

THE TEACHERS' PERCEPTION ABOUT CRITICAL THINKING SKILLS IN ENGLISH LANGUAGE TEACHING METHODOLOGIES

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Abstract: In the current situation in which all teachers are required to participate in contextual teaching fulfilling the world dynamics and students' need in learning, it is important to follow the dynamic of contemporary ELT methodologies. The teacher's ability in reading, learning, interpreting, and implementing the current contemporary ELT is the must; critical thinking skills are needed so that they can be the ones taking part in this study. Critical thinking skills are not only viewed as the framework of thinking but also as the framework to increase teachers' capacity in enlarging their views about contemporary ELT methodologies. This study aimed at presenting the new perspectives concerning contemporary ELT methodologies for non-English speaking countries through critical thinking. This research was conducted qualitatively in which the data collection was through distributing questionnaires to five lecturers aiming to ask for their perspectives about English Language Teaching Methodologies through Critical Thinking. The analysis was content analysis. The findings stated that teacher's knowledge about contemporary ELT methodologies is needed as the basic knowledge; teachers' motivation in learning the contemporary ELT methodologies through critical thinking skills are strengthened; and teachers' ability in identifying and analyzing the contemporary ELT Methodologies is sharpened through critical thinking skills.

Keywords: *critical thinking; ELT; teaching practice.*

INTRODUCTION

In the post method in which teaching activity and the goal of learning concerning English should be based on the need and need analysis, it is very necessary to consider what the learning and teaching are for. English at present is different from English while it was in the past time; English today is more familiar and more well-known as Lingua Franca than English as Foreign Language. When English is called Lingua Franca, it indicates that every people in the world, not only native countries have been using English as the need because of

communication. In Lingua Franca's perspective, although those speaking are not native, they are allowed to speak based on their dialect. It is stated that it is important to identify the goals of ELT from different perspectives (Hud, 2013; Shatrova, 2014). In English viewed as a foreign language, those who speak should be able to imitate the native's pronunciation. The way to pronounce, the way to speak, and the like should be able to be the reflection and imitation of the natives (Başok, 2020).

In today's perspective, implementing this way of EFL is impossible and it is time to move on to the way of Lingua Franca as a new perspective in enhancing contemporary ELT methodology. Almeida (2019) asserted that it is important to teach English through an appropriate pedagogy in which teachers should allow students to have ownership of it as well, but starting from a local perspective, avoiding, this way, bad feelings on the part of students. In the pursuit of an appropriate pedagogy to teach English, she proposes the focus on the non-native speaker, since understanding that English is a world language, spoken by a great number of people, from different cultures, what has recreated this language in many aspects. That is why this language should not be only taught based on hegemonic cultures. Therefore, the appropriate pedagogy should be based on the local context and need without neglecting the global context for communication. The history consideration to defend the importance of the new perspective in enhancing contemporary ELT methodology is that today some terms have also been used to refer to the English language: English as a global language, English as an international language, World English, Englishes, and English as a *Lingua Franca*. There are also varieties, such as Chinglish, Espanglish, and Singlish. These varieties reflect the spread of English around the world (Bhowmik, 2015). This is the consideration why ELT should be reconstructed because the present and future need to be able to be in line with the goal of language practice itself (Velikaya, 2015). This article aims to enhance the new perspective concerning contemporary ELT methodology for non-English speaking countries through critical thinking. In proposing a new perspective, it is started by discussing some research articles implementing ELT for non-English speaking countries, analysing ELT methodology implemented, and enhancing the perspective as the contemporary ELT methodology.

METHOD

This research was conducted qualitatively in which the data collection was through distributing questionnaires to the selected number of respondents. The respondents here are the five lecturers on behalf of English subject coming from different universities in Indonesia, namely Universitas Merdeka Pasuruan, Universitas Pendidikan Mandalika, Universitas Muhammadiyah Jember, Universitas Lambung Mangkurat, and Universitas Islam Malang. The data were from the phenomena the respondents had so that all data gotten were potential to develop and were rich of interpretation. Because the data were phenomena from the respondents' views, the data were described descriptively to get a clear interpretation and comprehension.

All respondents were asked to deal with their perspectives of contemporary language English teaching methodologies applied in the classroom through critical thinking.

