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EXPLORING EARLY CHILDHOOD TEACHERS' CONFIDENCE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA

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Abstract: As more early childhood education (ECE) institutions in Indonesia teach English to young learners, the demand for ECE teachers with the competence to teach English is increasing. Self-confidence is the most common reason causing the lack of English language skills among ECE teachers. This study explores Indonesian Early Childhood Education Teachers' Confidence in Teaching English to Young Learners. Quantitative research was used as the method of this research. An adaptation of 5 Likert scale questionnaire from Chen et al was used to collect the data. A total of 545 ECE teachers who currently introduce English in their classrooms participated in this study. The data was then analyzed using quantitative descriptive analysis (Mean & Standard Deviation). Findings showed that teachers were confident about their knowledge of strategies for helping children learn English, but they are less confident in knowing what children already know about English when they enter early childhood education. They show good reading comprehension and creative problem-solving skills. However, sometimes they feel nervous and less confident in their speaking and listening skills. Ongoing workshops and peer-sharing sessions can help teachers improve their confidence and skills.
Keywords: *Indonesian early childhood education; teaches' confidence; teaching English for young learners.*

INTRODUCTION

As the foremost global language of communication, English has achieved widespread use across the world (Barman, 2024). Its function extends beyond everyday social interaction into diverse domains, including education, governance, scientific inquiry, media, and the creative industries. Individuals who possess strong English proficiency can benefit from expanded professional networks, more effective communication with colleagues and stakeholders, and enhanced employment prospects or career advancement (Andayani, 2022). Furthermore, competence in English opens pathways to international study opportunities, whether supported by scholarships or personal financing.

Indonesian parents' awareness of the importance of mastering English has motivated them to start introducing English to their children earlier and earlier in their developmental stages. Research conducted by Diniyah and Rasyid (2017) looked into parents and teachers' perspectives towards teaching English to children in early ages. The results indicated that both teachers and parents have positive opinion about it The demand for English education for young children is then met by educational institutions, especially kindergartens and other ECE institutions. The growing importance of English as a worldwide lingua franca has made it a priority in early education in many countries (Mair, 2024); Gallagher, 2024). Thus, the spread of English learning as a foreign language in Indonesia has reached the early childhood education (ECE) level (Arumsari et al., 2017; Nurul Aini et al., 2023). An increasing number of kindergartens have included English subject into their curriculum, or even changed the instructional language in their classrooms into English. Afterall, according to Mayasari, children need to learn English in an engaging way from an early age to be open to new experiences. Additionally, with an attention span of only 5 to 10 minutes at the beginning, children needs to receive exciting stimuli to keep them

engaged and avoid having their focus wander during the allotted time (Mayasari, 2024). Research has consistently showed that early exposure to English not only boosts linguistic skills but also prepares children for global chances by encouraging cultural awareness and adaptation while boosting broader cognitive development (Sakti et al., 2024; Comeros et al., 2024; Hossain, 2024)

Based on the data from the Ministry of Education in 2024, there are 237.714 ECE schools. They consist of 129.625 kindergarten (TK), 85.937 play groups (KB), 2.466 daycares (TPA), and 19.686 other institutions similar to ECE. As more ECE institutions in Indonesia teach English to children, the demand for ECE teachers with the competence to teach English is increasing. In Indonesia, formal early childhood curricula do not include English as a mandatory subject. Its presence is frequently influenced by institutional policy, parental demand, and the availability of teaching resources. Although the national education system supports early literacy and school preparedness, English language instruction remains peripheral and inconsistently handled (Sidauruk et al., 2025; Widiastuti, 2025). As a result, implementation varies greatly: some schools offer English as an extracurricular or enrichment activity, whereas others do not. This variety reflects broader concerns about curriculum priority, teacher preparedness, and the direction of national education. In this context, teachers' confidence play an important role (Maesaroh et al., 2026). Mastering English is not only necessary for English teacher but also for ECE teachers and students who choose ECE course study program. As the study conducted by (Al-yaseen, 2021) revealed, kindergarten teachers highly believe in the significance of teaching English to children at the kindergarten level.

