

Indonesian EFL Prospective Teachers' Intention to Perform (ITP) in the English Language: A Preliminary Study

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ABSTRACT

The study of behavioural intention in social psychology has been shifting towards language learning and education. However, the state and determinants of behavioural intention in language learning performance remains under explored, particularly in the context of Indonesian EFL teachers. This study aims to investigate the nature of the behavioural intention of prospective Indonesian EFL teachers to perform in the English language, otherwise known as their intention to perform (ITP) and elicit the construct factors affecting the ITP. This study involved 76 participants taken randomly from the population of 85 fourth year undergraduate students of the English Education Department in one Indonesian State University. Data were collected using valid and reliable questionnaires and were analysed with descriptive statistics and single and multiple regression tests. Before the regression tests, prerequisite tests of normality, homoscedasticity, linearity, and multicollinearity were administered. This study revealed that prospective Indonesian EFL teachers had extremely high intention to perform in the English language. Those zealous intentions had two antecedents: one's beliefs or feelings toward the English language – and of the feelings predominated the beliefs. Importantly, this study showed that collective judgement, targeting both beliefs and feelings about the language, could provide the impetus for prospective Indonesian EFL teachers to perform in the English language, more than partial judgement did. Consequently, to increase the willingness of learners to perform the target language, teachers must optimise the learners' target language beliefs and feelings uniformly and concurrently.

Keywords: behavioural intention; target language belief, target language feeling, EFL teacher education; social psychology

INTRODUCTION

Recently, behavioural intention has become a significant concern in the language learning and educational field, prompting new researches (see Erdogan, Cigdem & Yildirim 2016, Huang & Conti 2009, Keong, Albady & Raad 2014, Kim & Lee 2016). These studies suggest that behavioural intention must be investigated, as it determines the actual behaviour of an individual (Psouni, Hassandra & Theodorakis 2016, Sheeran 2002, Wee et al., 2014, Wu & Chen 2014). This is the driving force behind several actions performed by an individual towards the object of intention. In the language learning and educational context, behavioural intention is an impetus for learners and teachers to perform, for example: to communicate with target language speakers, to learn English grammar, to use English as an instructional language, to apply social media integrated learning, to integrate ICT, and many other initiatives. In a nutshell, having behavioural intention significantly benefits the language learning and education sphere, which is to impetus the actual demeanours of language learners or teachers in their field of expertise. This benefit is no exception in EFL teacher education practices.

In EFL teacher education, behavioural intention is an avenue to understand how EFL teacher educators or prospective teachers make decisions to perform in the English language. This avowal is grounded from the nature of behavioural intention, which precedes an attempt to perform a specific behaviour (Ajzen 2005). Likewise, behavioural intention can be used to

study the readiness, willingness, and effort of EFL educators or prospective teachers to develop their field. This is based upon the essence of intention, which “indicates how hard people are willing to try and how much effort they plan to exert to perform the behaviour” (Alhamami 2017, p. 91). Unfortunately, although there are the aforementioned essential advantages of applying behavioural intention studies to EFL teacher education, when research protocols are taken into account, these advantages are limited in number.

Considerable bodies of scholarship have investigated the behavioural intention of English teachers and learners when it comes to using E-learning, Mobile Assisted Language Learning (MALL), and web-listening test, and the factors affecting the behavioural intention in the Korea, Iraq, Turkey, and Chinese EFL context (see Kim & Lee 2016, Erdogan et al 2016, Keong et al 2014, Huang & Conti 2009). In addition, in the context of the Indonesian EFL, only two related studies were available. These studies used the concept of Willingness to Communicate (WTC) to examine the relationship between the willingness of EFL prospective teachers to communicate in English and classroom anxiety (see Manipuspika 2018, Muamaroh & Prihartanti 2013). Nevertheless, despite the present popularity and success of those studies eliciting EFL teachers and learners’ behavioural intention and its affective factors in language education field, along with the juxtaposition of prospective Indonesian EFL teachers’ willingness to communicate and anxiety, a lack of knowledge and exploration on the nature of behavioural intention of prospective Indonesian EFL teachers to perform or do certain activities related to the language of expertise (the English language) and the construct factors affecting that behavioural intention remain unscrutinised. Ergo EFL language teacher educators and stakeholders have received little information on what factors can increase the willingness of their prospective teachers to perform and develop their area of expertise. For this reason, the overarching goal of this study is to address this gap. This study aims to investigate the behavioural intention, otherwise known as the intention to perform (henceforth ITP) of prospective Indonesian EFL teachers in the English language and the construct factors that influence it.

