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**Indonesian Secondary-Trained EFL Teachers Teaching English to
Primary-Age Children: A Study of Motivational Factors and EFL
Teaching Knowledge**

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**A thesis submitted in total fulfilment of the requirements of the degree of
Doctor of Philosophy**

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DECLARATION

This thesis comprises only my original work towards the PhD except where indicated in the Preface. No other person's work has been used without due acknowledgement in the main text of the thesis. This thesis has not been submitted for the award of any degree or diploma in any other institution. All research procedures reported in the thesis received the approval of the relevant Ethic committee.

A handwritten signature in black ink, appearing to read 'Syahrial Karea', with a long horizontal flourish extending to the right.

Syahrial Karea

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ABSTRACT

Indonesian Secondary-Trained EFL Teachers Teaching English to Primary-Age Children: A Study of Motivational Factors and EFL Teaching Knowledge

Key words: English as a Foreign Language (EFL) teachers; EFL teaching; EFL curriculum and pedagogy; teaching English to primary children; EFL teaching knowledge; teachers' careers; motivational factors to choose teaching.

Indonesia has employed secondary-trained EFL teachers to teach English to children since the EFL program was introduced in primary schools in 1994 (Suyanto, 2004). Many EFL teacher educators in Indonesia have debated the employment of these teachers in primary schools because they were prepared to teach English to secondary school students; it has been assumed that their educational background is not relevant to undertake the teaching task at the primary level. The research investigated motivational factors that have brought secondary-trained EFL teachers in Indonesia to choose the EFL teaching profession and to teach English to children in primary schools, and analysed the EFL teaching knowledge these teachers used to work with children in primary classrooms. The overarching questions of the study are: "What motivational factors have led secondary-trained EFL teachers to teach English in primary classrooms?" and "How do these teachers approach the work of EFL teaching in primary classrooms in Indonesia?"

The study used a qualitative research approach underpinned by interpretive phenomenology (Heidegger, 1962; van Manen, 1997) to understand the motivational factors and the EFL teaching knowledge of the participants. Interpretive phenomenology supported the researcher's interest in the experience of secondary-trained EFL teachers working in primary contexts in Indonesia. Thirteen participants from nine primary schools in Jambi City, Indonesia were chosen to participate in the study. The participants were interviewed and their practice was observed.

The research findings highlighted the following themes. Themes related to the participants' motivational factors showed participants as entering the teaching profession and teaching English for extrinsic and altruistic rather than intrinsic reasons. However, the study revealed that after entering the EFL teaching profession intrinsic motivational factors were more evident in participants' accounts of their experience. This change was considered in light of the religious beliefs of the participants, the majority of whom were Muslims.

The analyses of participants' EFL teaching knowledge suggested that the knowledge these teachers used to teach English to children in primary classrooms was relevant to current theories and practices of language teaching proposed by language experts such as McKay (2006), Cameron (2007), Harmer (2010), and Richards (2011). Their practice was influenced by their knowledge of children; knowledge of curriculum goals; and language pedagogical knowledge, which they used to create engaging EFL syllabuses and meaningful EFL learning activities for children to learn English in the classroom setting. The participants divided their practice into three stages: pre-learning, core learning and post-learning as proposed by language teaching experts. Although these participants were trained to teach EFL to secondary school students, whose characteristics are different from those of primary school pupils, the analysis of their experience showed that they were able to use their EFL teaching knowledge to teach the target language to primary school age children appropriately.