To Indonesians, English is a foreign language. It is usually taught in the classrooms from elementary school to university level. Unsurprisingly, it is challenging for ECE teachers to teach English to young children. Nurul Aini et al. argue that ECE pre service's English competence is still low (Nurul Aini et al., 2023). Most teachers who teach English in early childhood education and elementary schools are not graduates of English education or do not have specific TEYL training. Teachers with a background in early childhood and primary school teacher rely on general intuition for teaching children but often lack of communication task design, strategies for managing game-based activity transitions, and exploitation of phonology (rhymes, chants, minimal pairs) for early phonemic acquisition (Rahman et al., 2025). However Young children require lively, realistic, and socially relevant interactions with language and literature (Martin, 2024; Machmud et al., 2026)

Research conducted by Febriyanti et al. in a bilingual kindergarten in Bandung, West Java, found some challenges in its implementation (Febriyanti et al., 2022). Four significant challenges were identified by Budianto (2026). First, professional training in teaching English to young learners is still insufficient. Second, the curricular guidance for early English education is still unclear. Third, the use of English in classroom interactions is limited. And fourth, there remains some issues with classroom management.

Another challenge is related to teacher readiness in teaching English to early childhood. The teachers have ECE educational that is more focused on early childhood development than English teaching (Febriyanti et al., 2022). The lack of teaching staff that is capable of teaching foreign languages, particularly in speaking, is also a problem that must be resolved immediately (Novitasari et al., 2023).

On the other hand, the success of the English language learning process in early childhood is influenced by many factors. One of the most important factors is teachers (Erna Marlia Susfenti, 2021; Liu & Geng, 2023; Au Yu Connie Hong & Bardakci Mehmet, 2020) Teachers need to be more confident in teaching English for early age as the English is the foreign language. The more confidence the teachers possess, the more they succeed in teaching English for young learners.

Furthermore, Nurul Aini et al. argue that self-confidence is the most common reason causing the lack of English language skills among ECE pre-service teachers. While self-confidence is one of the factors for an individual's success in learning or speaking English (Nurul Aini et al., 2023). Self-confidence refers to the belief in one's ability to face obstacles, make decisions, and voice opinions with determination and courage (Arifin et al., 2025). Arifin conducted a study investigating an EFL learner's tactics for increasing his self-confidence in speaking and the challenges they experienced along the way. The study found that memory approach, prepared talk, and extramural English exposure were particularly beneficial in boosting self-confidence in speaking.

Studies examining ECE teachers' confidence in teaching English remain limited. Previous studies focused on the challenge in teaching English for preschoolers (Alenezi et al., 2022). One of the

challenges faced in teaching English is related to boosting students confidence in speaking English (Veng & Loeung, 2024). Another research focused on the readiness of ECE teacher to teach English for young learners in Indonesia (Mutiah et al., 2020). Although readiness and confidence are related to each other, there is a slight difference, hence the need for a study on that specific aspect. While there has been a study that explored ECE teachers' belief and confidence in early Math (Chen et al., 2014), none was found on ECE educators' confidence in teaching English.

This research addresses the knowledge gap. The absence of such research carries significant consequences: without knowing their belief and confidence levels, ECE teachers do not have the goal and sufficient driving force in teaching English. Once the ECE teachers' level belief and confidence in teaching English is known, they may be able to teach better, using the appropriate techniques and good planning in incorporating the foreign language into their early childhood classes.