LITERATURE REVIEW

BEHAVIOURAL INTENTION

Behavioural intention refers to tendencies to perform a certain behaviour (Ajzen 2005, Ajzen 2015). The tendencies can be expressed using verbal behavioural responses or expressions of intention to do a certain behaviour (Byrka 2009). Furthermore, the behavioural intention can be predictor an individual’s future behaviour or action. This is based upon the delimitation of behavioural intention echoed by Pujiastuti et al. (2017); behavioural intention is defined as a future tendency/behaviour of individuals. Thus, behavioural intention is the predisposition of an individual to perform a certain behaviour. In this study, the behavioural intention is deemed the “intention to perform” or ITP the intentions of a learner or a teacher to perform or not to perform a certain behaviour in the English language teaching and learning realm.

This ITP, in the field of language learning and teaching, has emerged in light of the WTC study. The WTC is associated with “...predisposition towards or away from communicating, given the choice” (MacIntyre et al 2003, p. 538). In that sense, the WTC works within the concept and the importance of psychological readiness to speak up or stay silent in the second language when the chance arises (MacIntyre, MacKinnon & Clément 2009). Also, in the classroom context, the WTC has implemented four areas of language skill, listening, speaking, reading, and writing, both inside and outside the classroom (MacIntyre, MacMaster & Baker 2001). Thus, the WTC is perceived essential to understand the ability,

fluency, and amount of communication of learners in the target language, because “the higher WTC a speaker has, the more likely he is to succeed in second language acquisition” (Gharibi & Hassan 2016, p. 195).

Nevertheless, although the WTC is critical to understand the success of learners in using the second language in communication, this WTC is limited regarding the scope of the study. This WTC can only explain the predispositions of second or foreign language learners to use the target language for communication. In fact, the life of learners in second and foreign language learning and acquisition are more than just communication. There are other non-communication activities proven significantly able to affect the success of learners in their target language learning and acquisition. For example, joining community based English clubs increases students’ language fluency and confidence (Malu & Smedley 2016); listening to songs and movies increase students’ language achievement in listening, reading, vocabulary, and grammar (Haghverdi 2015); integrating target language materials in teaching and learning activities enhances proficiency in the target language (Bale 2016); and getting social interaction with the target language community and culture improves target language proficiency (Andrade 2016). Granted, by these emerging empirical studies, other predispositions of language learners to join English clubs, use target language materials in teaching and learning activities, interact with target language communities and cultures, and so forth should also be taken into account in the study of intentions to behave in the target language. These predispositions are believed to predict the success of learners in target language learning and acquisition. Thus, in this respect, the WTC needs to extend their scope of study, so it can cover all predispositions not only for the communication but also for other non-communication purposes. In this study, the concept of ITP is, therefore, proposed. This ITP is to understand the readiness and efforts of a learner or a teacher to perform or not to perform a certain behaviour, predispositions, in the field of English language teaching and learning. More importantly, this ITP is a catalyst to predict the actual behaviour of learners or teachers to develop their area of expertise, as behavioural intention is a surrogate antecedent of actual behaviour (Ajzen 2005).

