PRE-SCHOOL TEACHERS' BELIEFS TOWARDS EARLY
ENGLISH LANGUAGE LEARNING (ELL) AMONG PRE-
SCHOOLERS IN THE EAST COAST STATES OF PENINSULAR
MALAYSIA

AISYAH KHALEEDA ROSLI

MASTER OF SCIENCE

UNIVERSITI MALAYSIA PAHANG

SUPERVISOR'S DECLARATION

I hereby declare that I have checked this thesis and in my opinion, this thesis is adequate in terms of scope and quality for the award of the degree of Master of Science.

_____
        (Supervisor's Signature)

Full Name   : DR. NOOR RAHA MOHD RADZUAN
Position   : ASSOCIATE PROFESSOR, CENTRE FOR MODERN LANGUAGES
Date   :

STUDENT'S DECLARATION

I hereby declare that the work in this thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at Universiti Malaysia Pahang or any other institutions.

_____

(Student's Signature)

Full Name   : AISYAH KHALEEDA ROSLI
ID Number   : MBG19001
Date   :

PRE-SCHOOL TEACHERS' BELIEFS TOWARDS EARLY ENGLISH LANGUAGE
LEARNING (ELL) AMONG PRE-SCHOOLERS IN THE EAST COAST STATES OF
PENINSULAR MALAYSIA

AISYAH KHALEEDA ROSLI

Thesis is submitted in fulfillment of the requirements
for the award of the degree of
Master of Science

Centre for Modern Languages
UNIVERSITI MALAYSIA PAHANG

DECEMBER 2020

ACKNOWLEDGEMENTS

ABSTRAK

Kajian terbaru membuktikan bahawa bahasa Inggeris adalah bahasa global yang banyak digunakan untuk pelbagai tujuan. Jumlah bilangan penutur bukan tempatan bahasa Inggeris yang banyak berbanding jumlah penutur tempatan bahasa Inggeris menunjukkan bahawa bahasa Inggeris memainkan peranan penting dalam komunikasi global dan merupakan pasport yang diiktiraf untuk mendapatkan peluang yang lebih besar bagi tujuan pendidikan dan pekerjaan. Selain itu, ia juga memberi peluang kepada individu untuk menaiki tangga sosial, meningkatkan status sosioekonomi mereka, mengembangkan potensi kerjaya dan meningkatkan gaya hidup mereka dalam jangka masa panjang. Di banyak negara, terutamanya di Malaysia, bahasa Inggeris digunakan untuk tujuan pembelajaran. Dalam pembelajaran bahasa Inggeris, guru memainkan peranan penting dalam memastikan kecekapan berbahasa Inggeris untuk pelajar bahasa kedua. Oleh kerana banyak kajian menunjukkan bahawa kanak-kanak pra-sekolah memperoleh bahasa dengan cekap pada usia mereka, adalah penting bagi guru pra-sekolah untuk mengambil kesempatan ini untuk mengajar bahasa Inggeris dengan cekap pada peringkat awal ini. Walau bagaimanapun, bahasa Inggeris bukanlah salah satu syarat utama bagi perlantikan jawatan guru pra-sekolah swasta, terutama di tiga negeri Pantai Timur Semenanjung Malaysia - Pahang, Terengganu dan Kelantan. Oleh itu, kepercayaan guru terhadap pembelajaran bahasa Inggeris menentukan sama ada kanak-kanak pra-sekolah akan menerima input bahasa Inggeris yang mencukupi pada usia mereka walaupun terdapat kekurangan. Kajian ini bertujuan untuk mengenal pasti kepercayaan guru pra-sekolah mengenai kemampuan mereka mengajar bahasa Inggeris kepada murid pra-sekolah dan kepercayaan mereka terhadap kesediaan murid-murid pra-sekolah untuk belajar bahasa Inggeris di Pantai Timur Semenanjung Malaysia. Dalam kajian ini, satu set soal selidik yang terdiri daripada 29 item diedarkan kepada 114 guru pra-sekolah di Pahang, Terengganu dan Kelantan. Sesi temu ramah juga turut dijalankan. Soal selidik menunjukkan nilai alpha Cronbach masing-masing 0.88 dan 0.89 yang menunjukkan tahap kebolehpercayaan yang tinggi di kedua-dua bahagian soal selidik. Hasil kajian ini menunjukkan bahawa majoriti guru pra-sekolah mempunyai kepercayaan positif dalam pengajaran bahasa Inggeris kepada murid pra-sekolah tetapi mereka masih mempunyai keraguan dari segi kesediaan murid-murid tersebut untuk mempelajari bahasa Inggeris. Hasil penyelidikan dapat menyumbang kepada pengembangan sukatan pelajaran bahasa Inggeris untuk kanak-kanak pra-sekolah di Malaysia dan akhirnya akan meningkatkan standard bahasa Inggeris di kalangan kanak-kanak di Malaysia pada masa akan datang.