This study is based on Bandura's social cognitive theory, which offers a complete framework for understanding how teachers gain self-efficacy in teaching multicultural and multilingual group of students. The theory suggests that human functioning is shaped by dynamic, mutually influential interactions between three key factors: personal qualities (which includes cognitive, affective, and bodily events), behavioral patterns, and environmental effects (Bandura, 1986). This triadic reciprocity implies that teacher's confidence in their ability to teach efficiently is the result of complex interaction between teachers' personal characteristics, professional conduct, and the wider social and institutional setting in which teachers work (Jang et al., 2026). A study conducted by Nikmah et al. (2025) using bandura theory revealed that teachers' self-efficacy was satisfactory in all three dimensions: magnitude, generality and strength. However, participants demonstrated a lack of confidence in their ability in two statements in the strength dimension: being comfortable helping students learn English, and teaching English is not frustrating.

This research analyses the ECE teachers' belief and confidence in two aspects of teaching English for young learner, namely their ability in teaching English and their mastery in English. To address this gap, the following research questions were presented in this study: (1) To what degree are in-service ECE teachers confident in their ability to teach English to young learners? (2) To what degree are in-service ECE teachers confident in their ability in English?

Confidence in this study refers to teachers' belief in their capability (self-efficacy) as described in Bandura's theory.

METHOD

Quantitative research was used as the method of this research to answer the two research questions.

Purposive sampling was employed to select respondents for this study. This non-probability sampling technique allows the researchers to intentionally choose participants who meet specific criteria relevant to the research objectives. In this case, the target population consists of in-service teachers who actively teach English to young children in their classes.

The link to the questionnaire was distributed via WhatsApp groups to ECE teachers. Participants were informed about the purpose of the study, which was to understand their confidence in teaching English to young learners. They were assured of the confidentiality and anonymity of their responses and were invited to participate voluntarily by filling out the online form.

Respondents were given a brief explanation of the study objectives and were made aware that their participation was entirely voluntary. Completing the questionnaire was considered as providing consent to participate in the study. The researchers invited the following groups of ECE teachers to participate. Participants must currently be teaching in an Early Childhood Education (ECE) setting. They are considered eligible to participate once they have started introducing English in their classroom practices. They were also asked about their educational background, their age, and their working experience. After the questionnaire was distributed, a total of 545 participants who have introduced English in their classrooms filled the form.

An adaptation of Chen et al's questionnaire was used to start the investigation (Chen et al., 2014). There were twenty items in the questionnaire in the form of Google Form. Google Form was used by the researchers to make it easy for respondents to fill and to obtain as many as respondents from different regions of Indonesia. Respondents were requested to indicate their level of agreement with the provided statements (items) on a scale ranging from strongly disagree to strongly agree or known as Likert's scale (Joshi et al., 2015). Each statement collectively contributes to identifying a specific aspect of their attitude toward the issue, making them inherently interconnected. They

were described as follows:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Fairly Agree
- 4 = Agree
- 5 = Strongly agree

Before the questionnaire was distributed to respondents, the researchers asked an expert to provide the content validity of the instrument. Some statements were eliminated during the pilot study and replaced with new ones that are more pertinent and appropriate for the purpose of this study. Additionally, several words were changed to be better understood by respondents.

After that, the researcher conducted a trial to make sure that respondents did not find any difficulties in understanding the statements in the questionnaire. After all the twenty items were understood, the researchers distributed them to respondents.

The Statistical Package for Social Sciences (SPSS) was used in a quantitative analysis to organize statistical data and perform descriptive statistical evaluations. The questionnaire responses were treated as quantitative data, involving mathematical computations to derive scientific values, such as mean and standard deviation.

According to Creswell, the primary aim of quantitative research is to collect numerical data and generalize findings to larger populations (2018). In this study, descriptive statistics were applied to summarize the data gathered through the questionnaire.

A number of steps were taken by researches to analyze the data gathered. A Likert Scale with a range of 1 to 5 was employed by researchers in the questionnaire. After data collection, researchers tallied the participants' responses. Then, with the help of an expert in statistical data analysis, analyzed and displayed the result.

