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INSIGHTS INTO PROSPECTIVE TEACHERS' BELIEFS IN TEYL

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Abstract
Teacher belief is valuable to accomplish effective teaching learning processes. Prospective teachers utilize their beliefs to practice their teaching competence. Accordingly, it is essential to explore prospective teachers' beliefs as the teachers exhibit the beliefs in their teaching preparations and practices. Alongside, TEYL requires a unique process. To enhance TEYL prospective teachers' consciousness of the beliefs they hold, this study attempts to match them with the teaching designs and practices. This survey study involves TEYL prospective teachers in responding to a questionnaire concerning with their beliefs about teaching. Their Lesson Plans and teaching performance videos are correspondingly analyzed to scrutinize how equivalent they are with the beliefs. It is quite thought-provoking to discover that there are inconsistencies between prospective teachers' beliefs with the realization in their lesson planning and performances. This affords insights to boost our awareness in building teachers' beliefs as to maximize learning teaching outcome.

Keywords: prospective teacher, teacher belief, Teaching English to Young Learners (TEYL)

Introduction
Teachers' belief or teacher cognition is said to be a term referring to a complicated system of teachers' awareness, beliefs, and behaviour which likely influences their teaching practices (Borg, 2003). In other words, every activity in the classroom is governed by what teachers believe. Whether teachers are aware or not about the certain beliefs held, the way they think, respond, and act in the classroom are influenced by their beliefs (Utami, 2016). If teachers know clearly about their beliefs, it will be easier for them to determine and adjust their behaviour towards their students accordingly (Xu, 2012). Teachers are likely to be the most effective if their beliefs are aligned with their surroundings (Korthagen, 2004). Realizing the influence of teachers' beliefs on their practice can increase their understanding of the teaching and learning process in depth (Aguirre and Speer, 2000). Despite of numerous definitions about the concepts of beliefs proposed, there have only been a few written about the roles in the education program (Muryati, 2016). Therefore, it is important to explore teachers' beliefs before reflecting it on their teaching practices (Liao, 2007).

Qazi, Rawat, & Thomas (2012) specify that most teacher education programs prepare their prospective teachers in real teaching practices through teaching practicum both the theoretical and practical aspects. In the course, prospective teachers are given opportunities to apply the theories about teaching they have learnt before to the real teaching situations (Riesky, 2013). It is an important subject to prepare prospective teachers to succeed. To be a successful teacher in the future, their knowledge, learning activities, and classroom interaction are the key factors (Gurney, 2007). While those factors are considered the keys, teachers' beliefs are sometimes overlooked.

Teacher Beliefs

The concept of beliefs has been discussed widely by many researchers. According to Borg (2001), belief is a mental state that is understood as its content held by an individual is seen to be true. Belief is a concept of knowledge that is based on personal feelings or opinions, and experience based (Pehkonen & Pietilä, 2003). Those beliefs apprehended by individuals are generally in the form of execution of personal experiences and are integrated into schemata (Larenas, Hernandes, & Navarrete, 2015). Similarly, Zheng (2009) explains that belief is a representation thought of mental states to drive a person's actions. Therefore, belief becomes a guide for people to think and act (Borg, 2001). It can be said that belief is a concept of judgment derived from knowledge and experiences that develop into a personal guide to help people in making sense of the world and themselves (Pajares, 1992).

Further, Borg (2001) claims belief as a concept that consciously and unconsciously possessed by an individual as a guide for him / her in thought and action. In education program, beliefs are helpful in developing teachers' thoughts and principles (Gilakjani & Sabouri, 2017). Graves (2000) adds teacher beliefs are important in designing a lesson. Prospective teachers make use of their sets of belief in teaching process as a predictor of their real teaching practices (Othman & Kiely, 2016). Therefore, understanding teachers' beliefs will provide information for teachers how they accomplish their teaching and how effective teaching should be (Liao, 2007). The beliefs are shaped and may shift in the process of the prospective teachers' instructional development, add Tang et al. (2012).