FACTORS AFFECTING BEHAVIOURAL INTENTION

Prolific numbers of studies have investigated factors that can affect the ITP of an individual. The factors are mostly based upon the constructed model of the Theory of Planned Behaviour (TPB) from Ajzen (1991), like attitude towards behaviour, perceived behaviour control, social influence, goal expectancy, perceived usefulness, perceived ease of use, attitude, subjective norm, and facilitating conditions (see Erdogan et al 2016, Huang & Conti 2009, Keong et al 2014, Teo 2011). Besides these factors, in this study, the construct factors believed to have a significant effect to engender EFL prospective teachers’ ITP in the English language are beliefs and feelings towards the English language.

The first determinant of ITP is beliefs towards the English language. Beliefs refer to individuals’ true judgement or proposition that inflame commitment to do something (Borg 2001). As a part of the cognitive construct, beliefs are divided into three parts, epistemological beliefs (knowledge, learning, and acquisition), mind-sets (determines individuals’ demeanour or practice), and attributions (individuals’ failure and success) (Tayjasanant & Suraratdecha 2006). In addition, Basturkmen, Loewen & Ellis (2004) see beliefs more as evaluative responses based on what should be done, the case, and the object of beliefs. Finally, Xu (2012, p. 1397) concludes that “beliefs dispose or guide people’s thinking and action.” Grounded in these delimitations, beliefs are thus perceived as the antecedent of someone’s predisposition to do certain activities, as the nature of belief is to serve people’s intentions or goals in regards to what should be done. Pondering that the

beliefs determine individuals' intentions to do something, an empirical ground confirming this relationship has emerged. For instance, Zong's study (2013) reveals that beliefs encompassing behavioural beliefs, normative beliefs, and control/self-efficacy beliefs can jointly influence willingness to communicate by learners in the target language. Thus, there have been avowals postulating that beliefs dispose of individuals' intentions to do action, particularly in a language learning context.

The second ITP determinant is the feelings towards the English language. The feeling can be defined as the conscious experience of an individual with a particular object or event – and of the highest and the most general aspect of feeling relating to like or dislike (Berkowitz 2000). Besides, feeling is also perceived to be a part of the affective domain (Beukeboom & Jong 2008), which deals with emotion in the forms of anger, anxiety, shame, calmness, embarrassment, happiness, nervousness, obligation, pressure, pride, fear, scrutiny, discomfort, usefulness, and worry (Weisskirch 2007). Thus, the feeling can be described as individual evaluative responses towards a particular object in the forms of like or dislike, happy or unhappy, comfortable or uncomfortable, and so on. In addition, in social psychology, particularly concerning the relationship between feeling and intention of learners to do an action (behavioural intention), it is found that feeling can dispose of the willingness or attempt of individuals to do actions (see Ahn & Back 2017, Kim et al 2004). In that sense, what people feel toward something may influence what they intend to do about that thing. Thus, when it comes to the language learning context, the feelings towards the English language are thus believed to be determinant of learners to perform the English language. For example, when learners like or love speaking English, they may have behavioural dispositions to speak English to English speakers or to use English as a means of communication.

Aside from the feeling domain presupposing people's intention to perform, the feeling domain *per se* is also believed to have a stronger influence than beliefs to impetus ITP. This is based upon the notion of Azwar (1995), which states that the affective in which it relates to emotion or feeling has a stronger influence than beliefs because its nature is difficult to change. Furthermore, Lavine et al. (1998) confirm through their study that affects have a stronger impact on behaviour than cognition. Besides, the last construct that might affect the ITP is from the collective influence of the beliefs and feelings domain. It is based upon the view of Azwar (1995), which echoes that our intentions or desires to do something towards the objects are determined by what we believe and feel about the objects. Likewise, in the study of Farley & Stasson (2003), it is found that joint feelings and beliefs can influence intention. So, in this study, besides partial impact, the beliefs and feelings can have a simultaneous impact on the ITP.