ABSTRACT

Recent studies have shown that English is a global language that is widely used for various purposes. The number of non-native speakers of English outnumbering the number of the native speakers implies that English plays an important role in global communication and is a recognized passport for greater opportunities for education and employment. Furthermore, it also provides an opportunity for individuals to climb the social ladder, improve their socioeconomic status, develop career potential and improve their lifestyle over the long term. In many countries, especially in Malaysia, English is used for instructional purposes. In the learning of English, teachers play an important role in ensuring the proficiency of English language for second language learners. As many studies have made it apparent that pre-school children acquire languages efficiently at their age (Hartshorne et al., 2018; Lenneberg, 1967; Shafa, 2015), it is important for pre-school teachers to take this opportunity to teach English accordingly at this level. However, English is not one of the main requirements for a private pre-school teacher position, particularly in the three East Coast states of Peninsular Malaysia - Pahang, Terengganu and Kelantan. Thus, teachers' beliefs indicate the importance of determining whether pre-school children will receive adequate English inputs at their age despite the drawback. This research aims to identify pre-school teachers' beliefs in their ability to teach English to pre-schoolers and their beliefs in pre-schoolers' preparedness in learning English in the East Coast of Peninsular Malaysia. In this research, a set of questionnaires which consist of 29 items were distributed to 114 pre-school teachers in Pahang, Terengganu and Kelantan. Interview sessions were also conducted. The questionnaire showed a Cronbach alpha value of 0.88 and 0.89 respectively which show a high level of reliability in both sections of the questionnaire. The results of this research illustrate that the majority of the pre-school teachers held positive beliefs in the teaching of English to pre-schoolers but they were still having doubts in terms of pre-schoolers' preparedness. The findings of the research will contribute to the development of English syllabus for pre-schoolers in Malaysia and will eventually enhance the standard of English amongst children in Malaysia in the future.

TABLE OF CONTENT

REFERENCES

Abas, A. (2019, May). MUET allows Education Ministry to gauge English teachers' proficiency. *New Straits Times*. https://www.nst.com.my/news/nation/2019/05/487439/muet-allows-education-ministry-gauge-english-teachers-proficiency

Anjomshoa, L., & Sadighi, F. (2015). The Importance of Motivation in Second Language Acquisition. *International Journal on Studies in English Language and Literature, 3*(2), 126-137.

Ariffin, K., Noor, N. A. M., Alias, A., & Hashim, A. H. A. (2017). Vocabulary problems phenomenon among Malaysian technical students: Developing AMIT (aplikasi mudah istilah teknikal) as a solution. *2016 IEEE 8th International Conference on Engineering Education: Enhancing Engineering Education Through Academia-Industry Collaboration, ICEED 2016*. https://doi.org/10.1109/ICEED.2016.7856070

Arsenian, S. (1945). Bilingualism in the post-war world. *Psychological Bulletin, 42*(2), 65-86. https://doi.org/10.1037/h0061716

Aspects of Culture in Second Language Acquisition and Foreign Language Learning. (2011). In *Aspects of Culture in Second Language Acquisition and Foreign Language Learning*. https://doi.org/10.1007/978-3-642-20201-8

Azman, H. (2016). Implementation and challenges of English language education reform in Malaysian primary schools. *3L: Language, Linguistics, Literature*, *22*(3), 65–78. https://doi.org/10.17576/3L-2016-2203-05

Bakar, A. A., Harun, K., Morsili, H., & Isa, Z. M. (2017). The Use of Kelantan Dialect in Cyberspace. *International Journal of Academic Research in Business and Social, 7*(8). *Sciences*. https://doi.org/10.6007/ijarbss/v7-i8/3207

Baker, F. S. (2014). Teachers' views on play-based practice in Abu Dhabi kindergartens. *International Journal of Early Years Education, 22*(3), 271-286. https://doi.org/10.1080/09669760.2014.944884

Bandura, A. (1994). Bandura Self-efficacy defined. In *Encyclopedia of Human Behavior*.

Bandura, A. (1997). Teacher Self Efficacy Scale. *Unpublished*.

Bandura, A. (2005). The Evolution of Social Cognitive Theory. In *Great Minds in Management*.

Bandura, A. (2013). *Self-efficacy and social cognitive theories*. PennState.

Barnett, W. S., & Hustedt, J. T. (2003). Preschool: The most important grade. In *Educational Leadership*.

Barros, M. A., Laburú, C. E., & Da Silva, F. R. (2010). An instrument for measuring self-efficacy beliefs of secondary school physics teachers. *Procedia - Social and*

Behavioral Sciences. https://doi.org/10.1016/j.sbspro.2010.03.476

Bereczki, E. O., & Kárpáti, A. (2018). Teachers' beliefs about creativity and its nurture: A systematic review of the recent research literature. In *Educational Research Review*. https://doi.org/10.1016/j.edurev.2017.10.003

Bhuvaneswari, G. (2016). Teacher cognition. *International Journal of Economic Research, 13*, 1293-1295.

Blazar, D., & Kraft, M. A. (2017). Teacher and Teaching Effects on Students' Attitudes and Behaviors. *Educational Evaluation and Policy Analysis, 39*(1), 146-170. https://doi.org/10.3102/0162373716670260

Blummer, B., & Kenton, J. M. (2014). Methodology: the data analysis. In *Improving Student Information Search* (pp. 125-136). Elsevier. https://doi.org/10.1533/9781780634623.125

Borg, S. (1998). Teachers' Pedagogical Systems and Grammar Teaching: A Qualitative Study. *TESOL Quarterly, 32*(1), 9. https://doi.org/10.2307/3587900

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*. https://doi.org/10.1017/S0261444803001903

Borg, S. (2018). Teachers' Beliefs and Classroom Practices. In P. Garrett & J. M. Cots (Eds.), *The Routledge Handbook of Language Awareness*. Routledge.