TEYL (Teaching English to Young Learners)

Children in their 7 to 12 years are classified into young learners (Slattery & Willis, 2001). During this period, they are curiously enthusiastic to explore the world (Uysal & Yavuz, 2015). One of the main reasons to teach English to them is that in these ages, it is the best time for language acquisition (Jazuly & Indrayani, 2018). By doing so, they will learn English effectively. However, young learners are unique, they learn differently compared to adult. Therefore, it is recommended that primary school teachers do not only know the development of learners' language competence in general, but they also have to consider students' background and needs, especially their exclusive characteristics (Sukarno, 2008). Here are some characteristics of young learners described by Shin & Crandall (2013).

One of them is that children are energetic and physically active. They learn best with their bodies to explore the world before processing it in their mind (Mandela,

2015). Whereas, Scott & Ytreberg (1990) add that children do not learn from explanation, but from whatever they see, hear, and touch. Asher (1997) suggests that teachers can take advantage of it by providing activities involving children's physical movement (as cited in Shin & Crandall, 2013).

Another point is that 'Children are spontaneous and not afraid to speak out or participate without being afraid or feeling embarrassed (Hashemi & Azizinezhad, 2011). Teachers can make use of children songs, simple dialogs and chants to improve YL's oral proficiency through repetition. Meanwhile, to take advantages of the fact that children are curious and receptive to new ideas, teachers can prepare activities to arouse their curiosity by using media or realia to make it easier for the students to get the lessons well (Juhana, 2014).

Children enjoy making believe, they are also particularly good at using their imagination (Mardhatillah & Ratmanida, 2016). It becomes the basis of creativity that is the essential part in human life (Vygotsky, 2004). To ease young learners' creative imagination, roleplaying activity can be provided in the classroom. However, children are easily distracted and have short attention span. According to Harmer (2012), young learners lose their interest quickly and easily get bored. It is difficult for them to keep concentrated while doing the tasks, so there must be various activities in the classroom (Cameron; as well as Slattery & Willis, 2001 in Banegas, 2015).

Young learners are egocentric and relate current ideas to themselves. They are self-centered and find it hard to see things from others' view (Scott & Ytreberg, 1990). Children learn and do activities related to their daily life or personal experiences (Juhana, 2014). Teachers need to provide them topics about themselves for example, using adjectives to describe each alphabet in their names. On the contrary, children are also social who learn to relate and interact with others as well as the environment. Vygotsky (1962) adds that YL build their knowledge with the surroundings (as cited in Uysal & Yavuz, 2015), and cooperate with the others (Hashemi & Azizinezhad, 2011). It implies that teachers should avoid individual competition. There must be balanced activities which allow students experience diverse types of interaction: pairs, groups, as well as whole class activities. Muryanti (2016) adds that it is necessary to provide chances for YL to learn by doing instead of explaining for example the definition and the function of a door. They learn what it is by opening and closing it repeatedly.

Prior researches in teacher beliefs about TEYL

As the basis of the current study, there are two investigations exploited. Those were done by Liao (2007), and Shinde & Karekatti (2012). They conducted their researches about teachers' beliefs to TEYL teachers. Both studies made use of a similar questionnaire with 3 categories including 'nature of children's English development', 'teaching methods & techniques', as well as 'teacher self-efficacy'. The second added one aspect about 'teacher talk'.

The first study compared the beliefs held by pre-service and in-service teachers. A questionnaire consisted of 40 items written in Chinese was used to gather the data from the survey. The result showed that the pre-service and in-service teachers shared a consistent and almost similar set of beliefs. There were differences in the children optimum ages to start learning English, the best time to correct students' errors, and the ways to assess students' learning. Meanwhile, the

second was an on-going examination to see as well if Marathi, their first language might differentiate the beliefs. It found that the teacher beliefs were similar and consistent: the nature of children's English development was corresponded with the recent literature on TEYL, the teaching techniques and methods used were in line with the principles of teaching in CLT, the teacher talk gave understandable input, and strong English teacher self-efficacy resulted in their class performance. Lastly, Marathi did not influence much on their beliefs.

