, and only 2.67% disagree about the aforementioned statement. In relation to whether to read and write English are easier than to speak and listen (item 14), 40% of the participants disagree about that statement, and 36% agree that it is easier to read and write than to speak and listen. Meanwhile, 54% of them disagree about speaking skill is difficult than other skills (item 12). The participants' responses from the above three items suggested that EFL teachers believed that speaking and listening are easier than other skills.

² The Nature of Language Learning and Teaching

Table 3 describes ² the information of participants' beliefs about the nature of language learning and teaching.

² **Table 3. Teachers' Beliefs about the Nature of Language Learning and Teaching**

ITEM	SD)	(DA)	(NS)	(A)	(SA)	PERCENTAGE	
						Agree	Disagree
¹² 15. Learning English is mostly a matter of learning a lot of new vocabulary words.	6	12	13	33	11	58.6%	24%
16. It is better to learn English in English speaking countries.	0	2	7	35	31	88.0%	2.67%
17. Learning English is different from learning other school subjects	1	6	15	32	21	70.7%	9.3%
18. It is necessary to know the customs, the cultures, and the ways of life of English-speaking	0	1	8	34	32	88.0%	1.33%

people (such as the British, Americans, or Australians) in order to speak English correctly and appropriately in a particular context.							
19. The most important part of learning English is learning the Grammar.	7	22	22	19	5	32.0%	38%
20. It is important to speak English with an excellent pronunciation.	1	12	13	28	21	65.3%	17.3%
21. I should not say anything in English until I can say it correctly.	35	25	9	3	3	8.0%	80%
22. I can improve my English if I often chat with English native speakers.	0	6	11	32	26	77.3%	8.0%
23. It is OK to guess if I do not know the meaning of a new word in English.	2	7	13	36	17	70.7%	12%
24. Learning English involves a lot of memorization.	2	11	16	36	10	61.3%	17.3%
25. It is important to repeat and practice a lot in class.	0	1	3	27	44	94.6%	1.33%
26. Multi-media is very useful in learning English.	0	0	3	23	49	96.0%	0%
27. Without a teacher, learning English is impossible for me.	9	29	17	12	8	26.7%	50.7%
28. To be able to teach English, I must learn how to teach and apply the appropriate teaching method	0	2	3	29	41	93.3%	2.67%
29. Students learn most effectively when working in	11	34	18	11	1	21.3%	60%

same-sex groups.							
30. Students learn best when the teacher is very strict and controls the lesson.	15	23	16	18	3	28.0%	50.67%
31. Classroom management is very important skill for teachers.	0	0	3	23	49	96.0%	0%
32. My students learn best when I move around the class and help them individually.	0	0	14	33	28	81.3%	0%
33. It is very important for teachers to use teaching aids in the classroom	1	1	2	38	33	94.7%	2.67%
34. It is important for teachers to know how to ask and adapt questions to the learners	0	0	4	42	29	94.7%	0%
35. It is important for teachers to have skill in gaining learners' attention	0	0	2	31	42	97.3%	0%
36. Micro-teaching is very useful for student teachers in the teacher preparation program.	0	0	3	33	39	96.0%	0%
37. TEFL methods and approaches are important courses for student teachers who would like to enter teaching profession	0	1	4	36	34	93.3%	1.33%
38. It is better for student teachers to have knowledge of curriculum, content subject, and pedagogy.	0	1	3	26	45	94.6%	1.33%
39. It is very important for student teachers to have	0	0	2	37	36	97.3%	0%

Language Assessment course in the teacher preparation program.								
40. It is very important for student teachers to participate in the teaching practicum program.	0	0	5	32	38	93.3%	0%	
	90	196	229	739	696			
	5%	10%	12%	38%	36%			

(Adapted from Horwitz, 1987)

Table 3 shows the third category, namely the nature of language learning and teaching. This can be seen from items 15 to 40. The following items, 18 and 16 deal with role of culture and learning environment in learning foreign language. The items 15 and 19 examine the learners' idea of their task in learning language. Items 26 and 33 deal with media in teaching and learning, while items 31 and 32 deal with teachers' ability to manage the class. In addition, items 28, 35, 36, 37, 39, and 40 deal with teaching skills.

