

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Kindergarten**

Kindergarten is an educational program- serving child ages four through six. The educational programs Kindergarten shares the common objective of helping the young child.s social, emotional, and academic development. In another definition, Kindergarten is the next level of education after playgroup before the children enter elementary school. The program helps the children in entering their first formal education Hibanana S. Rahman (2002, as cited in Leni, 2006).

#### **2.2 English language**

##### **2.2.1 The importance of English language for young children**

The early years are recognised as the foundation years for children's development. In particular, the first six years are crucial for young children in developing their first language and cultural identity, and it is during these early years that children build up their knowledge of the world around them. For children from language backgrounds other than English, the language or languages of the home that have been used since birth are the basis for developing meaningful relationships and learning about meaningful communication and interaction (Siraj-Blatchford and Clarke 2000) in priscilla (2011).

Language has a major role in supporting children's process of identity formation and in helping them understand where they fit in the new environment they are entering. The acquisition of language is essential not only to children's cognitive development, but also to their social development and wellbeing. For young children interaction with adults and other children is the key to the acquisition of language. For infants and toddlers their early interaction with parents and caregivers provides the basis for communication and learning in both the first or home language and in the second language (Siraj-Blatchford and Clarke 2000) in priscilla (2011).

### **2.3 Teaching English**

According to Brown (2001), teaching is showing or helping someone to learn how to do something, giving instruction, guiding to study something, providing knowledge, causing to know or understood. Besides that, teaching is not simply telling or presenting topics to the students. But, teaching is helping, guiding, facilitating and setting the condition for the students to make them being able to understand what teachers are going to transfer. It is used by the teachers to motivate their skills, attitude, appreciation, and knowledge.

From the explanation above, the writer concludes that teaching is one aspect of the education as an activity which is done by the teacher and determined by the philosophy of education teaching style approach method, and classroom technique and teaching English at kindergarten is difficult and every teacher have different way that is depend on their each beliefs, So as a teacher, they have to know the appropriate technique or method to teach them.

### **2.3.1 Teaching English to young learner**

The field of Teaching English to Young Learners (TEYL) is a rapidly growing one, yet there is a dearth of valuable and useful books for teachers in this area. Young learners are generally regarded as those learners who are still in full-time school education and somewhere within the 6-16 age group. Teaching a language to young learners involves understanding not only the learners' linguistic needs and learning goals but also their cognitive and social needs. Anything written for teachers of young learners has to reflect all four. To be involved in TEYL one needs to know how different teaching English to younger learners is compared to teaching adults. Teachers and materials writers, particularly, need to understand how the cognitive and physical development of young learners is central to teaching and learning, and then base their choice of materials and suggested approaches on this knowledge. Many teachers of young learners are enthusiastic, and care greatly about the job they are doing. However, starting earlier is not necessarily the solution for producing better English speakers. Joan Kang Shin, in the English Teaching Forum (Vol. 44, No. 2) published by the U.S. Department of State's Office of English Language Programs indicate that there are ten helpful Ideas for Teaching English to Young Learners.

1. Supplement activities with visuals, realia, and movement.

Young learners tend to have short attention spans and a lot of physical energy. In addition, children are very much linked to their surroundings and are more interested in the physical and the tangible. As

Scott and Ytreberg (1990) describe, “Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.”

2. Involve students in making visuals and realia.

Having children involved in creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. Students are more likely to feel interested and invested in the lesson and will probably take better care of the materials.(Moon,2000)

3. Move from activity to activity

Young learners have short attention spans. For ages 5–7, Keep activities around 5 and 10 minutes long. For ages 8–10, keep activities 10 to 15 minutes long. Scott and Ytreberg (1990) suggest creating a balance between the activities in the column on the right side.

4. Teach in themes.

A thematic unit, a series of lessons on the same topic or subject, can create broader contexts in which to teach language, recycle language from lesson to lesson, and allow students to focus more on content and communication than on language structure.

5. Use stories and contexts familiar to students.

Use of stories and contexts in home country or culture can help YLs connect English with their background knowledge, which is limited because of their young age and inexperience.

6. Establish classroom routines in English.

YLs function well within a structured environment and enjoy repetition of certain routines and activities. Having basic routines in the classroom can help to manage young learners.