The researcher counted the number of ticks next to the statements "strongly agree," "agree," "disagree," and "strongly disagree" for each question. Participants who selected "agree" or "strongly agree" were considered to have slightly high/ very high levels of self-confidence, while those who chose "strongly disagree" and "disagree" are thought to have low/very low confidence. The rating scale used to interpret participants' responses was adapted from Siboro et al. (2019), and can be seen in the table below. The researchers also analyzed the educational background, age, and working experience of respondents from 545 in-service ECE teachers.

Table 1. *Rating scale interpretation*

Rating Scale	Level of self-confident
1 to 2.99	low agreement/confidence
3 to 3.99	moderate agreement/confidence
4 to 5	high agreement/confidence

Table 2. *Research questions and analysis*

Number	Research Question	Analysis Technique
1	To what degree are in-service ECE teachers confident in their ability to teach English to young learners?	Descriptive Analysis (Mean & Standard Deviation)
2	To what degree are in-service ECE teachers confident in their English ability?	Descriptive Analysis (Mean & Standard Deviation)

Descriptive statistics provides a concise summary of the characteristics of a specific dataset, offering insights into the sample and key measures (Blummer & Kenton, 2014). With the help of SPSS, the mean and standard deviation of the questionnaire data were calculated.

RESULTS AND DISCUSSION

The findings of this study will be presented into three sections. The first will focus on the demographic characteristics of in-service ECE Teachers. It will provide an overview of the participants' demographic information, including their age, academic qualifications, and years of professional experience. Then, the finding will explore in-service teachers' confidence in their abilities to teach English to young learners. Lastly, this study will present in-service ECE teachers' beliefs in their English abilities.

Teachers' demographic characteristics

Table 2 presents the descriptive statistics of the demographic characteristics of the in-service ECE teachers who participated in this study (N = 545). Using the information gathered, the teachers' characteristics were categorized and summarized according to three key indicators outlined in the demographic survey, as detailed in Table 2.

Table 3. *Teachers' demographic characteristics*

Criteria	Ranges	Amount	Percentage (%)
Teachers' Age (Years)	20-25	33	6%
	26-30	42	8%
	31-35	78	14%
	36-40	92	17%
	>40	300	55%
Sum			100%
Teachers' Educational Background	S1 PAUD	408	75%
	S1 bukan PAUD	66	12%
	S1 Psikologi Pendidikan	12	2%
	SMA	39	7%
	SMK	20	4%
Sum			100%
Teaching Experience	< 1	19	3%
	1-3	61	11%
	4-6	48	9%
	>7	417	77%
Sum			100%

Teachers' confidence in their abilities to teach English for young learners

Teachers were asked to indicate their level of agreement or disagreement with the survey items using a five-point Likert scale in the questionnaire. The findings, as shown in Tables 6, include the mean (M) value and standard deviation (S.D.) for each statement. Item 1-10 in the questionnaire were used to measure the teacher's belief in their abilities in teaching English for Young Learners.

Table 4. *Teachers' confidence in their abilities to teach English for young learners*

No	Item	SD	D	FA	A	SA	M	SD
1	I am confident that I have the knowledge of the right ways and strategies to help children learn English.	4	47	134	290	70	3.69	0.83
2	I am confident that I am capable of setting appropriate English learning goals for my child.	3	49	140	296	57	3.65	0.81
3	I am confident that I am able to carry out appropriate assessments to assess children's ability to learn English.	3	70	167	267	38	3.49	0.82
4	I know what the children already know about English when they first enter preschool.	10	95	161	242	37	3.37	0.9
5	I am confident that I am able to observe the child's English ability.	6	66	158	270	45	3.52	0.85
6	I am confident that I am able to integrate/link English learning into other activities in class (for example: art or role-playing)	6	72	164	255	48	3.49	0.87
7	I am confident that I am able to plan activities to help children learn English.	3	49	169	280	44	3.57	0.79
8	I believe that I am able to help children improve their English knowledge when they make comments/show curiosity about English spontaneously.	3	64	197	245	36	3.45	0.81
9	I am confident that I am able to explain simply when a child has difficulty learning English.	5	43	187	268	42	3.55	0.79
10	I am confident that I am able to assess children's English knowledge and understanding.	3	65	178	264	35	3.48	0.81