As shown in Table 3, the percentage on the third category, 88% of the participants held the belief that it is important to know the native speakers' custom, culture, and their way of life so that the participants will learn how speak English correctly and appropriately (item 18). These responses indicate that Indonesian EFL teachers are aware of the essential of knowing the target culture in foreign language learning. Only 1.33% disagrees about the importance of foreign culture. Surprisingly, although most of the participants in this present study have never been travel and/or domiciled in English speaking countries, almost everyone (88%) perceived that it is better to study English in English speaking countries (item 16). Participants' answers to these items (items 18 and 16) might be an important points to motivate EFL teachers to improve their English by looking for opportunity to have more foreign language exposures and to incorporate the target culture in their daily learning and teaching.

In relation to the focus of learning English, 58% of the participants believed that learning new vocabulary words affect their English proficiency level (item 15). In contrast, only 32% of the participants held the beliefs that learning the Grammar is the crucial part of learning

English (item 19). Thus, from their responses it seems that learning Grammar is not the main focus of their foreign language learning⁹. Concerning with the participants' views about the utilization of multi-media in learning, 96% of the participants believed that multi-media is necessary in English learning. 94.67% of the participants believed that it is essential for teachers to provide teaching aids in the classroom (item 33). Interestingly, although multi-media is very important, but it cannot replace the position of human being (teachers) to teach English. It can be known from their responses about 50% of them did not agree with a statement 'for me, learning English is impossible without a teacher' (item 27).

With regard to classroom management, 96% of the respondents believed that classroom management is very important skill for teachers (item 31), and 81% EFL teachers held the belief that if I help them individually and move around the class, the students learn best (item 32). Furthermore, about eight items deal with EFL teachers' beliefs about teaching skill. 93.3% of the participants held the belief that to be able to teach English, I must learn how to teach and apply the appropriate teaching method (item 28). 96% of the participants held the belief that micro-teaching is very useful for student teachers in the teacher preparation program (item 36), and 97.3% of the participants belief that it is beneficial for student teachers to participate in teaching practicum program. From their responses, it is clearly seen that they held the belief³⁸ that it is very important for teachers to apply the appropriate teaching methods and approaches, as well as teaching practice prior to entering teaching profession.

Discussion

In the first category, foreign language learning talent, most of the teachers believe that some people are born with a special ability which helps them in learning English (item 2). Out of 75, only 8 participants disagree about the aforementioned statement. The statement in item 2 has closely related to participants' response in item 9; everyone can learn to speak a foreign language, and item 6; I have special ability to learn foreign languages. The participants endorsed those statements because they believed that people are born with special capacity for foreign languages learning, if then, they will be able learn English, and also will be able to speak foreign languages. Therefore, there is a positive relationship between item 2, 6, and item 9.

Furthermore, the relationship between item 2 (some people are born with a special ability which help them learn English) and item 9 (everyone can learn to communicate in a foreign language) can be described that everyone has equipped with inner capacity to learn many

languages as they have an automatic system (black box) that enable them to learn and speak any languages in the world.

Another point to discuss is the issue of gender in learning foreign language. The finding revealed that 33 participants are not sure in learning foreign language whether or not men are better than women, as seen in the computation on item 7 on the questionnaire. This might be due to the participants' belief that no significant different between men and women at learning foreign language. It can be inferred that men and women have the same intelligence or ability in learning foreign language. On the contrary, the previous research conducted by Chatouphonexay and Intaraprasert (2014, p. 6) found out that in learning foreign language, women are better than men. Meanwhile, the finding of the present study revealed that good language learners will be determined by gender, but to some circumstances, they are age of learners and numbers of experiences in learning a foreign language. It can be seen from their responses to item 7, that 44% of the participants were not sure whether or not in learning foreign language whether or not women are better than men. Therefore, the finding of the present study does not support the findings of Chatouphonexay's previous study. To sum up, for the first category, foreign language learning talent, if an Indonesian EFL teacher has a positive foreign language learning talent; she/he will gain their success in English language learning and teaching.

In the second category, the challenges in language learning the results revealed that the participants' belief on foreign language is not difficult to learn, especially English language. Out of 75, only 6 of participants believed that English is a difficult language (item 10). However, in another item (item 11) of the questionnaire, the participants are not sure whether or not some foreign languages are easier to learn. As what Altan's (2002) statement in Hama (2016,p. 92), in his study of Kurdish teachers, he claims that the difficulty of English is in a medium level.

Although the status of English is considered as Foreign language to Indonesian, but the finding of present study on Indonesian EFL teachers' beliefs towards English is very positive because English has become international language and spoken by mostly people in the world and very necessary in all aspects of their future life. Therefore, English is a very prospective foreign language in Indonesia and master the English language is beneficial for their profession as English teachers in the future.

