A STUDENT-TEACHER’S STRUGGLE IN BRINGING EIL PEDAGOGY TO CLASSROOM.

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Abstract

This paper addresses the author’s struggles as the student-teacher in Satya Wacana Christian University, Salatiga, Indonesia in bringing English as the International Language (EIL) pedagogy to microteaching class. This finding aims to know the author’s struggles in teaching and learning English using EIL pedagogy. This self-study is analyzed qualitatively. The self study found two major struggles that the author faced in bringing EIL to the microteaching class. The struggles are difficulties in locating cultures in EIL pedagogy and dealing with the EIL materials. As a result of this study may be useful for English teachers to be cautious teachers in using EIL pedagogy in English classroom. This paper is also completed with the pedagogical implications at the end of the paper.

Key words: Self-study, Student-teachers, struggle, EIL pedagogy.