Borg, S. (2019). *Language Teacher Cognition: Perspectives and Debates*. https://doi.org/10.1007/978-3-319-58542-0_59-2

Bressler, J. A. (2011). Pre-kindergarten and kindergarten teachers' perceptions of kindergarten readiness. *ProQuest Dissertations and Theses*, 125. http://libproxy.lib.unc.edu/login?url=http://search.proquest.com/docview/8685231 46?accountid=14244%5Cnhttp://vb3lk7eb4t.search.serialssolution.com?ctx_ver=Z 39.88-2004&ctx_enc=info:ofi/enc:UTF-8&rfr_id=info:sid/Education+Database&rft_val_fmt=info:ofi/fmt:k

Brown, C. (2014). Language and Literacy Development in the Early Years: Foundational Skills that Support Emergent Readers. *Language and Literacy Spectrum, 24,* 35-49.

Butler, T. L. (2017). Kindergarten Teachers' Perceptions and Beliefs of School Readiness in Kindergarten Children. In *ProQuest LLC*. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED582556&lan g=es&site=ehost-live%0Ahttp://gateway.proquest.com/openurl?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&res_dat=xri:pqm&rft_dat=xr i:pqdiss:10642734

Butler, Y. G. (2015). English language education among young learners in East Asia: A review of current research (2004-2014). *Language Teaching*, *48*(3), 303–342. https://doi.org/10.1017/S0261444815000105

Chee Choy, S., Lee, M. Y., & Sedhu, D. S. (2019). Reflective thinking among teachers:

Development and preliminary validation of reflective thinking for teachers questionnaire. *Alberta Journal of Educational Research*, *65*(1), 37–50.

Chen, J. Q., McCray, J., Adams, M., & Leow, C. (2014). A Survey Study of Early Childhood Teachers' Beliefs and Confidence about Teaching Early Math. *Early Childhood Education Journal, 42*(6), 367-377. https://doi.org/10.1007/s10643-013-0619-0

Civitillo, S., Juang, L. P., & Schachner, M. K. (2018). Challenging beliefs about cultural diversity in education: A synthesis and critical review of trainings with pre-service teachers. *Educational Research Review, 24,* 67-83. https://doi.org/10.1016/j.edurev.2018.01.003

Coenen, M., Stamm, T. A., Stucki, G., & Cieza, A. (2012). Individual interviews and focus groups in patients with rheumatoid arthritis: A comparison of two qualitative methods. *Quality of Life Research, 21*(2), 359-370. https://doi.org/10.1007/s11136-011-9943-2

Creasy, R., & Corby, F. (2019). Taming childhood?: A critical perspective on policy, practice and parenting. In *Taming Childhood?: A Critical Perspective on Policy, Practice and Parenting*. https://doi.org/10.1007/978-3-030-11842-6

Crespo, K., Gross, M., & Kaushanskaya, M. (2019). The effects of dual language exposure on executive function in Spanish–English bilingual children with different language abilities. *Journal of Experimental Child Psychology, 188,* 104663. https://doi.org/10.1016/j.jecp.2019.104663

Creswell, J. W., & Creswell, J. D. (2018). Research and Design Qualitative, Quantitative and Mixed Methods Approaches. In *Thousand Oaks California*.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika, 16*(3), 297-334. https://doi.org/10.1007/BF02310555

Darmi, R., & Albion, P. (2013). English Language in the Malaysian Education System. *Proc. of the Second Malaysian Postgraduate Conference Australia: University of Southern Queensland (MPC 2013)* (pp. 175-183).

Dass, A. (2018). Young and jobless in Malaysia. *The Star.* https://www.thestar.com.my/business/business-news/2018/08/06/young-and-jobless-in-malaysia

Dipolog-Ubanan, G. F. (2016). L1 influence on writing in L2 among UCSI Chinese students: A case study. *Pertanika Journal of Social Sciences and Humanities, 24*(4).

Dong, C. (2018). Preschool teachers' perceptions and pedagogical practices: Young children's use of ICT. *Early Child Development and Care, 188*(6), 635-650. https://doi.org/10.1080/03004430.2016.1226293

Duka, S. N., & Abdul Aziz, A. (2019). The Role Of Multilingualism In Influencing Students' English Language Acquisition In An Outskirt Malaysian Primary School. *International Journal of Humanities, Philosophy and Language,* 481.

https://doi.org/10.35631/ijhpl.26009

Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth interviews. *Archives of Sexual Behavior*, *41*(6), 1319–1320. https://doi.org/10.1007/s10508-012-0016-6

Epstein, A., & Willhite, G. L. (2015). Teacher efficacy in an early childhood professional development school. *International Electronic Journal of Elementary Education, 7*(2), 189-198.

Farrell, T. S. C., & Bennis, K. (2013). Teachers believes in classroom practices. *RELC Journal, 44*(2), 163-176.

Farrell, T. S. C., & Guz, M. (2019). 'If I wanted to survive I had to use it': The power of teacher beliefs on classroom practices. *Tesl-Ej*, *22*(4), 1–17.

Farrell, T. S. C., & Ives, J. (2015). Exploring teacher beliefs and classroom practices through reflective practice: A case study. *Language Teaching Research, 19*(5), 594-610. https://doi.org/10.1177/1362168814541722

Fisher, A. V., Godwin, K. E., & Seltman, H. (2014). Visual Environment, Attention Allocation, and Learning in Young Children: When Too Much of a Good Thing May Be Bad. *Psychological Science, 25*(7), 1362-1370. https://doi.org/10.1177/0956797614533801

Flynn, K., & Hill, J. (2005). English Language Learners: A Growing Population. *Policy Brief: Mid-Continent Research for Education and Learning,* 1-12.