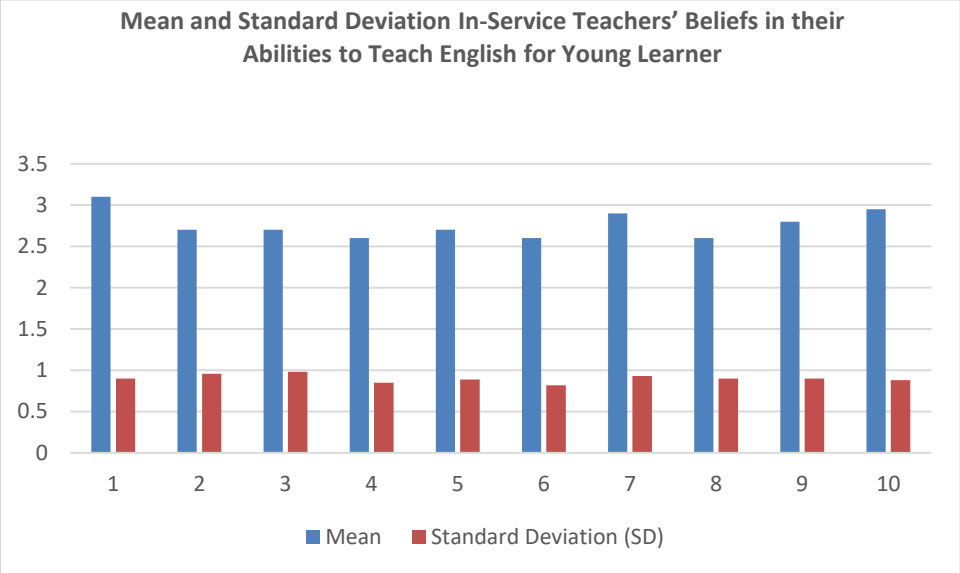


Figure 1. *Mean and standard deviation in-service teachers' beliefs in their abilities to teach English for young learner*

The survey component on assisting preschoolers in learning English contained statements about teachers' belief in their knowledge of early English and confidence in their abilities to teach early English (see Figure 1). Based on the results, the early childhood educators displayed a reasonably high attitude, with the lowest mean score of 3.37 and the highest mean score of 3.69. The highest mean of 3.69 indicated teachers are aware of the most effective methods and strategies for teaching youngsters English. More over half or mean 3.65 were confident in their knowledge of Respondents moderately agree that they can set appropriate English learning goals for children. Responses are relatively consistent, as reflected in the SD. Fewer, but still more than half, of teachers said they knew the best approaches in planning activities that help children learn English, indicated by a mean score of 3,57, as well as able to explain simply when a child has difficulty learning English (3,55). Teachers are able to integrate or link English learning into other activities in class (for example: art or role-playing) it indicates with means score 3.49. Then teachers are confident to assess children's English knowledge and understanding. It showed the mean score 3.48 as well as what children in their classroom knew about English before they started preschool with mean score 3.37

Overall, highest mean was found in Item 1: 3.69. It indicates that teachers feel most confident about their knowledge of strategies for helping children learn English. Meanwhile, the lowest mean was in item 4: 3.37. It shows that teachers are less confident in knowing what children already know about English when they enter early childhood education.