THEORETICAL FRAMEWORK

As has been highlighted, the behavioural intention deals with the intentions of individuals to do activities. The behavioural intention of EFL prospective teachers in the English language, therefore, refers to the intentions of the prospective teachers to perform or do activities in the English language. The activities include general activities, like taking an English course and joining an English club, along with specific activities related to English in the subject matter areas of English language teaching in teacher education (listening, speaking, reading, writing, listening, sound (phonology), lexis or vocabulary, grammar, language function, and the discourse) (Scrivener 2011), for example, the intentions to write English in a correct grammatical structure and to listen to English songs or news. Furthermore, pondering the factors affecting the behavioural intention, experts agree that belief and feeling domains can impact the behavioural intention partially and simultaneously. Likewise, they agree that

feeling predominates the belief in influencing the behavioural intention. Thus, in the context of EFL teacher education, it is postulated that the beliefs and feelings of EFL prospective teachers towards the English language can influence partially their intentions to perform activities in the English language. In other words, what EFL prospective teachers believe or feel about the language of expertise they are learning is deemed to determine their intentions to perform any activities related to the language. In addition, the feelings towards the English language can predominate the beliefs on propelling the intentions of EFL prospective teachers to perform in the English language. Furthermore, instead of the partial impact of either belief or feeling on behavioural intention of EFL prospective teachers to perform the English language, the simultaneous influence, jointly the target belief and feeling, can also affect the behavioural intention. It is believed that what activities EFL prospective teachers intend to perform in the English language during the professional coursework is led by what they believe and feel at the same time about the language. In short, Figure 1 presents these relations among constructed factors postulated to affect the ITP of EFL prospective teachers in the English language.

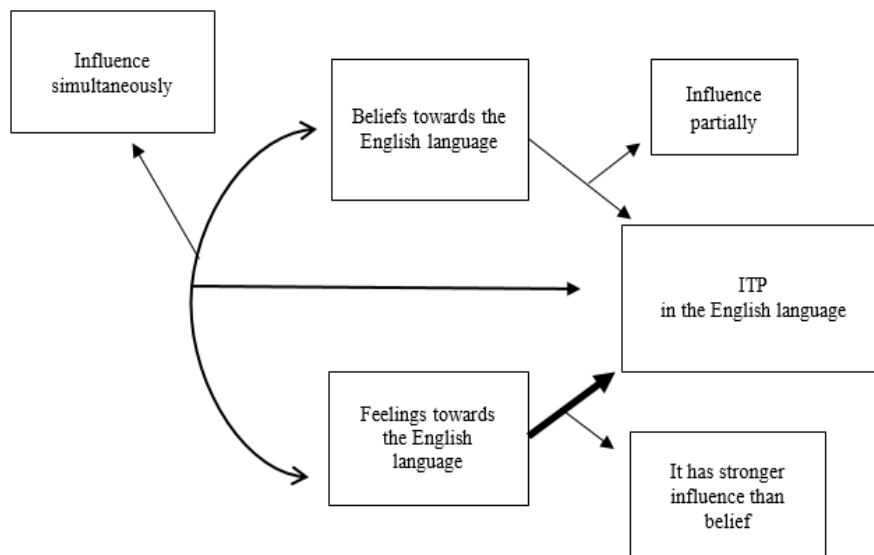


FIGURE 1. The Construct Factors that Influence the ITP of EFL Prospective Teachers in the English language

RESEARCH PROBLEMS

Based on the above theoretical framework, the research problems are formulated as follows:

1. What is the nature of the intention of EFL prospective teachers to perform in the English language?
2. Does the belief towards the English language affect the intentions of EFL prospective teachers to perform in the English language?
3. Does the feeling towards the English language impact the intentions of EFL prospective teachers to perform in the English language?
4. Do the beliefs and feelings towards the English language influence the intentions of EFL prospective teachers to perform in the English language?
5. Do the feelings towards the English language have a stronger influence than the beliefs propelling the intention of EFL prospective teachers to perform in the English language?