The data collection was formulated in google form so that all respondents filled in their views digitally. The data obtained were displayed, tabulated, and coded manually (Wicks, 2017) to answer the research problem posed. In manual coding, the data were defined, categorized, and grouped based on the items of coding. It was started from the definition of contemporary English Language Teaching Methodologies, identifying and analyzing the contemporary English Language Teaching Methodologies in learning the contemporary English Language Teaching Methodologies through critical thinking.

Every three items after coded were analyzed through content analysis (Krippendorff, 2004) to get the whole description on how the lecturers have their perspectives dealing with contemporary language English teaching methodologies applied in the classroom through critical thinking.

RESULTS AND DISCUSSION

Results

Table 1. *Manual coding result*

No	Name of Respondent	Lecturers' view about contemporary English Language Teaching Methodologies	Coding
1	Respondent 1	Contemporary English language teaching contains several new and exciting methods/ways of teaching and innovative classroom techniques	It is the current teaching method

2	Respondent 2	It talks a lot about English Language Teaching in terms of concept and practice	It deals with teaching practice
3	Respondent 3	Collaborative, task-based, think pair share, problem based learning, project based learning	
4	Respondent 4	Current comtemporary English Language Teaching Methodologies are Content and Language Integrated Learning (CLIL), CLT, Task-based Approach, Project-based Approach, Collaborative Learning, Spaced Learning, Flipped Classroom, Self-learning, and Gamification. They were shifting from The Direct Method, The Grammar Translation Method, The Audio Lingual Method, The Structural Approach, Suggestopedia, Total Physical Response, Communicative Language Teaching (CLT) and The Silent Way	It is about the current teaching approaches
5	Respondent 5	Contemporary English language teaching methods are considered the modern ways of teaching English in the 4.0 era or it is common to say Industrial Revolution where technology plays important role in our daily activities including education. The example of contemporary teaching methods are Collaborative Learning, Flipped Classroom, and Gamification	It is the teaching approach that takes students participate in practice

From the table 1, it says that every respondent has own view in defining contemporary English language teaching methodologies. First respondent calls it as the current teaching method; second respondent says it as the teaching practice; third respondent tells it as the current teaching approaches; and the fifth respondent defines it as the teaching approach in which the teachers should be able to involve the students in practice. It means that the definition of contemporary English language teaching from the five respondents state that contemporary English teaching methodologies are produced based on the needs to answer the need and interest. Because language is the social fact, teaching language should be based on the strategy need contextually.

What should be described from the five respondents is that contemporary English language teaching methodologies are the theoretical framework underpinning to see teaching English language based on the perspective and need. Every

perspective based on the need will be different although the keyword of contemporary English teaching methodologies is the same, namely trying to make the teaching language closer and closer to students as the target in the activities. The language is the social; fact in which teaching language should pay attention the students' input and the like make teaching language methodology should be adaptive. In the other word, it is called contemporary that is responsive to the need in practice.

Teaching language is teaching students on how to use it in practice, not only teach them theoretically. It means that it is very necessary to understand the students' lives in their activities. As a result, teaching language methodology should be in harmony with the students' activity, students' lives, students' habit, and the like. It is expected that they like the language. The teaching approach stemming from their lives underpins the importance of language teaching methodology definition used in practice.

Table 2. Manual coding result

No	Name of Respondent	Lecturers' views about critical thinking in learning the contemporary English Language Teaching Methodologies	Coding
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1	Respondent 1	It is important because if educators teach with a new way of teaching instead of traditional method and provide lessons in more proper scientific method of teaching, many problems including unemployment can be solved. All of this can be obtained by giving a strong pillar of education system. That is why contemporary teaching methods are essential to be applied	Critical thinking attends to open and widen the new perspectives in teaching approach
2	Respondent 2	it is paramount because of creativity in developing certain method (needs analysis)	It makes easy in implimenting the teaching approach needed based on the students' need and learning goal
3	Respondent 3	It is very important for finding out and learning all ELT methods that are familiar with the students' need	It helps to explain the current needs for current teaching method
4	Respondent 4	It is vastly important as critical thinking helps to reach the decision. Taking for granted for the current method will make confused and easily influenced by unclear direction	Critical thinking is the keyword to decide the right teaching method for teaching method needed
5	Respondent 5	Critical thinking skill is indeed crucial in learning process, especially when a contemporary method is applied. It can be said because most of the learning outcome is a project which has closed relationship with students' daily live	critical thinking answers the students' need in choosing the teaching method in the current daily live