Teachers' confidence in their English abilities

Again, teachers were asked to indicate their level of agreement or disagreement with the survey items using a five-point Likert scale in the questionnaire. The findings, as shown in Tables 4, include the mean (M) value and standard deviation (S.D.) for each statement. Item 11-20 in the questionnaire were used to measure the teacher's belief in their English abilities

Table 5. *Teacher's confidence in their English abilities*

No	Item	SD	D	FA	A	SA	M	SD
11	English is one of the subjects that I like	9	141	202	165	28	3,1	0,90
12	Just hearing the word in English makes me nervous	51	205	163	118	8	2,7	0,96
13	I'm not a person who likes English	59	202	160	115	9	2,7	0,98
14	I can easily speak English	33	235	199	67	11	2,6	0,85
15	I can easily write sentences in English	27	233	188	82	15	2,7	0,89
16	I can easily understand people who speak English	35	233	217	63	7	2,6	0,82
17	I can easily read English books/texts	32	160	218	115	20	2,9	0,93
18	I can easily translate Indonesian to English and vice versa	45	205	208	74	13	2,6	0,90

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19	I can easily say the term of a word in English	28	184	213	106	14	2,8	0,90
20	I like to find creative ways when I have difficulties in learning/ teaching English.	19	150	229	132	15	2,95	0,88

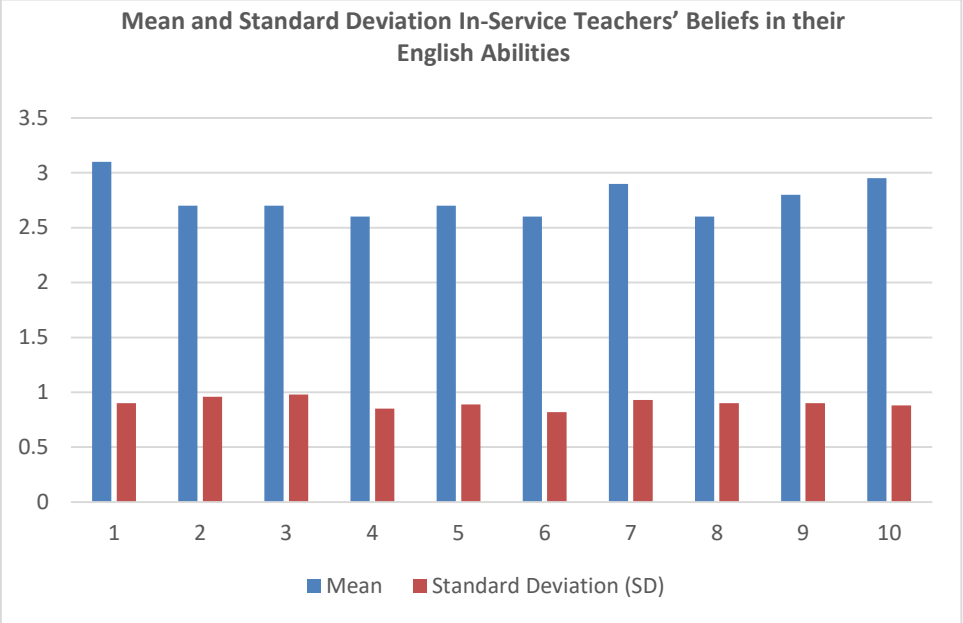


Figure 2. *Mean and standard deviation in-service teachers' beliefs in their English abilities*

Based on the results, the ECE teachers displayed a reasonably good attitude, with the highest mean score of 3.1 and the lowest mean score of 2.6. The highest mean of 3.1 indicates that teachers have a moderate liking for English and strategies for teaching youngsters English, which can be leveraged to enhance motivation. Then the lowest score was represented by three items, item 14, "I can easily speak English", then item 16 "I can easily understand people who speak English" and item 18 "I can easily translate Indonesian to English and vice versa". This showed that the item 14, speaking and item 16, listening are notable weaknesses that could hinder interactive teaching in English. And item 18, having limited translation abilities, may further restrict their confidence in using English. However, reading skill represented in item 17, "I can easily read English books/texts", showed mean score of 2.9, which indicates that they have good reading comprehension though low confidence. Furthermore, based on the mean score of 2.9 obtained for item 20, it can be inferred that teachers have moderate confidence on their creative problem-solving abilities.