Foong, L., Veloo, P. K., Dhamotharan, M., & Loh, C. (2018). Private sector early child care and education in Malaysia: Workforce readiness for further education. *Kajian Malaysia: Journal of Malaysian Studies, 36*(1). https://doi.org/10.21315/km2018.36.1.6

Ford, I. R. (2013). Teacher self-efficacy and its influence on student motivation. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, *73*(12-A(E))). http://ezproxy.library.uvic.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-99111-268&site=ehost-live&scope=site

Gallaway, T. O., & Starkey, J. (2013). Google Drive. *The Charleston Advisor, 14*(3), 16-19. https://doi.org/10.5260/chara.14.3.16

Gallicano, T. D. (2013). Internal Conflict Management and Decision Making: A Qualitative Study of a Multitiered Grassroots Advocacy Organization. *Journal of Public Relations Research, 25*(4), 368-388. https://doi.org/10.1080/1062726X.2013.806867

Gao, Y. (2014). Language Teacher Beliefs and Practices : A Historical Review. *Journal of English as an International Language, 9*(2), 40-56.

García Mayo, M. del P., & García Lecumberri, M. L. (2003). Age and the acquisition of English as a foreign language. In *Age and the Acquisition of English as a Foreign Language. Clevedon: Multilingual Matters, 10(9781853596407).*

https://doi.org/10.1017/s0272263105360281

Gardner, R. C. (1988). Attitudes and Motivation. *Annual Review of Applied Linguistics, 9,* 135-148. https://doi.org/10.1017/s0267190500000854

Garland, R. (1991). The mid-point on a rating scale: Is it desirable. *Marketing Bulletin, 2*(1), 66-77.

Getting Pre-School Education. (2019). https://www.malaysia.gov.my/portal/subcategory/98

Gilakjani, A. P., & Sabouri, N. B. (2017). Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature. *English Language Teaching, 10*(4), 78-86. https://doi.org/10.5539/elt.v10n4p78

Goh, P. S. C. (2019). Preschool teachers' perspectives on using english language to teach. *GEMA Online Journal of Language Studies, 19*(4). https://doi.org/10.17576/gema-2019-1904-18

Goh, P. S. C., & Canrinus, E. T. (2019). Preservice teachers' perception of program coherence and its relationship to their teaching efficacy. *Pertanika Journal of Social Sciences and Humanities, 27,* 27-45.

Goh, P. S. C., Canrinus, E. T., & Wong, K. T. (2020). Preservice teachers' perspectives about coherence in their teacher education program. *Educational Studies, 46*(3), 368-384. https://doi.org/10.1080/03055698.2019.1584856

Goh, P. S. C., Yusuf, Q., & Wong, K. T. (2017). Lived experience: Perceptions of competency of novice teachers. *International Journal of Instruction, 10*(1), 21-36. https://doi.org/10.12973/iji.2017.1012a

Gu, L. (2014). At the interface between language testing and second language acquisition: Language ability and context of learning. *Language Testing, 31*(1), 111-133. https://doi.org/10.1177/0265532212469177

Guo, D. (2018). *Cultivation of English Teaching Ability for Preschool Students of English Education Major. 176*(Icmess), 1321–1324. https://doi.org/10.2991/icmess-18.2018.292

Hallet, E. (2015). Language and literacy for the early years. *Education 3-13*, *43*(2), 223–224. https://doi.org/10.1080/03004279.2013.788050

Hancock, D. (2019). Language and literacy development in the early years. *Journal of Health Visiting*, *7*(6), 266–270. https://doi.org/10.12968/johv.2019.7.6.266

Hanewald, R. (2016). *The Impact of English on Educational Policies and Practices in Malaysia*. In *English language education policy in Asia* (pp. 181-198). Springer, Cham. https://doi.org/10.1007/978-3-319-22464-0_8

Hardman, J., & A-Rahman, N. (2014). Teachers and the implementation of a new English curriculum in Malaysia. *Language, Culture and Curriculum, 27*(3), 260-277. https://doi.org/10.1080/07908318.2014.980826

Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018). A critical period for second language acquisition: Evidence from 2/3 million English speakers. *Cognition, 177,* 263-277. https://doi.org/10.1016/j.cognition.2018.04.007

Hatcher, B., Nuner, J., & Paulsel, J. (2012). Kindergarten readiness and preschools: Teachers' and parents' beliefs within and across programs. *Early Childhood Research and Practice, 14*(2), n2.