Research Objectives

In teaching practicum class, prospective teachers tend to focus their attention on preparing the lessons, teaching in the classes, as well as assessing students' works (Agustiana, 2014). They are not really aware of their own teaching beliefs. Therefore, it is necessary that they realize about the teaching beliefs they hold. To overcome the problem about the prospective teachers' unawareness of their beliefs, this study aims at examining the prospective teachers' beliefs and to scrutinize the applications in designing the lesson plans and their real teaching. Especially, it is to answer the research questions as follow: 'What beliefs do the prospective teachers hold about TEYL?'; 'Are those beliefs demonstrated in their real lesson plan (LP)?', 'If yes, how?'; as well as 'What most dominant belief in each of the three categories do they hold?', and 'To what extent are the beliefs reflected in their teaching practice (TP)?'. This study is an attempt to provide insights for the prospective teachers to make them more aware of their own beliefs. It will also be advantageous for the teaching practicum lecturers in classes to build prospective teachers' beliefs in their early process of teacher development in order that they can maximize their teaching designs and practices.

Method

There were 17 prospective teachers in a TEYL Teaching Practicum class from an English Department, Faculty of Education of a university took part in the study. It was based on the consideration that they had experienced in designing lesson plans and did real teaching practices during their pre-service teaching for three months.

The data of this survey study were in the forms of the participants' responses to a questionnaire about the prospective teacher beliefs in TEYL, compared to the beliefs analyzed from the participants' lesson plans as well as in the videos of their teaching practices. The later is to match with the most dominant beliefs in each of the three categories set. The instrument was adapted from Shinde & Karekatti (2012) and Liao (2007) based on the items that can be observed in the prospective teachers' lesson plans and in their real teaching practices. It consisted of 20 close-ended statements based on the 4-points Likert Scale, assessing the participants' beliefs. Validation was by trying it out to other students beforehand. The result of the analysis was next made up into 3 categories namely 'the nature of YL English development', 'methods and techniques in teaching', as well as 'teacher talk vs student talk'.

The responses to the questionnaire were analyzed in the forms of percentages and mean scores of the beliefs, then were ranked from the highest to the lowest to find the dominance of the beliefs. The average mean scores 3-4 say that there were positive responses from the prospective teachers. Whereas, 1-2 show that they had

negative opinion towards the beliefs. The one with the highest score in each category is considered the most dominant. Meanwhile, the LPs and TP videos of the participants were checked using a checklist table about prospective teacher beliefs following the beliefs stated in the questionnaire.

Findings and Discussion

Prospective teachers' beliefs

Figure 1 reveals that most of the participants gave positive responses to the beliefs in TEYL. However, there were only 16 out of 20 beliefs got above 3 in the mean score.