From table 2, learning contemporary English language teaching methodologies through critical thinking is helpful to open and widen the new perspectives in teaching approach; impliment the teaching approach needed based on the students' need and learning goal; explain the current needs for current teaching method; decide the right teaching method for teaching method needed; and answer the students' need in choosing the teaching method in the current daily live. There is a new paradigm saying that teaching English to students today should be able to follow the dynamics. Therefore, teaching methodologies is the manifestation from the world development and human being advance. It is necessary to say that those who learn English language teaching methodologies through critical thinking are required to read beyond, think beyond, and act beyond the text.

The existence of critical thinking in learning contemporary English language teaching methodologies according to the five respondents is the power that make easy in finding out variations of paradigm and this is good in enriching the knowledge of English language teaching

methodologies. More knowledge they have dealing with English language teaching methodologies; they view that more critical in responding every problems or issues in English language teaching methodologies themselves. It means that critical thinking when related to learning English language teaching methodologies has the important role in sharpening the dynamic of English language teaching methodologies currently.

Therefore, critical thinking skills are the important element to facilitate the learning process that is very helpful in discussing contemporary English language teaching methodologies. Through critical thinking skills used, learning language teaching methodologies is guided so that the goal is easily achieved. All respondents have the same perception about the importance of critical thinking skills that support the process of learning teaching methodologies contextual with the need today and future. Every need needed to increase the power of teaching methodologies perspective should be based on the critical thinking skills in order to achieve the goal.

Table 3. *Manual coding result*

No	Name Respondent	of Lecturers' views about critical thinking in identifying and analyzing the contemporary English Language Teaching Methodologies	Coding
1	Respondent 1	Today, the scope of knowledge both in the field of science and technology has extremely increased, and the human beings' capability to adapt to a new knowledge has also increased. Hence, there is an tremendous need for creative as well as innovative mind to explore more to unrevealed area of different fields. To cope up with the modern world, adopting a new way is the only means to survive. Thus, the learners must be taught in a manner to tackle the 21st C, that is technology-driven time that needs creative thinking for the progress of individuals, society, and nation as well. The learners should be introduced with new/modern teaching method and are served adequate knowledge, so they can build chances for themselves and others	Teaching method should be contextual, process-oriented, enhance students with new knowledge
2	Respondent 2	Reading is in very details all about the teaching methods	The way of teaching is produced from reading alot
3	Respondent 3	Following the way how we should think critically will be easier to select the appropriate contemporary English Language teaching to be implemented in classroom activity	Teaching method should be based on students' need to achieve targetted goal
4	Respondent 4	Critical thinking helps in identifying and analyzing the contemporary English Language Teaching Methodologies through the basic step that is understanding. After understanding the method, it is followed by trying to reflect which one is suitable to apply, analyze, gain as much information. Involving other people to the discussion should be conducted and finally deciding the method, having a commitment towards what to do	Mapping the steps in teaching is the embryo to determine the right teaching success based on the achieved goal
5	Respondent 5	Contemporary English teaching methods focus on students' activeness and creativity. Most of the learning activities are based on Collaborative Learning where they learn how to solve a problem	The current teaching methods trigger students to participate and involve in meaningful activity

From the findings in table 3, it says that teaching method should be contextual, process-oriented, enhance students with new knowledge; the way of teaching is produced from reading alot; teaching method should be based on students' need to achieve targetted goal; and the current teaching methods trigger students to participate and involve in meaningful activity. All respondents hold that through critical thinking, it is important to read and interpret the comtemporany English language teaching beyond the text in order to find something new and different to enhance students with teaching strategy more effective and responsive. The ability to discuss and dig the meanings beyond the text should be had and livened so that there is dynamics and development in learning teaching methodologies. Every study in teaching methodologies has the substance that should be

used to enrich the knowledge of teaching methodologies. Because change is necessity and natural, it is important to state that studying teaching methodologies needs to be planned well and implemented regularly as the part to increase the quality of teaching methodologies. There is change without paying attention to the need.