Heyder, A., & Brunner, M. (2018). Teachers' aptitude beliefs as a predictor of helplessness in low-achieving students: Commonalities and differences between academic domains. *Learning and Individual Differences, 62,* 118-127. https://doi.org/10.1016/j.lindif.2018.01.015

Hindman, A. H., & Wasik, B. A. (2008). Head Start teachers' beliefs about language and literacy instruction. *Early Childhood Research Quarterly, 23*(4), 479-492. https://doi.org/10.1016/j.ecresq.2008.06.002

Hu, B. Y., Fan, X., Yang, Y., & Neitzel, J. (2017). Chinese preschool teachers' knowledge and practice of teacher-child interactions: The mediating role of teachers' beliefs about children. *Teaching and Teacher Education, 63,* 137-147. https://doi.org/10.1016/j.tate.2016.12.014

Kersten, K., & Rohde, A. (2015). Immersion Teaching in English with Young Learners. (2015). In *Teaching English to Young Learners: : Critical Issues in Language Teaching with 3–12 Year Olds,* 71-89. https://doi.org/10.5040/9781474257145.ch-005

Ismail, A., Yusof, N., & Yunus, K. (2016). The readability of Malaysian English children books: A multilevel analysis. *International Journal of Applied Linguistics and English Literature, 5*(6), 214-220. https://doi.org/10.7575/aiac.ijalel.v.5n.6p.214

Jacoby, J. W., & Lesaux, N. K. (2019). Supporting dual language learners in Head Start: teacher beliefs about teaching priorities and strategies to facilitate English language acquisition. *Journal of Early Childhood Teacher Education, 40*(2), 120-137. https://doi.org/10.1080/10901027.2018.1529006

Jelas, Z. M., & Mohd Ali, M. (2014). Inclusive education in Malaysia: Policy and practice. *International Journal of Inclusive Education, 18*(10), 991-1003. https://doi.org/10.1080/13603116.2012.693398

Jin, L., & Cortazzi, M. (2006). Changing practices in chinese cultures of learning. *Language, Culture and Curriculum, 19*(1), 5-20. https://doi.org/10.1080/07908310608668751

Kim, A. Y. (Alicia), Park, A., & Lust, B. (2018). Simultaneous vs. successive bilingualism among preschool-aged children: a study of four-year-old Korean–English bilinguals in the USA. *International Journal of Bilingual Education and Bilingualism, 21*(2), 164-178. https://doi.org/10.1080/13670050.2016.1145186

Kirkpatrick, R., & Bui, T. T. N. (2016). *Introduction: The Challenges for English Education Policies in Asia*. In *English language education policy in Asia* (pp. 1-

23). Springer, Cham. https://doi.org/10.1007/978-3-319-22464-0_1

Kivunja, C. (2018). Distinguishing between theory, theoretical framework, and conceptual framework: A systematic review of lessons from the field. *International Journal of Higher Education, 7*(6), 44-53. https://doi.org/10.5430/ijhe.v7n6p44

Kovalchuk, S., & Mukhina, Y. (2019). Peculiarities of Teaching English to Preschool Children. *Norwegian Journal of Development of the International Science*, *3*(12), 6. http://www.njd-iscience.com/wp-content/uploads/2019/01/NJD_26_3.pdf#page=45

Kramsch, C. (2011). Language and culture. In *The Routledge Handbook of Applied Linguistics*. https://doi.org/10.4324/9780203835654

Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement, 30*(3), 607-610. https://doi.org/10.1177/001316447003000308

Lenneberg, E. H. (1967). The Biological Foundations of Language. *Hospital Practice, 2*(12), 59-67. https://doi.org/10.1080/21548331.1967.11707799

Ler, E. C. (2012). Cultural Factors Affecting English Proficiency in Rurl Areas. *Advances in Language and Literary Studies, 3*(1), 1-23. https://doi.org/10.7575/aiac.alls.v.3n.1p.1

Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*.

Lin, H. L., Lawrence, F. R., & Gorrell, J. (2003). Kindergarten teachers' views of children's readiness for school. *Early Childhood Research Quarterly, 18*(2), 225-237. https://doi.org/10.1016/S0885-2006(03)00028-0

Linn, R. L. (2010). Validity. In *International Encyclopedia of Education*. https://doi.org/10.1016/B978-0-08-044894-7.00893-9

Majzub, R. M. (2013). Critical Issues in Preschool Education in Malaysia. In *Proceedings of the 4th International Conference on Education and Educational Technologies (EET'13)* (pp. 150-155).

Mansor, N., Mansor, N. R., & Rahim, N. A. (2013). Sustaining coastal terengganu malay dialect: An analysis on the linguistic features. *Journal of Sustainability Science and Management, 8*(1), 68-72.

Matsa, W. O., Ababu, M. G., & Rose, O. (2019). Influence Of Teacher Characteristics On Learning Readiness Among 5-6 Years Old In Public Pre-Schools In Kimilili-Bungoma Sub-County, Kenya. *European Journal of Education Studies*, *6*(8), 17–27. https://doi.org/10.5281/zenodo.3531998

Maulana, R., Helms-Lorenz, M., & van de Grift, W. (2015). Development and evaluation of a questionnaire measuring pre-service teachers' teaching behaviour: A Rasch modelling approach. *School Effectiveness and School Improvement, 26*(2), 169-194. https://doi.org/10.1080/09243453.2014.939198

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review, 126*(1), 1. https://doi.org/10.1037/rev0000126

McGrath, C., Palmgren, P. J., & Liljedahl, M. (2019). Twelve tips for conducting qualitative research interviews. *Medical Teacher, 41*(9), 1002-1006. https://doi.org/10.1080/0142159X.2018.1497149

Menjivar, J., & Akhtar, N. (2017). Language experience and preschoolers' foreign word learning. *Bilingualism, 20*(3), 642-648. https://doi.org/10.1017/S1366728916001103

Michael, Y. H., Kemp, K., & Pinhero, B. (2019). The Role of Educator Preparation Programs in the Education of Young Children. *Educating Young Children With and Without Exceptionalities: New Perspectives* (p. 162). Information Age Publishing, Inc. https://books.google.com.my/books?id=xPSMDwAAQBAJ&pg=PA142&lpg=PA 142&dq=michael+kemp+pinheiro&source=bl&ots=uPhG5UU3Ud&sig=ACfU3U 1-HpwzrQxkvksph9kzQphmaZ4VZw&hl=en&sa=X&ved=2ahUKEwiv4pTt-rvmAhUGWCsKHdJzCkAQ6AEwAHoECAcQAQ#v=onepage&q=michael kemp pinheiro&

Ministry of Education Malaysia. (2018). *Www.Moe.Gov.My*.

