

## **Globalization And Pedagogy: How Should English Teachers Teach English In The 21<sup>st</sup> Century?**

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**Abstract** : The purpose of this paper is to discuss the issues related to the globalization and its impact on pedagogy particularly focusing on teaching the English language in 21<sup>st</sup> century Indonesia. First, the spread of English language into the Indonesian curriculum is discussed, followed by the process and impact of globalization on English teachers' knowledge of teaching English language in the 21<sup>st</sup> century and last, the issues and challenges, and strategies and actions to overcome the barriers to implementing good pedagogy by English teachers in teaching.

**Keywords** : Globalization, Pedagogy, ICT, TPACK

### **Introduction**

The impact of globalization, along with its huge power, not only in urban and rural areas, but also in developed and developing countries, Western and Eastern have affected, changed and influenced the lives and cultures of human being everywhere in the world (Wadham, Pudsey & Boyd, 2007; Stiglitz, 2002; Hui, 2001; Phillipson, 2001; Beck, 2000; Schech & Haggis, 2000; Giddens, 1999; Longview Foundation, n.d.). Indonesia, with its huge population, diverse cultures and some harmonious religions, slowly but surely, has been infected by globalization. These impacts have not only affected the government system: centralized and decentralized election processes, for example, but also the economy (cooperation with giant companies, e.g., Coca Cola, Sprite and McDonald), the socialization process or Western culture (language and culture interchange: dancing, music and art), infrastructure (transportation and

communication), and the education system (curriculum adoption, distance learning, formal and informal education and with the integration of technology).

More specifically, in the education system, the integration of technology to support the teaching and learning process either in primary or higher education level is now being adopted due to cheaper technological tools. They have become cheaper because of the competitiveness of different brands, which offer the cheapest prices and full warranty. With faster delivery and quicker information due to the impact of globalization which provides ready access to international airports the transportation costs are reduced (Wadham et al., 2007; Schech & Haggis, 2000). There is no doubt that the technological tools are now available for many schools which can lead to change in the teaching and learning processes especially on teachers' pedagogy knowledge. Therefore, this essay generally discusses two main issues

related to the globalization process in education particularly focusing on teaching the English language in 21<sup>st</sup> century Indonesia. First, the role and spread of English language in the world and into the Indonesian curriculum is discussed. Second, the process and impact of globalization on English teachers' knowledge of teaching English language in the 21<sup>st</sup> century is explored. Finally, the essay discusses the issues and challenges, and strategies and actions to overcome the barriers to implementing good pedagogy by English teachers teaching English language.

### **The Spread of English Language in the World and into the Indonesian Curriculum**

The spreading of English language as an international language can be seen after World War II where the whole world was divided into two groups, namely the Capitalist Group centered around the USA, and the Socialist Group around the USSR (Hui, 2001). In addition, according to Guo & Beckett (2007), about 400 million people in Britain, the United States and the Commonwealth are users of English as their first language. English has become the dominant global language of communication, business, aviation, entertainment, diplomacy and the Internet. It is not surprisingly that over a billion people learn, use and speak English as their ESL or EFL in the world. Therefore, the English language is the strongest and most powerful communication language in the world (Ciprianova & Vanco, 2010).

In the majority of developing countries as well as developed countries, English has become the gateway to education, employment and economic and social prestige (Guo & Beckett, 2007). In the National Curriculum of Indonesia, English language has been a

compulsory subject from Junior to university level. Even though there are other foreign languages such as Arabic, French, Japanese and Mandarin, English language is chosen as compulsory with its position as a foreign language. The basic reason is that our new generation is expected to compete in global markets (Kelch, 2010; Mulyasa, 2006; Longview Foundation, n.d.).

One way the impact of globalization on the Indonesian curriculum can be actuated is by teaching and educating our new generation to be ready to learn, use and speak the English language and both schools and teachers are the main place and actors who have the responsibility to fulfill this task (Mulyasa, 2006). Teachers with their immense knowledge and responsibility have to be prepared to the changing of curricula and curriculum. For example, the grammar translation method was adopted in Indonesian ELT in 1945, the oral approach in 1968, the direct method and audiolingual method in 1975, and the communicative approach in 1984 and 1994 (Mulyasa, 2006; Saleh & Ma'arif, 2003). While in the curriculum, Indonesia implemented various curriculum such as Rencana Pelajaran 1947, Rencana Pelajaran Terurai 1952, Kurikulum 1968, Kurikulum 1975, Kurikulum 1984, Kurikulum 1994, Kurikulum 2004 and KTSP 2006 or Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum). These curricula and curriculum have always been changing due to globalization that impacted on the education system in Indonesia.