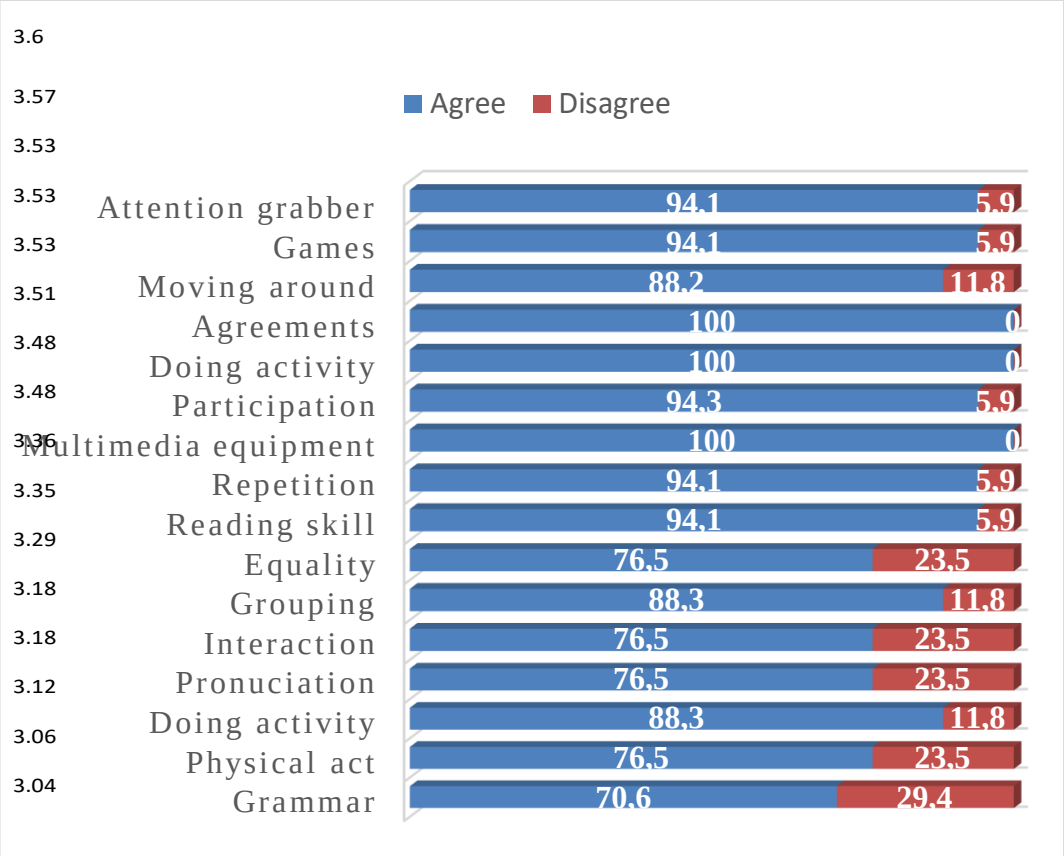


Figure 1. The prospective teachers (positive) beliefs

It is shown here that in terms of the mean scores (put at the left side of the figure, not in line though), from the prospective teachers' points of view, the most important is using attention grabber to deal with the YL. It is followed by making use of games (share the same percentage: 94.%). This supports Thomas & Clarke (2013)'s idea that it is easier for children to understand the lessons from what they hear, see, and touch not from the explanation given by the teacher (Harmer, 2007; as cited in Jazuly & Indrayani, 2018). Most of the participants believed that games might facilitate YL to learn in various ways. Through games learners do not only enjoy and have fun with what they learn, but they incidentally also practice it (Nurhayati, 2015).

It is interesting to notice that in terms of percentage, both 'classroom agreement' and 'multimedia equipment' are of highest importance [100%], yet the mean score is lower [3.53], which is also occupied by the importance of 'moving around' for TEYL. This fact is due to the differences of where the participants put their positions in their responses i.e. even though all of the perspective teachers agree to the ideas stated in the beliefs, the frequency of those who strongly agree was less than those who just agree. That is why, the mean scores result differently or less in numbers. This applies to the other items as well. Note that (positive) beliefs are meant for those with positive responses.

However, there are (negative) beliefs as well like what we can see in table 1. There are four negative assessments toward the prospective teachers' beliefs in TEYL. It is written down here that there were 4 beliefs out of 20 which obtained under 3.0 mean score, meaning that they were considered not important beliefs. When ranked from the lowest, it expresses that 'Students' first language is not to be used in classes.' (item 5), 'Teachers are not always to correct students' mistakes.' (point 11), 'Multiple assessment should be implemented to evaluate students' performance in the classroom." (statement 13), and 'Teacher should ask questions...' (item 20).

Table 1. Prospective teachers' (negative) beliefs

Rank	No.	Beliefs	Agree (%)	Mean
XVII	20.	While teaching English, teacher should ask questions during the lesson.	64.7	2.89
XVIII	11.	Teachers should not always correct the mistake of children in the classroom.	64.7	2.77
XIX	13.	Multiple assessment should be implemented to evaluate students' performance in the classroom.	64.7	2.71
XX	5.	Students' first language may only be used in some 'special' situations	53	2.53

Talking about the use of L1 in TEYL classrooms, it can be said that most of the prospective teachers assumed that students' first language was not allowed to be used in TEYL classroom, not even in the 'special' situations. However, according to Pan & Pan (2009), teachers should not feel guilty of using L1 in teaching young learners. If the first language is be used effectively, it can enhance students in improving their language proficiency.