Mistry, M., & Sood, K. (2020). *Meeting the Needs of Young Children with English as an Additional Language: Research Informed Practice*. Routledge, 2020. https://www.taylorfrancis.com/books/9780429263392

Mohamed Razali, A. B. (2014). Malaysian teachers' conceptions and uses of digital technology in english writing instruction: A multiple case study. In *Dissertation Abstracts International Section A: Humanities and Social Sciences*.

Mustafa, L. M., Nor, M., & Azman, A. (2013). Preschool Education in Malaysia : Emerging Trends and Implications for the Future. *American Journal of Economics, 3*(6), 347-351. https://doi.org/10.5923/j.economics.20130306.15

Mustafa, L. M., Yunus, N. K. Y., & Azman, M. N. A. (2014). An Overview of Private Preschool in Malaysia: Marketing Strategies and Challenges. *Procedia - Social and Behavioral Sciences, 130,* 105-113. https://doi.org/10.1016/j.sbspro.2014.04.013

Mustafa, M. C., Ngajib, S. H., Isa, Z. M., Omar, A., Osman, Z., Ahmad, N. A., Arip, M. A. S. M., & Amran, A. N. F. M. (2018). Early Childhood Teachers' Challenges in Using English to Interact with Young English Language Learners. *International Journal of Academic Research in Business and Social Sciences, 8*(6). https://doi.org/10.6007/ijarbss/v8-i6/4179

Nafissi, Z., & Shafiee, Z. (2020). Teachers' roles in early childhood English language pedagogy: beliefs of kindergarten English language teachers. *Journal of Early Childhood Teacher Education*, *41*(3), 306–324. https://doi.org/10.1080/10901027.2019.1647479

Naziman, S. N. M., & Jaafar, S. R. S. (2018). The adaptation strategies of English

loanwords among Kelantan Malay dialect speakers. In *3L: Language, Linguistics, Literature, 24*(4). https://doi.org/10.17576/3L-2018-2404-10

Nieto, S. (2017). Language, Culture, and Teaching. In *Language, Culture, and Teaching*. https://doi.org/10.4324/9781315465692

Octaviana, D. W. (2017). Teaching English to Young Learners. *English Education: Journal Of English Teaching And Research*, 2(2), 124. https://doi.org/10.29407/jetar.v2i2.808

Önalan, O., & Karagül, A. E. (2018). A Study on Turkish EFL Teachers' Beliefs about Assessment and Its Different Uses in Teaching English. *Journal of Language and Linguistic Studies, 14*(3), 190-201.

Ostayan, J. R. (2016). Early Literacy Skills and English Language Learners: an Analysis of Students In A Title I School. *Reading Psychology, 37*(8), 1097-1118. https://doi.org/10.1080/02702711.2016.1159634

Othman, J. (2019). Reform in Assessment: Teachers' Beliefs and Practices. *Journal of Teaching English for Specific and Academic Purposes*, 6, 501-512. https://doi.org/10.22190/jtesap1803501o

Othman, J., & Kiely, R. (2016). Preservice teachers' beliefs and practices in teaching english to young learners. *Indonesian Journal of Applied Linguistics, 6*(1), 50-59. https://doi.org/10.17509/ijal.v6i1.2661

Pan, L., & Block, D. (2011). English as a " global language" in China: An investigation into learners' and teachers' language beliefs. *System, 39*(3), 391-402. https://doi.org/10.1016/j.system.2011.07.011

Panda, M., Hassanien, A. E., & Abraham, A. (2017). Hybrid Data Mining Approach for Image Segmentation Based Classification. In Management Association Information Resources (Ed.), *Biometrics: Concepts, Methodologies, Tools, and Applications* (p. 1559). IGI Global. https://books.google.com.my/books?id=EIXvDAAAQBAJ&pg=PA1553&lpg=PA1553&dq=provides+an+indication+of+how+far+the+individual+responses+to+a+question+vary+or+%22deviate%22+from+the+mean&source=bl&ots=rBYrHB9bO0&sig=ACfU3U3ZYJ9m2pVpUefRevZeE9sPuoI3Hg&hl=en&sa

Pehkonen, E., & Pietilä, a. (2003). On relationships between beliefs and knowledge in mathematics education. *Proceedings of the CERME-3 (Bellaria) meeting,* pp. 1-8.

Pesu, L., Viljaranta, J., & Aunola, K. (2016). The role of parents' and teachers' beliefs in children's self-concept development. *Journal of Applied Developmental Psychology, 44*, 63-71. https://doi.org/10.1016/j.appdev.2016.03.001

Phillips, D., Austin, L. J. E., & Whitebook, M. (2016). The early care and education workforce. *Future of Children, 139-158*. https://doi.org/10.1353/foc.2016.0016

Phongploenpis, S. (2019). *A Comparative Study Of English Language Teaching In Thailand And Other Asean Countries*. 3, 35–40.