The findings of this study provide insights into in-service ECE teachers' confidence in teaching English for young learners. Based on the analysis of mean scores and standard deviations, the discussion highlights the strengths, areas for improvement, and variability in teacher responses.

The highest mean score (3.69) suggests that teachers feel most confident in their knowledge of strategies and methods for teaching English. This finding aligns with previous research emphasizing the importance of teacher training in equipping educators with effective teaching methodologies (Richards, 2021). Planning activities for teaching English scored relatively high (Mean: 3.57), reflecting educators' ability to prepare structured learning environments. This result highlights their preparation for implementing English language activities in classrooms.

The lowest mean score (3.37) suggests that educators are less confident about assessing what children know about English when they first enter early childhood programs. This lack of confidence may stem from limited exposure to assessment techniques, as noted by Alotaibi, H. M., Almalki, S. M., & Alzahrani (2020), Confidence in integrating English learning into other activities, such as art or role-play, is moderate (Mean: 3.49) but shows notable variability, indicating that some teachers might lack experience or training in cross-disciplinary teaching. Hence it is important to the teacher to create innovative teaching to have fun activities learning (Maryanti et al., 2021) revealed that the English teacher employed a variety of teaching tactics such as role-play, visual description, interview, and simulation. It is important to incorporate music, games, and drama into EYL training to create a dynamic and interesting learning environment (Brovchak et al.,

2024)

The highest SD suggests variability in teachers' perceptions of their ability to understand children's prior knowledge of English. This variation might indicate differing levels of exposure to English learners or disparities in professional development opportunities across institutions (García, O., & Kleifgen, 2018).

Teachers are moderately confident in their knowledge of appropriate strategies for teaching English. This aligns with prior research, which underscores how important it is to provide teachers with robust training in pedagogical strategies to support language acquisition in young learners (Richards, 2021). Educators feel confident in their ability to plan activities for supporting English learning. Planning is a critical component of effective teaching, as structured activities provide children with opportunities to engage meaningfully with the language (García, O., & Kleifgen, 2018). According to Noor Raha's (Raha & Radzuan, 2023) study, the planning behavior theory was used to understand early childhood educators' attitudes toward teaching English, social expectations, and confidence in their teaching capabilities, and how these factors shape their intentions and practices in English language instruction. A study by Phuong et al.(2023) used TPB to examine the influence of teaching attitudes towards the approaches chosen by English instructors to facilitate young learners' language learning processes.

Respondents are moderately confident in explaining English learning challenges to children in simple terms. Simplified explanations are particularly valuable in early childhood contexts, where learners are still developing foundational language skills (Lightbown & Spada, 2021). Teachers feel less confident in understanding what children know about English when they enter early childhood education. The high variability may reflect differences in teachers' exposure to assessment tools or training on understanding prior knowledge, a critical factor in designing effective learning experiences. Confidence in assessing children's English abilities and understanding is moderate. This finding highlights the need for additional training in assessment techniques, particularly those tailored to young learners (Alotaibi, H. M., Almalki, S. M., & Alzahrani, 2020). It is in line with Huda's research, important issues for kindergarten instructors include a lack of teacher preparation and training, English curriculum deficits, and teachers' English proficiency level (Alenezi et al., 2022)