The categories of the beliefs compared with the demonstrations in the lesson plans

The current study defines 3 categories about prospective teachers' beliefs in TEYL namely 'nature of YL English development', 'methods and techniques in teaching', as well as 'teacher talk vs student talk'. The result of the analysis will be depicted in the forms of tables along with how the beliefs are demonstrated in the prospective teachers' lesson plans (LP) which are presented in the column of notes in the tables.

Among the 20 statements of the questionnaire, the first six statements are devoted to finding the nature of YL English development in the classroom. Table 2

describes that the most dominant belief in the first category is giving opportunities to move around (statement 3). Almost 90% prospective teachers believed to provide YL with chances to move around in order that they could best construct knowledge through explorations and play (Pinter, 2006). Interestingly, the percentage in statement 3 is the same as that of statement 2 about giving opportunities to YL to easily acquire English by doing activities. The difference in the mean scores implies that the YL activities are better done by moving around. Those two kinds of activities are there in the lesson plans.

Table 2. The prospective teacher beliefs: nature of YL English development

No.	Belief	Agree	Mean	LP	Notes
3.	Children should be given opportunity to move around.	88.2	3.53	How to	Acting out, playing games
4.	Children should be given opportunity to speak out or participate.	94.3	3.51	√	= Student talk Sing along, Repeat, Answering questions
1.	Children learn English interactions with other people.	76.5	3.18	√	Group /pair work, answering questions
2.	Children acquire English easily when they are doing activities.	88.2	3.12	√	Grouping, pairing, answering
6.	Children learn English better with physical activities.	76.5	3.06	√	Games, Acting out
5.	Students' first language may only be used in some 'special' situations.	53	2.53	One only	Meaning in Indonesian: '*sedang'*

However, the belief about opportunity to speak out or participate which gets the highest percentage, but not the mean score, infers that the prospective teachers agreed to involve the YL in the learning process. This is one of the young learners' characteristics i.e. they are spontaneous, not afraid to speak out or participate (Shin & Crandall, 2013). Meanwhile, beliefs item 1 and 6 denote the same percentage in agreement but with different mean scores. Statement 1 is higher than that in statement 6. The prospective teachers may believe that YL will improve their language skill by interacting with their surroundings (Hanum, n.d). Whereas, according to Murtiningrum (2009), in learning a language skill, YL experiences give more impact than any usual teaching.

The last belief with the highest percentage of disagreement, and the lowest in the rank among the beliefs is statement 5. Almost half of the prospective teachers believed that YL's L1 should not be used in the classroom, not even in the context. As table 2 shows, L1 is only put in the lesson plan by 1 of the participants. Nevertheless, Cook (2001) suggests that first language may help present the abstract and complicated vocabulary items more effectively but with less time consuming.

The second category is illustrated in table 3 which presents the prospective teachers' beliefs about the methods and techniques used in TEYL. It indicates that statement 17 about the use of attention grabber to get YL attention is considered the most dominant belief. Teachers can utilize it to make their classroom quiet, and keep the students focus to the task and the teacher (Szott & Molitoris, 2010).

It is interesting to find that this statement has the same percentage of agreements as statement 16 about using games to facilitate YL learning, with different mean score though. This points the importance of using games as well. Just as what Moon (2000)'s idea of making use of games can provide excellent contexts for TEYL (as cited in Liao, 2007). Remarkable still to see that statements 9, 10, 7, 11 are also in the same percentage as statements 17 and 16, although with different mean scores. Mistake correction was not planned by any of the participants (item 11).

It is as well thought-provoking to notice that there are beliefs which are 100% agreed by the participants, and provided in the LPs, while their mean scores are not as high. Those beliefs are statement 12, and statement 15. According to the prospective teachers, YL mastery of clear rules are better in the classroom than using multimedia equipment to achieve effective learning process. The participants were to design their own attention grabber before the real teaching performance. They provided pictures and instructions to demontrate the rules as well in their LPs. The others are statements about the importance of teaching reading to YL. It is like what Mwoma (2017) said that YL should acquire early reading skills because they will have to struggle in more advanced levels. The participants also believed that teaching YL grammar was important.