Portolés, L., & Martí, O. (2020). Teachers' beliefs about multilingual pedagogies and

the role of initial training. *International Journal of Multilingualism, 17*(2), 248-264. https://doi.org/10.1080/14790718.2018.1515206

Prošić-Santovac, D., & Radović, D. (2018). Children's vs. teachers' and parents' agency: a case of a Serbian-English bilingual preschool model. *Language, Culture and Curriculum, 31*(3), 289-302. https://doi.org/10.1080/07908318.2018.1504401

Puteh, S. N., & Ali, A. (2013). Preschool teachers' perceptions towards the use of play-based approach in language and literacy development for preschool. *Malaysian Journal of Learning and Instruction, 10,* 79-98.

Raikes, H. H., White, L., Green, S., Burchinal, M., Kainz, K., Horm, D., Bingham, G., Cobo-lewis, A., St, L., Greenfield, D., & Esteraich, J. (2019). Early Childhood Research Quarterly Use of the home language in preschool classrooms and first- and second-language development among dual-language learners. *Early Childhood Research Quarterly*, *47*, 145–158. https://doi.org/10.1016/j.ecresq.2018.06.012

Ramírez, R., López, L. M., & Ferron, J. (2019). Teacher Characteristics That Play a Role in the Language, Literacy and Math Development of Dual Language Learners. *Early Childhood Education Journal, 47*(1), 85-96. https://doi.org/10.1007/s10643-018-0907-9

Reza Atai, M., Babaii, E., & Lotfi Gaskaree, B. (2018). A Narrative Study of In-service EAP Teachers' Cognition on Language Teacher Role Identities Iranian Journal of Language Teaching Research. In *Iranian Journal of Language Teaching Research, 6*(2), 97-115.

Said, H. M., & Pegah, A. (2011). An Exploratory Study On A Potential Ecotourism Destination In Kampung Merchong, Mukim Bebar, Pekan, Pahang. *UNITAR E-Journal, 7*(1).

Salleh, S., & Yusoff, N. M. (2017). Teachers' Attitudes And Beliefs Towards The Use Of Student-Centred Learning In English Language Classes. *Proceedings of the ICECRS, 1*(1). https://doi.org/10.21070/picecrs.v1i1.501

Samad, A. A., & Nurusus, E. (2015). The influence of teaching experience, school location and academic background on teachers' beliefs in teaching grammar. *Asian Social Science, 11*(15), 257. https://doi.org/10.5539/ass.v11n15p257

Sanchez, H. S., Kuchah, K., Rodrigues, L., & de Pietri, E. (2018). Pre-service language teachers' development of appropriate pedagogies: A transition from insightful critiques to educational insights. *Teaching and Teacher Education, 70,* 236-245. https://doi.org/10.1016/j.tate.2017.11.024

Sani, R. (2017, December 15). All-round concerted efforts needed. *New Straits Times*. https://www.nst.com.my/news/2017/03/117441/all-round-concerted-efforts-needed

Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research Methods for Business Students* (7th ed.). Pearson Education Limited.

Saunders, M. N. K., & Townsend, K. (2016). Reporting and Justifying the Number of Interview Participants in Organization and Workplace Research. *British Journal of*

Management, 27(4), 836-852. https://doi.org/10.1111/1467-8551.12182

Schneider, B. (2018). Parents, Their Children, and Schools: An Introduction. In *Parents, Their Children, and Schools* (pp. 1-12). Routledge.

Schoen, R. C., & LaVenia, M. (2019). Teacher beliefs about mathematics teaching and learning: Identifying and clarifying three constructs. *Cogent Education, 6*(1), 1599488. https://doi.org/10.1080/2331186x.2019.1599488

Sekaran, U., & Bougie, R. (2016). *Research methods for business : a skill-building approach*. John Wiley & Sons, 2016.

Shafa. (2015). Teori Pemerolehan Bahasa dan Implikasinya dalam Pembelajaran. *Dinamika Ilmu, 12*(2). https://doi.org/10.21093/di.v12i2.61

Sheridan, S. M., Knoche, L. L., & White, A. S. (2018). Family-School Partnerships in Early Childhood. In *The Wiley Handbook of Family, School, and Community Relationships in Education, 183-202*. https://doi.org/10.1002/9781119083054.ch9

Singh, K. K. K., Yamat, H., & Wahi, W. (2018). Teachers' Beliefs on Technological Fusion in Teaching ESL Students. *Creative Education, 9*(14), 2125. https://doi.org/10.4236/ce.2018.914154

Skott, J. (2015). *Towards a Participatory Approach to 'Beliefs' in Mathematics Education* (pp. 3-23). Springer, Cham, 2015. https://doi.org/10.1007/978-3-319-06808-4_1

Sleenhof, J. P. W., Koopman, M., Thurlings, M. C. G., & Beijaard, D. (2019). An exploratory study into teachers' beliefs and experiences about allocating students. *Teaching and Teacher Education, 80*, 94-105. https://doi.org/10.1016/j.tate.2019.01.007

Solheim, K., Ertesvåg, S. K., & Dalhaug Berg, G. (2018). How teachers can improve their classroom interaction with students: New findings from teachers themselves. *Journal of Educational Change, 19*(4), 511-538. https://doi.org/10.1007/s10833-018-9333-4