#### **2.4 The principles and technique for teaching English to young learner**

According to Brown (2001), technique is any wide variety exercise, activity, or tasks used in the language classroom for realizing lesson objective. Technique of teaching is one factor that plays important role in determining the success of students' achievement. As an English teacher, they have to know various techniques of presenting English. There are many techniques can be used by the teacher to teach English for young learner.

##### **1. Offer learners enjoyable, active roles in the learning experience**

Young learners are meaning-seekers who learn best by doing and who prefer a safe, but still challenging learning environment. Teachers must provide input in child appropriate ways and offer many opportunities for children to use language purposefully as language develops.

##### **2. Help students develop and practice language through collaboration**

Children are social learners. While ensuring that students have access to vocabulary and structures they need and rich exposure to many kinds of literature is a very effective way to model high quality, academic language and then supporting their language as needed, we provide opportunities for learners to communicate with us and with one another.

##### **3. Use multi-dimensional, thematically organized activities**

Thematic organization offers to the teacher's opportunities to cycle and recycle related language and concepts so that teachers can support children as they develop the complex connections that lead to learning. Teachers need to incorporate many kinds of child-development appropriate activities into children's exploration of themes: They might move like waves on the sea, sing songs about sailing on the ocean, draw pictures of our experiments or our favorite water creatures, weigh and measure water, solve problems about sharing lemonade, read and reflect on a story about a mother duck temporarily losing one of her little ones, and, with children, write reports about what we are learning and thinking about.

#### 4. Provide comprehensible input with scaffolding.

Teachers have to support learners with slightly more difficult tasks and concepts. Since teachers must continually focus on providing input and requests for output that children will need to perform at the next level, they must use careful observation and classroom-based assessment to know their children's capabilities well. Scaffolding activities for reading and writing might include reading a story aloud, providing graphic organizers to help children understand and discuss the language patterns and structure of a story, and shared writing with children from the graphic organizer. The teacher or a student can point to the creature they're singing about and help children learn the pattern. The second story shows the pattern of a circle story, one that ends up where it begins.

#### 5. Integrate language with content

Teaching language for age-appropriate academic content has several advantages: Students learning two languages in school in a bilingual setting

curriculum can be integrated across languages, so that the children in L2 (second-language) classrooms encounter the same concepts that they do in L1 (first language) classrooms but with new labels, both reinforcing the content-area learning and facilitating the new language learning because it is based on what children already know. In a L2 setting, teaching language through content means that students' academic learning is not delayed while they learn language. Rather, they have the opportunity to learn language in age-appropriate, stage-appropriate activities that will prepare them for grade-level academic content.

#### 6. Validate and integrate home language and culture

Continued development of children's home language will only support development of a new language. Another misunderstanding of how language develops that is common outside linguistic and language educational circles is that a first language can hinder or interfere with a second. Rather, students with good academic learning in their first language are clearly at an advantage when they begin to learn additional languages. When a child "breaks the code" or "joins the literacy club" and understands the basic concepts of reading in one language, this does not need to be re-learned in the target language. Rather, students now need to learn only new words, new sounds, and new written codes – no small task, but a much easier one than learning to read in a new language when a child doesn't have literacy concepts. As language educators, we can help young learners use their knowledge and learning experiences of their home language to expand their learning in a second language. Acquiring a new language should clearly be an additive process and should never necessitate losing one's mother tongue.

#### 7. Provide clear goals and feedback on performance

Children want to do right. They need to know when they've achieved a goal and when they still have more to learn. We must establish clear language and content goals for learners and provide learners with feedback on their progress toward those goals. Teachers can also, in developmentally appropriate ways, encourage learners to begin to evaluate their own progress toward accomplishing goals to help them become independent, selfmotivated learners.

## **2.5 Teachers' beliefs and classroom practice**

### **2.5.1 The notion of beliefs**

The study of teachers' beliefs can provide significant insight into many aspects of education. Pajares (1992) explains that exploring teachers' beliefs is essential to improve teachers' professional development and teaching practices. Similarly, Kagan (1992) concludes that the study of beliefs is central to educational practice as these are "the clearest measure of a teacher's professional growth". People use the word belief in a variety of ways. Beliefs are often known as our attitudes, values, judgments, axioms, opinions. Pajares (1992: 4) puts it:

...Defining beliefs is at best a game of player's choice. They travel in disguise and often under alias—attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy, to name but a few that can be found in the literature".