For 76.5% prospective teachers, multiple assessment was not that necessary for YL. It is reflected in the belief statement 13, with the lowest mean score [2.71]. Some prospective teachers disagreed to the idea to use multiple assessment in evaluating YL performance. It might be because they believed that students should get a stress-free environment (Shabaan, 2001; Bejarano and Gordon, 2009; as cited in Yildirim and Orsdemir, 2013). Even though, they were there formulated in the LPs' objectives, practice and production parts as well. There is inconsistency in this part.

Table 3. Prospective teachers' beliefs: methods and techniques in teaching

No.	Belief	Agree	Mean	LP	Notes
17.	Attention grabber should be used in young learners' classroom.	94.1	3.6	√	Provided by all

No.	Belief	Agree	Mean	LP	Notes
16.	Using games in English instruction can facilitate children's learning.	94.1	3.57	√	Most
12.	Classroom agreements or rules are important in young learners' classroom.	100	3.53	√	with pictures and instructions to demonstrate
15.	It is important to use multimedia equipment in teaching children English.	100	3.48	√	Video, PPt, Pictures
9.	It is important to teach elementary school children English pronunciation skills.	94.1	3.36	√	Designed
10.	English teacher at elementary school should treat their children equally.	94.1	3.35	√	Questions for the whole class
7.	There should be more pair work or group work than individual work in young learners' classes.	94.1	3.29	√	Group / pair work
8.	It is important to teach reading to children.	100	3.18	√	Highlighted skill: silent&loud reading
14.	Teachers may teach grammar to young learners, but it should be in contexts.	100	3.04	√	Provided
11.	Teachers should not always correct the mistake of children in the classroom.	94.1	2.77	-	N/A
13.	Multiple exercises should be implemented to evaluate students' performance in the classroom.	76.5	2.71	√	in the objectives, practices, and production

Table 4 shows the prospective teachers' beliefs from the third category, the use of teacher's talk vs student talk in TEYL. There are inconsistencies here between the beliefs and the applications in this category. It reveals that statement 18 is the most dominant belief. However, what prospective teachers designed in their LPs was that most teacher talk occured in explaining, questioning, and reading aloud. It

is in line with Cameron (2001)'s idea that teacher talk is essential for YL to get an opportunity to receive new information and do things. Thus, it is important to make it meaningful and encouraging (as cited in Setiawati, 2012). This is also compatible with Crowe & Stanford (2010) who claim that teachers do most of the talking in classes, even though the opposite demonstrate to be more effective (as cited in Imbertson, 2017). Thus, we must reduce the amount of teacher talk to afford chances for students to practice the target language in class (Kareema, 2014).

Repetition comes after that. It is also requested in the LPs. Most prospective teachers agreed that it was an important contributor for children to learn complex structures in language (Monaghan & Rowson, 2008). Asking for repetition was found in some of the LPs.

The last belief about student talk that was surprisingly disagreed is statement 20. More than one third of the participants believed that it was not essential to ask questions in TEYL. However, according to Dianti (2015), teacher should be able to ask questions during the teaching process because asking question is a part of elicitation which is important in young learners' classroom. In addition, there are numorous questions in the LPs, especially intended to check students' understanding.

Table 4. Prospective teachers' beliefs: teacher talk vs student talk

No.	Belief	Agree	Mean	LP	Notes
18.	Student talk should be more dominant in English class.	100	3.53	√	Explaining, Questioning, Reading aloud
19.	Teacher should make use of repetition as they are children and English is a totally new language to them.	94.1	3.48	√	Asking students to repeat after the teacher
20.	While teaching English, teacher should ask questions during the lesson.	64.7	2.89	√	To check students' understanding

The most dominant beliefs in each category demonstrated in class performances

The following table shows the prospective teachers in TEYL dominant beliefs from the three categories along with the demonstrations of the beliefs in the participants' teaching practice (TP).