Stephen, J. (2013). English in Malaysia: A case of the past that never really went away? In *English Today, 29*(2), 3. https://doi.org/10.1017/S0266078413000084

Sung, C. C. M. (2014). English as a lingua franca and global identities: Perspectives from four second language learners of English in Hong Kong. *Linguistics and Education*, *26*(1), 31–39. https://doi.org/10.1016/j.linged.2014.01.010

Tan, M., & Saw Lan, O. (2011). Teaching mathematics and science in English in Malaysian classrooms: The impact of teacher beliefs on classroom practices and student learning. *Journal of English for Academic Purposes, 10*(1), 5-18. https://doi.org/10.1016/j.jeap.2010.11.001

Tang, K. N., Hashim, N. H., & Yunus, H. M. (2011). Preschool Teachers' Quality in Lesson Preparation and Implementation: Discovery For University of Southampton. *International Journal of Learning, 17*(10).

Tayler, C. (2015). Learning in early childhood: Experiences, relationships and "learning to be." *European Journal of Education, 50*(2), 160-174. https://doi.org/10.1111/ejed.12117

Thomas, M. (2013). History of the study of second language acquisition. In J. Herschensohn & M. Young-Scholten (Eds.), *The Cambridge Handbook of Second Language Acquisition* (pp. 26–45). Cambridge University Press. https://doi.org/https://doi.org/10.1017/CBO9781139051729.004

Thompson, G., & Woodman, K. (2019). Exploring Japanese high school English teachers' foreign language teacher efficacy beliefs. *Asia-Pacific Journal of Teacher Education, 47*(1), 48-65. https://doi.org/10.1080/1359866X.2018.1498062

Ting, S. H., Marzuki, E., Chuah, K. M., Misieng, J., & Jerome, C. (2017). Employers' views on the importance of english proficiency and communication skill for employability in Malaysia. *Indonesian Journal of Applied Linguistics, 7*(2), 315-327. https://doi.org/10.17509/ijal.v7i2.8132

Tom, A. A., Johari, A., Rozaimi, A., & Huzaimah, S. (2013). Factors Contributing to Communication Apprehension among Pre-University Students. *Academic Journal of Interdisciplinary Studies, 2*(8), pp. 665-665. https://doi.org/10.5901/ajis.2013.v2n8p665

Tsang, A. (2017). EFL/ESL Teachers' General Language Proficiency and Learners' Engagement. *RELC Journal, 48*(1), 99-113. https://doi.org/10.1177/0033688217690060

Uibu, K., Salo, A., Ugaste, A., & Rasku-Puttonen, H. (2017). Beliefs about teaching held by student teachers and school-based teacher educators. *Teaching and Teacher Education, 63,* 396-404. https://doi.org/10.1016/j.tate.2017.01.016

Wang, L., & Yao, N. (2020). Relationship between remuneration differences, job satisfaction, and psychological health of preschool teachers underthe pressure of low salary. *Revista Argentina de Clinica Psicologica, 29*(2), 772. https://doi.org/10.24205/03276716.2020.309

Wells, M. B. (2015). Predicting preschool teacher retention and turnover in newly hired Head Start teachers across the first half of the school year. *Early Childhood Research Quarterly, 30,* 152-159. https://doi.org/10.1016/j.ecresq.2014.10.003

Williamson, K., Given, L. M., & Scifleet, P. (2018). Qualitative data analysis. In *Research Methods: Information, Systems, and Contexts: Second Edition*. Elsevier Ltd. https://doi.org/10.1016/B978-0-08-102220-7.00019-4

Wood, R., & Bandura, A. (1989). Social cognitive theory of organizational management. Special Issue: Theory development forum. *Academy of Management Review*, *14*(3), 361–384. https://doi.org/https://doi.org/10.5465/amr.1989.4279067

Xu, L. (2012). The role of teachers' beliefs in the language teaching-learning process. *Theory and Practice in Language Studies, 2*(27). https://doi.org/10.4304/tpls.2.7.1397-1402

Yang, J. (2019). Understanding Chinese language teachers' beliefs about themselves and their students in an English context. *System, 80,* 73-82. https://doi.org/10.1016/j.system.2018.10.014

Yıldırım, B. (2020). Preschool STEM Activities: Preschool Teachers' Preparation and Views. *Early Childhood Education Journal,* 1-14. https://doi.org/10.1007/s10643-020-01056-2

Yousef, R., Jamil, H., & Razak, N. (2013). Willingness to communicate in English: A study of Malaysian pre-service English teachers. *English Language Teaching, 6*(9), 205. https://doi.org/10.5539/elt.v6n9p205

Yu, C. X. U. N. (2013). Do learner beliefs about learning matter in English language education? *Malaysian Journal of ELT Research*, *9*(2), 19–35.

Zainuddin, S. Z. B., Pillai, S., Dumanig, F. P., & Phillip, A. (2019). English language and graduate employability. *Education and Training, 61*(1), 79-93. https://doi.org/10.1108/ET-06-2017-0089

Zee, M., & Koomen, H. M. Y. (2016). Teacher Self-Efficacy and Its Effects on Classroom Processes, Student Academic Adjustment, and Teacher Well-Being: A Synthesis of 40 Years of Research. *Review of Educational Research, 86*(4), 981-1015. https://doi.org/10.3102/0034654315626801