On the other hand, teachers have a low level of confidence in their talents. The teachers' low confidence will influence students' perception toward their teachers and will impact to students' self-confidence. As the study conducted by Su (2021) demonstrated that students' self-confidence was significantly affected by their perceptions of the teacher as well as the frequency with which communicative teaching methods were promoted and employed by the teacher. According to Gu et al. (2016) , teachers rated their self-assessed Proficiency consistently lower than the desired proficiency they felt was required across all individual language skills as well as when overall English language proficiency was taken into account. It hypothesized that a low perception of relative proficiency would negatively impact teachers' confidence. According to Lotfie et al., (2022), preschool teachers in Malaysia do not possess sufficient English proficiency, particularly in productive abilities such as speaking and writing. As a result, teachers may lack the confidence to use English, which consequently limits the range of vocabulary they employ during classroom interactions. Therefore, preschool teachers need to be equipped with the essential competencies required to effectively integrate English into their instructional practices. Preschool instructors are likewise under-trained in ELT. This research indicates that the majority of preschool teachers lack the knowledge and skills for teaching English to young children. This is congruent with a survey conducted by Sikki et al. (2013) which indicated that 51% of Indonesian preschool teachers had never had ELT training. A more effective and thorough training program is needed to assure improved performance and solve this problem (Mohamad et al., 2023).

Lastly, it was determined that teachers have a moderately high degree of liking for English, which will positively influence their emotions toward teaching. Personal interactions between preschool teachers and students are essential for successful learning (Narea et al., 2021). Teachers will feel motivated to teach using various methods because the effectiveness of various teaching approaches correlates with motivation, engagement, classroom management, and technology in developing successful English learning experiences for children (Tu, 2024; Bensalim & Thomson, 2021)

The high average score (3.69) indicates a high level of teacher self-efficacy, a key term in Albert Bandura's Social Cognitive Theory, which characterizes an individual's belief in their ability to plan and carry out actions to attain certain

objectives. In this context, the score suggests that teachers have both theoretical knowledge of English language teaching methods and a strong cognitive belief in their capacity to use them effectively in the classroom. Mastery experience is the most effective measure of one's efficiency. Skor 3.69 indicates that the teacher has previously seen success when implementing a learning strategy. The current success has significantly increased their sense of self-esteem. Vicarious Experiences can be obtained during professional training, observation (modeling), or collaboration with outstanding teachers. Teachers absorb excellent strategies and begin to believe that they are capable of repeating their success. Social persuasion can take the form of positive feedback from the school principal or other teachers, as well as adaptive reactions from pupils verifying the appropriateness of the methods used, so increasing the teacher's perceived competence. Emotional Conditions demonstrate that high levels of confidence diminish teaching anxiety. A calm and good emotional state allows teachers to lead classes with flexibility and confidence (Bandura, 1986; Xu et al., 2026)

CONCLUSIONS

The demographic characteristics of in-service ECE teachers participating in this study represents a teaching workforce that is predominantly experienced and well-qualified, with a substantial proportion holding advanced and relevant degrees. However, the presence of teachers with non-specialized or lower educational qualifications suggests potential areas for professional development initiatives.

ECE teachers are most confident about their knowledge of strategies to assist children in learning English and their ability to set appropriate learning goals. Confidence is relatively lower in understanding what children already know about English when they begin Early Childhood Education. Therefore, it is suggested that this area may require additional support or training. Preschool teachers require training to provide quality instruction, especially for preschool children who are dyslexic or have difficulty learning to read (Wong & Russak, 2020).

Teachers feel moderately confident in planning, integrating, and assessing English learning activities. These results suggest that while teachers have a foundational confidence in teaching English, there is room for growth, particularly in areas related to pre-assessment and integrating English learning into other classroom activities.

Training programs should focus on enhancing teachers' ability to assess children's prior knowledge of English and integrate language learning seamlessly into other classroom activities. There is a need to develop clear guidelines and resources for pre-assessment and cross-curricular integration of English learning can support teachers in addressing their less confident areas. Ongoing workshops and peer-sharing sessions can help teachers refine their strategies, particularly for managing spontaneous learning moments and conducting effective assessments. Providing accessible teaching aids, such as visual materials, interactive tools, and templates for assessment, can improve teacher confidence and effectiveness in supporting English language learning.

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