Critical thinking skills as the part inherent in identifying and analyzing teaching methodologies have the contribution in determining the achievement. The change of teaching approaches and designs actually brings new era in teaching English language. Getting information and learning the new ones should be fought to answer the need. Besides that, this is the barometer in monitoring every phase of change in teaching practices. Principally, teaching methodologies in line with the present and future needs should be obtained. As a result, teaching practices that are based on the teachers' knowledge and experiences add the new way of learning English language.

Discussion

Critical thinking skills

Responding to the text needs the capacity in analysing and critical thinking skills are needed to be able to conduct appear in table 1, 2, and 3. The existence of critical thinking in text play becomes the entry point in building the knowledge and enriching it. Critical thinking is supposed as the framework of thinking based on self-capacity in which it works for logical reasoning. Therefore, Padmanabha (2018) viewed critical thinking as the ability to transfer knowledge learned from certain disciplines to other cognitive areas. It is connected with supporting suspicious thoughts along with developing individual thinking skills, such as logical reasoning and personal judgment. It means that it is based on the thinking order that is in line with the logical truth.

Because critical thinking is aimed to form the capacity in deep analysis, critical thinking skills are categorized to work for open analysis and how to open analysis, give new nuances, and colorize new perspectives. Thorndahl and Stentoft (2020) viewed critical thinking that involves the use of focused, self-regulatory judgment to assist with identification of a problem and its associated assumptions: clarifying and focusing the problem; analysing, understanding, and making inferences; inductive and deductive logic; and judging the validity and

reliability of the assumptions and available data. What should be noted here is that critical thinking skills are the manifestation of protest toward a thing considered to be evaluated and gets some notes.

According to Atabaki, Keshtiaray, and Yarmohammadian (2015), critical thinking skills should be based on the capacity to find out the data. In critical thinking skills, each activity to find out should involve being interested in obtaining facts and being having a willingness to question. It means that critical thinking exists because of the existence of searching out and questioning. When searching out and questioning, the people are asked to be able to break down the facts and to give meanings to the facts. They need to show their inquiry to find out and they should have the responsibility to see and to evaluate every finding of the facts, give corrections and solutions to the problem found out and questioned. The principal one in critical thinking skills is a doubtful mentality in which people take different affairs with suspicion. By having suspicion, it guides them to open perspectives in giving evaluation and recommendation. As a result, these kinds of people can take the roles as those working for independence and bravery to take a critical role.

ELT by considering local needs

The localities wisdom in which every student have their nature on learning language should be respected as table 1, 2, and 3 narrate according to the five respondents. All non-English speaking countries undergo different ways and treatments that should be faced by teachers when they are in the classroom with the students. Commonly, non-English speaking countries are faced with the problem of teaching effectively to students because they are non-native, never get English since childhood, consider strange towards English, and other reasons. Admittedly or not, it is not easy to teach English to non-English speaking countries by paying attention to the varieties of L1 background that can be the barriers to the success of ELT itself. The interference of L1 to English learning can impede the goal of teaching-learning itself (Debreli, 2016; Hasanah & Utami, 2020). Non-English speaking countries in which the non-native English-speaking teachers (NNETs) attend in the classroom to teach should be faced with the challenge of whether their way of teaching is still effective to apply. The present need noticed for non-English

speaking countries is the importance to design the ELT methodology that is applicable and contextual to the need. Again, it should be highlighted that designing a contemporary ELT methodology should be based on the local context, the effectiveness of teaching design, providing the teaching material needed for the students' needs, and the like. Therefore, illustrating the variety of teaching design for non-English speaking countries should be rich and enriched. There is no best teaching design and practice. However, every teaching design and practice can be modified based on the goal of teaching; and it is the effort that should be conducted by the teachers for non-English speaking countries (Anderson, 2017).