According to Johnson (1994) teachers' beliefs influence their judgment and perception, the classroom activities they use, and it can contribute to the improvement of teaching practices and teacher education programs. The belief system is argued to serve as a base for the activities and practices teachers use in the classroom. It guides teachers in the course of the practices they have in the



classroom. Hampton (1994) contends that teachers' beliefs can determine the way they approach their teaching. When they teach, they also make efforts to implement a personal philosophy of teaching which reflects their individual understanding and beliefs about what good teaching is and how it is achieved.

Pajares (1992) suggests the following synthesis of beliefs drawn from his review of the literature on the topic:

1. Beliefs are formed early. In fact, the earlier a belief is incorporated into the belief structure, the more difficult it is to alter. Newly acquired beliefs are most vulnerable to change.
2. Beliefs appear to be self-perpetuated and resistant to change. They tend to be preserved even against contradiction caused by reason, time, schooling, or experience. In addition, individuals tend to hold on to beliefs based on incorrect or incomplete knowledge even after scientifically correct explanations are presented to them. This is the reason why beliefs appear to be static, resistant to change and are generally not affected by reading and applying the findings of educational research (see Hall and Loucks 1982; Nespor 1987; and Brousseau et al. 1988).
3. People develop a belief system that houses all the beliefs acquired through the process of cultural transmission.
4. Beliefs are prioritized according to their connections or relationship to other beliefs. In fact, Woods (1996) speculates that the more teachers' beliefs are interconnected with other beliefs they are more difficult to change.

5. Beliefs strongly influence perception and behavior although they are unreliable guides to the nature of reality.
6. Beliefs play a key role in defining tasks and selecting the cognitive tools with which to interpret, plan, and make decisions regarding such tasks. Therefore they play a critical role in defining behaviour and organizing knowledge and information.

Now that the notion of 'belief' has been defined, the focus will be narrowed down to the role that teacher's beliefs play in actual classroom practice.

Concerning the relation between teachers' beliefs on teaching English for kindergarten and their practices, it seems that beliefs are a predictor of their in- class behaviors practices or instruction (Caner, Subaşı& Kara, 2010 as cited in Asma'a) As well as teachers' beliefs on language learning strategies and strategies based instructions in EFL classes (Bedira, 2010).Whereas some teachers were in a "belief conflict" between a traditional and communicative teaching approach (Wang, 2009).

### **2.5.2 Understanding teachers' beliefs**

Teachers come to the classroom with their own system of beliefs and, to some extent, these determine many of the choices they make in relation to what and how they teach. Murphy (2000) establishes a definition of teachers' beliefs based on Pajares' synthesis of the notion of beliefs. She defines teachers' beliefs as the representation of:

... a complex and inter-related system of personal and professional knowledge that serves as implicit theories and cognitive maps for experiencing and responding to reality. Beliefs rely on cognitive and affective components and are often tacitly held.

(Murphy 2000:4)

One of the difficulties in examining teachers' beliefs is that they are not directly observable. Therefore they can only be inferred from teachers' behaviors in the classroom. Aspects of classroom practice which reflect teachers' beliefs are (see Harste, Woodward, and Burke 1984; Hampton 1994, Shavelson and Stern 1981 cited in Richards 1998.):

1. teaching approaches (e.g. teacher-centered or learner-centered, monolingual or bilingual, focus on fluency or focus on accuracy, etc)
2. types of materials (e.g. locally produced, authentic materials, students-generated texts, multimedia, etc)
3. types of activities (e.g. presentation, discussion, pair work, group work, games, role play, etc)

The reason why teachers' beliefs have an impact on their classroom practice more evidently in some cases than in others is to be found in the fact that teaching situations may vary considerably in different context

### **2.5.3 The source of teachers' beliefs**

Research on teachers' beliefs system suggests that they are derived from a number of different sources (Kindesvatter, Willen, and Ishler 1988)