Moreover, Indonesian EFL teachers have high self-confidence and positive attitude towards English, especially speaking skill. It reflects from their responses as seen on item 13.

About 66 out of 75 participants believed that it is easy for them to communicate in good English. With respect to language skills, most of participants agree that speaking and listening are easier than other skills (item 12). Interestingly, the participants believed that listening and speaking skills are easier than other language skills. In fact, speaking skill is considered as a difficult for Indonesian EFL teachers for some reasons: first, many EFL teachers find it difficult to pronounce certain words as native speakers do. Second, many EFL teachers also find it hard to catch the ideas or messages when they are listening to English broadcasting, e.g. BBC London, English news and movies without looking at their subtitles due to limited amount of vocabularies.

In the third category, the nature of ²⁸ language learning and teaching, the findings revealed the importance of knowing foreign culture when learning foreign language. From the participants' responses (item 18) we know that they have strong beliefs that the native speakers' culture is importance in learning English language. Learning about the target language is important because learning a foreign language will automatically integrate its culture (Sadegi & Abdi, 2015; Mohebi & Khodadady, 2011).

The study ²⁹ conducted by Hama (2016, p. 93) supports this present study that culture has an essential role in learning foreign language because the participants in the present study perceived that ¹ to learn a foreign language is to learn the culture of that target language, therefore, any language cannot be separated with its speakers' culture which guide them how to respond other people from different social status, educational background, and to decide what register to be used based on the appropriate situation.

In relation to the item 16 (learning English will be better in English speaking countries), it indicates that EFL teachers' have positive beliefs because learning a foreign language needs much exposure to the community who speak the language. There is a classic expression 'practice makes perfect', the more we practice to speak a foreign language, the better we speak the language. This finding is supported by Hama (2016, p. 94), who says that the effective way of studying a foreign language is to travel and being around the community. Furthermore, Indonesian EFL teachers believed that applying scholarship abroad, joining collaborative research with some institutions in overseas, and attending international conference are some great examples of language exposure to the target language and culture. However, from participants' responses to item 19 (learning grammar is the most essential part of learning English), about 22 participants disagree and 22 participants are not sure about the statement. It

can be inferred that the Indonesian learners believed that grammar is not longer the focus of learning because grammar alone is not enough to learn English language (Altan, 2012).

The results of the present study provide a basis for further investigation of teachers' beliefs on language learning and teaching in Indonesia context. The present study provides some implications, especially in the secondary education level, in Indonesia context. EFL teachers can utilize the findings to decide what to give to their students (learning materials) and how to carry-out the instructions (pedagogical aspect) and identify the nature of learning of Indonesian students so that teachers can reach the objectives of learning and teaching in the EFL settings.

Another implication is dealing with social context of learning and teaching where Indonesian learners have resistance to western culture, but to abide with their local culture and values. However, a number of limitations of the present study must be noted. First, the present study counts on the use of self-report questionnaire. Therefore, it is recommended that future studies to include follow-up interviews and classroom observations in order to gain a comprehensive and delve deep information about Indonesian EFL teachers' beliefs on foreign language learning and teaching. Second, due to small samples taken, the findings of this study cannot be claimed as representative of the whole population of Indonesian EFL teachers within Indonesia provinces.

Conclusions

This study is necessary for EFL teachers because their beliefs may predict their teaching practice and narrow the gaps between teachers and students. Therefore, it is necessary for EFL teachers and students to relate their beliefs in order to gained more positive language outcomes. For future researchers, it is recommended to explore more about other factors that influence EFL teachers' beliefs about foreign language learning and teaching, for instance, the issues of local culture and values, religious doctrine, and economic factors relating to the status of English in Indonesia context. In addition, it is interesting to compare between the experienced and inexperienced EFL teachers' perceptions on language learning and teaching from different level of education and context. In short, the findings of this study might not be generalized to all contexts; for instance, to the secondary or tertiary level of education, and to other countries because status of English is different, as well as each setting may be unique in its own.

Pedagogical Implication

The present study has some implications to stakeholders in teacher education program. For those who are concerned with second language teacher education, this study can encourage EFL teachers to examine and pay careful attention to their unrealistic beliefs or misconceptions in their daily teaching practices. The findings may shed light on the aspect of teachers' beliefs about EFL learning and teaching in teacher education program in Indonesia context, which I believe is different from ESL to other countries throughout the world.

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