Starting from the curriculum 2004 to 2006, the contents curriculums have been impacted with international issues such as social, technology, environment, sustainable development that can be seen from the content of many textbooks in

Indonesia. For example, in the English language textbook, many reading topics are focused on Western culture such as, dance, music, foods, and entertainment. These reading topics are usually combined with KFC and MacDonald to discuss about food. To some extent, the examples were correct in terms of authenticity. But this can diminish the Indonesian culture and students can become alienated from their own cultures. Furthermore, the materials are also strange to the learners because the materials are not related to their daily lives and the real context of their activities (Kelch, 2010; Musthafa, 2010; Brown, 2007; Nunan, 2004).

### **The Impact of Globalization on English Teachers' Pedagogy in Indonesia**

The spread of the twin brothers of 21<sup>st</sup> century: globalization and technology has been ubiquitous in all aspects, and also in the education system. The teaching and learning process as the core of transferring knowledge to learners has changed especially in terms of pedagogy.

Pedagogy is related to the teachers' activity. Pedagogy is the art or science of teaching and sometimes the profession of teaching. Or pedagogy refers to the skills and approaches used by teachers to achieve the aims of the lessons that they teach or the methods which they employ (Brown & Abeywickrama, 2010; Richards & Rodgers, 2001 in Brown, 2007; Harmer, 2001). Moreover, teaching is not solely about delivery of the content matter, but is also about interaction with the students and this is important (Connell, 2009; Brown, 2007; Nunan, 1999; Bigg, 1991). Thus, pedagogy is knowledge about the process and practice of teaching. It includes classroom management skills, teaching strategies,

evaluation techniques and the nature of the target audience.

Pedagogy covers “a) understanding of the educational foundation; b) understanding of learners; c) developing curriculum or syllabus; d) designing teaching and learning process; e) implementation of educational and dialogical learning; f) the use of technologies in teaching and learning; g) evaluation of learning outcomes; h) development of learners to actualize their different potentials” (Government Regulation of Indonesia No. 74, 2008, p.5).

From the above explanation, there is no doubt that being a teacher is not an easy job because they have to prepare and design the content of the subject matter before presenting it in the classroom, which takes a long time. Based on some experts' findings, in the 21<sup>st</sup> century, the way the teaching and learning process or pedagogy occurs should change with the impact of globalization and technology which make the teachers' job now being easy, effective and efficient (Longview Foundation, n.d.).

There are some changes in education due to the impact of globalization and technology. Among them is the education system; and school level and classroom level processes are changed due to the integration of technology. The roles of technologies are now the teachers' personal assistants without any hindrances in terms of time, place, and cost. The Internet, for example, which can help teachers anytime, anywhere and anything is now meeting the teachers' needs (Lemke, 2010; Dede, 2009; Boyle, 2006; Tinio, 2003). Indeed, globalization and technologies for facilitating information and knowledge sharing helps an institution to break down all barriers associated between knowledge resources

and those who acquire the knowledge and skills (Dede, 2009).

In terms of the impact of globalization on pedagogy, it is acknowledged that ICTs in education have assisted teachers in the teaching and learning process or in pedagogical aspects. ICTs have brought a significant change in the students' mode of learning and provide productive teaching and learning processes in order to increase students' creative and intellectual resources especially in today's information society. For example, through the simultaneous use of audio, text, multicolor images, graphics, motion, ICTs provide ample and excellent opportunities to the students to develop capacities for high quality learning and to increase their ability to innovate (Lemke, 2010). The implementation of ICTs in education, specifically in learning the English language, makes the teaching and learning process effective and interesting, for example the integration of CALL in the English classroom (Brown, 2007). Both teacher and students use a variety of multimedia, e-mail, blog, twitter, face book, YouTube, online dictionary and web design tools, simulations and course management tools to support deep understanding, collaboration and project planning that can create classroom innovations (Fuertes-Olivera & Alba, 2012; Dede, 2009; Park & Son, 2009). In addition, while in the English language classroom, teacher may assign an English-speaking movie, have students listen to an English-speaking TV or radio programs, do outside reading through online news magazines, books, newspapers, write a journal or diary through email or blogs (Brown, 2007). ICTs can provide access to information sources, enable communication, create an interacting learning environment and promote

changes in methods of teaching which can improve their teaching quality and provide access to up-to-date and relevant materials and access to curriculum material and other resources (Dede, 2009; Moyle, 2006; Tinio, 2003).

By implementing ICTs in teachers' pedagogy in the teaching and learning environment, ICT is seen to support and encourage positive learning so that students are more interactive and creative. In essence, greater information access, communication via electronic facilities, synchronous learning, cooperation and collaboration, cost effectiveness and pedagogical improvement through simulations, virtual experiences and graphic representations can be gained by implementing ICT in education (Dede, 2009). By looking at the major positive impacts of both globalization and ICT on pedagogy, it is argued that educators and teachers with diverse student populations and workloads in teaching and learning activities have to prepare themselves to catch up with the advancement of technology so that they are not beaten by students who live in the digital age or the 21<sup>st</sup> century. More specifically, the appropriate theories or frameworks that to be adopted and applied to connect content, pedagogy, and technology have to be emphasized to see the design and process of teaching with technology.