Table 5. The most dominant beliefs in each category

No.	Beliefs	Agree (%)	Mean score	TP
	Nature of YL English development			
3.	Children should be given opportunity to move around.	88.2	3.53	Not all
	Methods and techniques in teaching			
17.	Attention grabber should be used in young learners' classroom.	94.1	3.6	All
	Teacher talk vs student talk			
18.	Student talk should be more dominant in English class.	100	3.53	Not all

The participants thought that it was important to provide opportunities for the students to 'move around' since it enhancd the nature of YL English development. In the real teaching practice, it was accomplished only by two of the prospective teachers who agreed with the statement by acting out in whispering challenge, playing games, and sticking pictures on the board in front of the class. They showed inconsistency between the written beliefs with the application by giving paper and pencil exercises which did not require the students to move while doing the activities. Those who disagreed to this idea were consistent. They did not plan nor give chances to students to move around. Despite, according to Stevens et al., (n.d.) moving around involves physical activities which can improve students' cognitive. So, it is important to supply such kinds of activities for YL.

Dealing with the second category, methods and techniques used in TEYL, the prospective teachers considered attention grabber the most important. Young learners are energetic and physically active (Shin & Crandall, 2013). Therefore, teachers need attention grabbers to control the classroom situation. Actually, there was one participant disagreed to this belief, interestingly, all of the prospective teachers demonstrated it in the LP and TP. There were various attention grabbers used, different one from another. It means that making use of attention grabbers was their basic belief in TEYL to refocus the students' attention in the learning process. This supports Rosegard & Wilson (2013)'s study.

The last belief analyzed was the dominance of student talk in TEYL. All prospective teachers agreed that students must be more active than the teachers do. Yet, the analysis of the TP expresses that teacher talk is still dominant in the classroom. The prospective teachers talked much and scarcely supplied the learners with chances to speak out. This shows differences between beliefs as stated in the participants responses from the demonstrations in their teaching practices. Student talk might occur in pair-work, group-work, and in whole class activities. Gillies (2014) suggests that these interactions are important for students' development and achievement (as cited in Imbertson, 2017).

Conclusion

There were 16 out of the 20 gained positive responses as prospective teachers' beliefs in TEYL classified into three categories. The first, about the nature of YL learn English in class containing 5 statements, namely YL develop English by moving around, speaking out or taking part, interacting with other people, doing activities, and performing physical activities. Next deals with methods and techniques in TEYL with 9 statements: using attention grabbers, games, classroom agreements, multimedia equipment; followed by the importance of teaching YL pronunciation, treating the YL equally, giving more pair / group work instead of individual one, teaching reading, grammar, with multiple assessments. The third, teacher talk vs student talk consisting of the dominance of student talk, and the use of repetition. The dominant belief of each of the categories are already aforementioned, put the first in the order.

Regarding the demonstrations of the beliefs in the prospective teachers' LPs, most of the 20 beliefs were reflected in the designs, but not with 'mistake correction'. Whereas, 'the use of L1' was only planned once. On the contrary, asking questions and multiple assessments which were negatively responded in the questionnaire were designed by all participants.

Regardless of the positive beliefs about TEYL, some of the participants did not demonstrate the beliefs especially the most dominant ones in the TPs (Teaching Practices). Several were inconsistent with the beliefs they responded in the questionnaire. Those who disagreed provided attention grabber; but the ones agreed upon were not wholly practiced (giving oppotunities for students to move arround, talk). They were unaware of their own beliefs; they may stay nothing more than just as a set of beliefs.

The result of this study suggests the lecturers, especially those in TEYL, to help develop the prospective teachers' beliefs since their early teaching development. As an example, the lecturers might discuss about the beliefs TEYL prospective teachers hold in order that they can achieve the most effective ones to apply in their lesson designs and real teaching practices. There are still possibilities to shift the beliefs. Sharing the teaching reflections may function as an aid to explore the prospective teachers' thought and beliefs to reach effective teaching.

For further investigation about the topic, a questionnaire may be completed by having other points of language skills and elements, as well as various aspects of designing lessons and teaching practices related to beliefs about TEYL. To share more comprehensive results, more participants might be involved, including in-service teachers. Held self-efficacy to relate to students' learning outcome and teaching practice is possible to append.

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