Almeida (2019) and Floris & Renandya (2020) stated that the appropriate pedagogy to teach English should be a process of appropriation both local and global. The classroom should be an arena to discuss social reality with learners, seeking to provoke an intimacy with their social experience. Therefore, teachers need to be familiar with what they propose to share with their students. This can also be done through a foreign language since we understand that education is a form of intervention in the world. As the non-native English-speaking teachers (NNETs), they should grasp the idea that English is not the same anymore. To teach English should take into account the role of English in the world, but especially those who are the learners, their origins, their local perspectives. They need to humanize the teaching/learning process by being sensitive to our students, listening to them, supporting them, and making them progress. Teaching English is to respect the idiosyncratic way in which non-native speaks English in non-natives' mother tongue and their particular cultures that will influence the production and communication through English. It is because their mother tongue's grammatical and phonological structure probably will influence the production of the new language.

Teaching English to non-native English-speaking students should consider their background and this is the main point to conduct. Therefore, it is necessary to learn students as the source of learning for the teachers in preparing themselves to be good teachers. It means that they should be able to learn the students' characteristics and this is the entry point in stating that there will be a new way of enhancing a new perspective in displaying contemporary ELT methodology. Livoreka (2019)

stated that every student is unique. This uniqueness should be viewed as a way to know and find out the different ways of facing the students, especially those who are non-native.

Mackey, Abbuhl, & Gass (2012) stated that methods of learning should be facilitated because they have a contribution toward students' achievement in learning. Every method of learning that can allow students to learn independently in their surroundings will drive students to get comprehension quickly. They learn from the experience. Learners who do the process of learning by trying to communicate what they did will change their way of thinking and acting. What they get from the experience will form the way of life what to do. Therefore, learners in learning should be based on methods of learning that develop their skills to cooperate with others, can share with others, and togetherly solve the problem. The thing to highlight is that non-native students as a source of teaching for teachers become the entry point in conduct the adaptive and contextual ELT methodology. It is impossible for non-native students to be able to learn, such as native students with speaking English well. Teaching them should be started from the basic one concerning their background.

A shift to another trend of ELT, Communicative Language Teaching (CLT) aims to offer students real-life communication that tries to imitate the natural development of language learning. Besides, in CLT, communicative competence is the goal of language teaching. CLT pays less attention to the explicit presentation of grammar instead; it allows students to convey the message in terms of its meaning communicatively (Wiangsima & Boonmoh, 2014). Ahmad and Rao (2013) conducted the research correlated to CLT and the result revealed that it is proven to make the motivation for learning high. Coherently, the study of Chang (2011) also shown that CLT can make English teaching effective and meaningful. It is also supported by Winch (2019: 112) that CLT helps the students to think critically. It means that the future need that should be conducted by the teachers for non-native students is giving them an opportunity in self-development in which they are facilitated based on the goal of teaching-learning. Again, it should be noted that non-English speaking countries in which the learners learn English should be treated differently.

The implementation of ELT should be formulated and designed as well as possible based on the goal of what the English achievement is for. CLT is the collection of the current methodology of teaching that is intended to upgrade students' communicative competence. Therefore, CLT is the reflection of current teaching methods supporting the learners' study. CLT can make English teaching meaningful and interesting and students learn linguistic form in theory and practice. CLT opens the space for the students to learn in a more free manner because they get their right to develop their own capacity to learn independently. In the other side when viewed from the teachers' task, the communicative process implemented in CLT make the students learn in a meaningful environment because they learn from what they undergo and the teachers' existence is to fill their experiences with meaningful activities themselves. Besides that, the students can share their experiences to understand each other. In a further manner, CLT urges the class more relaxed in teaching-learning activities because the students feel at home during the learning process. CLT creates an interesting class situation. In the class using CLT, all students learn to actualize and articulate their life skills to be able to work together. They are tied in a learning framework that is colorful because they are coming from different backgrounds to be able to reach the goal of achievement (Chang, 2011). To achieve this, teachers must consider the following indicators: (1) Be familiar with contemporary ELT principles and methodology; (2) Know the role(s) of a teacher when dealing with pupils' problems in learning English; (3) Be familiar with the learning and teaching strategies in the English classroom; and (4) Be familiar with the ways of tackling ELT issues in the classroom context (Lai & Yeung, 2010).

Those are the basic concepts in applying the teaching that is near the students' environment. Every teacher who has been successful in conducting this will be easy to interact with the students. Again, it should be noted that every student is unique and because of the uniqueness itself, the teachers should know the students very well (Floris & Renandya, 2020). Teaching English to them as non-native students need high awareness so that the goal of teaching can be achieved.