1. **Teachers' experience as language learners.** All teachers have undergone a phase in which they were learners and reflections about how they were taught contribute to forming their beliefs about teaching.
2. **Experience from teaching.** Teaching experience can be the primary source of teachers' beliefs. By witnessing how a method works for a particular group of students might lead to the beliefs about such a method.
3. **Teachers' own personality.** Some teachers have a preference for a particular teaching method or activity simply because it matches their personality.
4. **Expectation from the school, parents, the government and the local society.** Within a school, an institution or a community, certain teaching styles or methods may be preferred. Furthermore, a method or an approach rooted in a community or a school system for quite some time might be taken for granted as the most effective.
5. **Education-based or research-based principles.** Teachers might derive their belief system from learning principles of second language acquisition (SLA) research, education or even other schools of thoughts such as psychology.

While the first four points may be applicable to the vast majority of teachers, the extent to which fifth point applies may vary greatly according to the situation.

#### **2.5.4 The role of teachers' beliefs in language learning and teaching**

Richards et al. (1991), in their study of teachers beliefs. Found that Hong kong teachers of English believe their primary role in the classroom was to : (1)

provide useful learning experiences, (2) provide a model of correct language use, (3) answer learners' questions, and (4) correct learners' error. They believed their main role as an English teacher was to (1) help students discover effective approach to learning, (2) pass on knowledge and skill to their pupils, and (3) adapt teaching approaches to match their students' needs.

More recently, five categories of teachers' beliefs were investigated in Hsieh and Chang's (2002) study, including: (1) beliefs about the role of culture in EFL learning, (2) beliefs about aptitude in EFL learning, (3) rule-based beliefs, (4) skill-based beliefs, and (5) function-based beliefs.

## **2.6 Research into teachers' beliefs about teaching English**

The impact of teacher cognition in terms of teaching English for the early childhood has been recognized significantly by many educational researchers.

Asma'a Qbeita (2011) focused on Kindergarten Teachers' Beliefs about Teaching English in Jordan. A general concern has risen among early childhood educators concerning the policies, content of kindergarten, and early primary education programs. This new concern is highly related to the capabilities of young learners in primary school education areas. This study aimed at investigating the level of teachers' beliefs about the early childhood English teaching. It also aimed to investigate if there were significant differences on teachers' beliefs due to affiliation, major, experience, and academic level. The researcher hope that the findings of this study will provide insight into the belief system of kindergarten teachers on teaching English in Jordan in order to gain some indication as to whether and to what extent there is awareness of the role of

English language and how such awareness affects their teaching. Findings indicated that the level of teachers' beliefs about the early childhood English teaching was low and there was a significant effect of experience, affiliation, and major on kindergarten teachers' beliefs about teaching English.

Mavis dako-gyeke (2011) Examining Preschool and Kindergarten Teachers' Beliefs about Play in Ghana. The school setting is one of such environments because play is fundamental to the academic environment. He argue that play is essential to examine preschool and kindergarten teachers' beliefs and role in making play a developmental and learning experience for young children because teachers' beliefs, practices, and contexts determine the extent to which they utilize play to promote learning and development in their classrooms (Hadley, 2002; McLane, 2003). The main aim of this study is to examine preschool and kindergarten teachers' beliefs about children's play. The findings of this study provide immense implications for stakeholders in the field of early childhood education and development, particularly, early childhood educators, prospective teachers, school administrators, school social workers, policy makers and parents also was found that both preschool and kindergarten teachers maintain similar beliefs about the importance of play for children's learning and development.

Posen Liao (2007) studied teachers' beliefs about teaching English in Elementary school children. This study aimed to find out the understanding of teachers' beliefs regarding teaching English to children, and discover what similar and different beliefs might be held by in-service and pre-service teachers, this study elicited teachers' beliefs and also compared the belief systems of in-service

teachers with those of their pre-service peers. A total of 99 teachers participated in this study. In an attempt to identify these teachers' explicit beliefs in a more systematic way, a research instrument, The Questionnaire of Elementary School English Teachers' Teaching Beliefs, was developed by him. The results of this study reveal that elementary school English teachers in Taiwan, both in-service and pre-service ones, share a similar and consistent set of beliefs.