### **The Issues and Challenges to Implementing Pedagogy in the 21<sup>st</sup> Century**

The previous paragraph provides an overview of the benefits of ICT as the impact of the globalization on teachers' pedagogy in the teaching and learning process. It is absolutely true that by integrating technology in teachers' pedagogy and in the classroom to deliver any subject matter, the content will be more easily absorbed by learners and

make the teaching and learning process are more effective, efficient and fun. Unfortunately, in fact, not all countries are ready with these tools, infrastructures (school building and electricity), funding, and also human resources of teachers. It can be said that there seems to be a level of combined resistance, hostility and fear by teachers, administrators or both in some countries (Eickelmann, 2011; Borthwick & Risberg 2009).

There are some factors why the implementation of ICT to support pedagogy in developing countries such as in Indonesia is not successful. Firstly, the education policy should be strictly compelled to integrate ICT to support pedagogy, so that the teaching and learning process uses technology in the classroom, is integrated into every day teaching and becomes the culture (Vanderlinde, Van Braak & Dexter, 2012; Schnoor, 1998 in Eickelmann, 2011; Fullan, 2001).

Secondly, the knowledge and skills of principals are insufficient to integrate ICT to support pedagogy. As Moyle (2006) claimed, the use of technology by itself is insufficient to create innovative learning environments without the principal's role to prepare good teachers with technological pedagogy for digital age learning so that students are ready for being a 21<sup>st</sup> century community in the era of globalization (Moyle, 2006).

Thirdly, teachers lack the capability to integrate technology to support their pedagogy in classroom. In the Indonesian context, some schools have implemented a 1:1 laptop program for teachers while this program was implemented in developed countries about 10-20 years ago (Bate, Macnish & Males, 2012). Unfortunately, teachers do not use this laptop to support their teaching and learning process, but only to type the lesson plan and spreadsheet

for recording the students' marks. In addition, the access to computers and the Internet in some schools is available but the teachers cannot use them to support learning English language or even to use their own laptop to search for the newest materials from the Internet due to lack of knowledge about CALL. Further, teachers have not been provided with sufficient and meaningful preparation about technological integration into their specific content area and the government has pushed computers and peripheral equipment into teachers' classrooms without engaging them first in sustained conversations about the value of using technology for their specific subject matter (Eickelmann, 2011; Borthwick & Risberg, 2009; Cuban, 2001; McKenzie, 2004 in McGrail, 2007).

Furthermore, professional development is a crucial program for teachers to improve their knowledge and skills to integrate technologies into their pedagogy in classroom (Eickelmann, 2011; Boyle, 2006). And many educators and researchers have explored, adapted, adopted, and evaluated the Technological, Pedagogical, and Content Knowledge (TPACK) is valuable framework for teaching with technology effectively and efficiently (Harris, Mishra, & Koehler, 2009; Koehler & Mishra, 2005, 2006; Schmidt, Thompson, Mishra, Koehler, & Shin, 2009), and also echoed my current research from Indonesia context (Limbong, 2015a, 2015b, 2016, 2017). According to Dede (2010, p. 5) 'teachers and educators can improve their beliefs, values, assumption and cultures through professional development. And specific professional development that technology course content should not be free-context with technology (Limbong, 2016, 2017).

Fourthly, the schools have insufficient funding. As commonly accepted, funding is the classic problem

of incorporating ICT into teaching and learning and pedagogy. For example, the school needs a lot of funding to reconstruct the basic infrastructure of the schools, such as building, electricity, professional learning for teachers, staff, an ICT replacement schedule, up to date software, technical support, the Internet and so forth (Eickelmann, 2011; Borthwick & Risberg, 2009; Moyle, 2006).

Lastly, both teachers and school leaders have to consider the organization's context such as the social, historical and economic context, culture (shared values, beliefs, expectations, and behaviors), conditions (time, space, resources) and competencies both skills and knowledge (Borthwick & Risberg, 2009; Wadham, et al, 2007; Moyle, 2006).

### **Strategies to Overcome the Barriers to Implementing Pedagogy**

To overcome some obstacles as mentioned above the school leader or principal needs to have leadership knowledge and skills to lead the school and the teachers. Therefore, the school leaders need to have a commitment to allocating resources funding to support teaching and learning with technology by providing ICT tools, maintaining the school's IT infrastructure such as the hardware, software, Internet services, networking and connectivity (Moyle, 2006). In addition, the specific framework of TPACK to integrate technology for teaching effectively and efficiently to integrate technology should be a good framework to adopt and adapt into professional development and during teacher training program.

### **Conclusion**

It is evident that globalization and technology has affected all aspects in this world. Pedagogy as the competency

of teachers who have the responsibility to educate and transfer knowledge to the learners should prepare their knowledge and skills to catch up with the spread of advanced information and technology.

Due to above the circumstances, the principal as the school leader needs to be capable of overcoming some obstacles in terms of lack of funding to improve teachers' knowledge and skills to employ suitable approaches, designs and procedures or pedagogy in teaching and learning process with technology.

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