The change that is created in non-native students is producing high motivation for them to have the

spirit of learning (Floris & Renandya, 2020). It is very important to state that teachers should build their motivation to be interested in English. Becoming a teacher for non-native students has a self-challenge. Hasanah and Utami (2020) delivered three notes for teaching English in non-native English-speaking countries. It deals with learning materials that do not respond to the students' needs in their country, too many students in one class that makes the class not effective including environment at school that is not supportive, and low motivation the students have.

The reason for learning materials dealing with the English handbook commonly is not in line with the students' level is because of no study to create the learning material. The overloaded class happens because of limited classes used for teaching-learning activity. This problem appears because the school does not get maximal support from the government. The reason for low motivation happening to students is because they come to school with low input. One source of low input is that environment at home and society does not drive the learners active to study. Whatever the challenges are, three problems block the goal of teaching for students' achievement (Frenzel, Taxer, Schwab, & Kuhbandner, 2019). Therefore, it should be supported by teachers' performance in which they implement principles based on teaching. It is the entry point in driving teachers in teaching English, including for non-native students (Khany & Darabi, 2014).

As the main part of teaching for non-native students, teachers should introduce their students to non-native speakers of English whose language is both intelligible and acceptable although they do not variably speak the native speaker. This, in the long run, will help educate the students that English does not belong to native- speakers only. Besides that, teachers also have numerous opportunities to inform their students that a good language teacher is not associated with his/her nationality. Topics such as "My Favorite English Teacher" or "How I Learn English" can be discussed in any English classrooms, and the discussions can further continue with the teachers' explanation on the characteristics of a good language teacher or techniques to learn and improve English proficiency (Floris & Renandya, 2020). Therefore, teaching English to non-native students should be planned well so that the goal of teaching is achieved. Brown (2012)

proposed these components for the teachers: (1) They should know their students' native language and culture; (2) They should know what elements or factors are crucial for instructed language acquisition; (3) They should be able to use students' L1 to explain concepts most efficiently; (4) They should serve as an excellent model of successful English learners; (5) They should be able to evaluate and adapt teaching methods and materials to suit the local needs; (6) They should know the expectations of administrators, students, and their parents.

In responding to the dynamic of teaching English for non-native students, Larsen-Freeman and Anderson (2011) suggested the important points for the students to know and consider: (1) Having knowledge dealing with self-reflection supports the teachers' task in building awareness on what to do in the class. Self-reflection is the way of teaching so that the students can dig their understanding of what they get from the teacher in the class; (2) The classroom in which the students interact and learn from the teacher is the place for them to sharpen their comprehension. Every comprehension appears because the students attempt to get what to comprehend in each phase of the learning activity. This chance should be viewed as the effort to enlarge the choices of perspective in learning. The teachers' task is giving an opportunity as large as possible to the students to learn without being trapped in definite constraints. Let the students learn and the teacher has the responsibility to facilitate the teaching-learning process in a deeper understanding so that the students can learn from the class a lot. It is the chance for the teacher to learn and get the knowledge of method in an inclusive space; (3) Knowing methods enlarges the teacher's perspectives and experience of what to do in the class when interacting with the students. Knowledge of method always correlates with a bunch of innovation of teaching that can be implemented and this is the chance for the teacher to prove in their articulation of classroom activities. By a knowledge of methods, it will empower the teachers to update the knowledge in theory and practice.

It means that method is not only talking about a collection of modules, but also a collection of practices to implement in practice. The teachers can apply them based on their goal, perspective, and need as the effort empower them as organizers and

facilitators in activating their students in the class activities to reach the goal of the teaching (Richards and Rodgers in Hall 2016; Tavella 2016). As a result, understanding contemporary ELT methodology cannot be seen in a single perspective, but multi-perspective. Teaching English for non-native students should start with whom and to whom the teacher should face. The different non-native countries will be different in giving treatment and approaches to teaching. Consequently, it needs consideration before applying the definite approach or method of teaching. The teacher should know and understand the context, the students' background, and the approach used to achieve the goal of teaching (Smith, 2014).

Again, it is important to remember that the success of teaching English to native and non-native students cannot be compared because both of them have different backgrounds dealing with the mother tongue. The effective way of teaching both of them also cannot be compared because there is a difference between the one who is a foreigner and a local teacher who is from the same country. Learners tend to use their mother language to communicate with the teacher during the lesson. It should be tolerated as a way of facing them in teaching English (Baştuğ, Karakuzu, & Akdoğan, 2010). Hence, English should be used as a tool for linguistic unity without compromising cultural, historical, or ideological diversity. By doing so, minority cultures will find it easier to have their voice heard on the international stage. Otherwise, they will probably be condemned to cultural obscurity (Llurda, 2004).

Learning a foreign language expands the person's way of thinking and they get a variety of knowledge or view. The native thinking that the English way is overall in teaching English is a way of killing a great deal of linguistic and sensitivity. The important thing is not whether a teacher should be native or non-native speakers of English, whether a teacher is a good English teacher or not (Mizuno, 2004). By learning this perspective, teaching English is not for English itself but also strengthening teachers' capacity in enhancing and introducing local issues, such as cultural values. Those contents can be the materials for teaching to tie the students towards their tradition. Therefore, teaching English to students should be based on local needs so that they speak in English by bringing their traditions. It is also the attempt to

give admission to a difference of culture among non-native speakers that they have their own tradition to show in international communication (Jayanti & Norahmi, 2015).

Critical thinking skills for contemporary ELT methodology studies

Teachers become the important element in teaching language to their students. The teachers' skill in following the dynamics of contemporary English language methodology study should be strengthened as table 1, 2, and 3 show according to the five respondents. Participating in contemporary ELT methodology studies for EFL teachers is the need as a part of the self-contribution in developing self-capacity. Following the trend in ELT methodology studies opens new experiences and enlarges sides of knowledge in ELT. It means that it is important to read and study contemporary ELT methodology studies through critical thinking skills to enrich perspectives in contemporary ELT methodology. The existence of critical thinking skills in studying contemporary ELT methodology studies is helpful and is the new way of increasing teachers' capacity as the ones who should be a part of the global world (Alsaleh, 2020).

Today teachers are those who can answer the global challenge in which change in teaching should be followed. Teaching ELT today is not only based on the traditional approach but also the modern approach. Yuan & Stapleton (2020) said that one of them is technology-based teaching paying attention to local values. Teachers need to take the role of ELT studies in the world, but they do not forget the local needs that teachers should dwell in the local environment. Therefore, critical thinking skills are needed for teachers to be able to think critically about what to do and what to design to conduct the teaching task in two dimensions, namely local and global dimensions.

Critical thinking skills are the medium for teachers to be able to enrich their views and perspectives about the development of contemporary ELT methodology. By using critical thinking skills, they can be the ones who understand the students' needs in their environment, yet teachers also use their global views and perspectives about ELT in enriching their activities of teaching in the class (Lorencová, Jarošová, Avgitidou, Dimitriadou, Lorencová, Jarošová,

Avgitidou, Dimitriadou, & Lorencová, 2019; Polat, 2020).

The combination of local experiences and global perspectives in ELT will colorize the teaching practice that is more meaningful for achieving the teaching goal. Therefore, good and excellent teachers are those who can collaborate with the local and global experiences for contemporary ELT methodology. It means that critical thinking skills are the need for teachers to go forward in the development of ELT in the future.

CONCLUSION

In a word, teaching English for non-native speaking countries should be conducted by teachers who have a world-view concerning local context, communicating language teaching that is familiar and tolerant to students, and respect the students as those who are unique. Again, there is no the best ELT method in teaching English for non-native speaking countries. English as a Lingua Franca should be the reason for designing and formulating an effective way of teaching English in order to achieve the goal of teaching itself.

The different backgrounds of the students in mother tongue linguistic and their environment, including culture determine the effective strategy in teaching English for non-native speaking countries. More and more knowledge the teachers have dealing with world-view concerning local context and communicating language teaching, it is the key to successful teaching. Critical thinking skills are helpful for teachers in conducting their roles like the ones who are learning to be better in teaching practice. Critical thinking skills can be used by the teachers in designing the way of teaching English to help students learn English but not forget their traditions to activate during learning English.

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