METHODOLOGY

PARTICIPANTS

Participants were 76 fourth-year university students in English Education Department in one of the state universities in Indonesia. The participants were taken randomly from the total population of 85 students. They consisted of 13 males and 63 females and were from ten different provinces in Indonesia (Bali, Bengkulu, Yogyakarta, Jakarta, Central Java, West Java, East Java, Bangka Belitung, Lampung, and West Nusa Tenggara). In addition, the participants had already completed all compulsory and elective courses offered by the English education department and passed eight weeks of teaching practice in secondary schools.

INSTRUMENTS

This study used questionnaires as instruments. The three questionnaires were divided into the intention to perform in the English language (22 items), beliefs towards the English language (20 items), and feelings towards the English language (20 items). So, on the whole, the questionnaires contained 62 items in which five were negative and 57 were positive. The statements were put in a four-point Likert scale as follows: 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree.

In regard to the questionnaires, this study carefully constructed the questionnaires based on the abovementioned theoretical discussions and frameworks on behavioural intention and the affecting factors. Thus, to test the construct or logic validity of the instruments, the instruments were assessed by experts in SLA and EFL education and learning evaluation. Importantly, the instruments were tried out to 30 respondents. The respondents were EFL prospective teachers from a private university in Indonesia, who were also in the eighth semester, like the participants of this study. The result revealed that all 62 questions were valid proven by the score of *Correlated Item-Total Correlation* above 0.300 (Widiyoko 2012). This study also did a reliability test with those three instruments using *Cronbach's Alpha* test with the following criteria: if the score of *Alpha index* higher than 0.70, it means that the instrument is reliable (Ahn & Back 2017). The results of *Cronbach's Alpha* test showed that all the instruments were reliable with a score of *Alpha index* higher than 0.70. Above all, all instruments of this study were valid and reliable to get data on the ITP of EFL prospective teachers in the English language and the affecting factors (see all the questionnaires on appendixes).

DATA ANALYSIS AND PROCEDURES

Descriptive statistic and regression tests were used to analyse the data with two different procedures. The first was a descriptive statistic test to get data on ITP of participants in the English language to answer the research question of this study and shed light on the participants' specific responses on each variable of this study, the ITP, beliefs, and feelings. The second was a regression test. In the regression test, there were two phases performed: prerequisite test and regression test.

PREREQUISITE TEST

Prerequisite tests were used to test the normality, linearity, homogeneity, and multicollinearity of the data. The results showed that the data from those three instruments were normal with a significant score of Kolmogorov-Smirnov and Shapiro-Wilk test above

0.05. Data in the ITP instrument obtained 0.68 in Kolmogorov-Smirnov test while Shapiro-Wilk test gained 0,342. Furthermore, data in the belief instrument got 0.77 in Kolmogorov-Smirnov test while Shapiro-Wilk test obtained 0.316. In addition, data in the feeling instrument obtained 0.200 in Kolmogorov-Smirnov test while Shapiro-Wilk test got 0.71.

The results of the linearity test of belief and feeling on ITP were linear. Beliefs on ITP obtained a significant score of 0.139, and feelings on ITP got a significant score of 0.142. The result of the homoscedasticity test using the Levene test showed that the data had constant error variance, not finding an issue of heteroscedasticity. The beliefs on ITP gained a Levene test score of 0.25 while the feelings on ITP got 0.46.

The last prerequisite test was the multicollinearity test. The results indicated that all data of this study had no multicollinearity issues. It is shown by the score of Tolerance and VIF in Table 1 as follows.

TABLE 1. The Result of Multicollinearity Test

Model	Coefficients*	
	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Beliefs	.575	1.740
Feelings	.575	1.740

*Dependent Variable: Behavioural intentions

REGRESSION TEST

The regression test used was a single and multiple regression test. Single regression test was used to get the partial result of influence between beliefs and feelings on ITP to answer the second and third research problems in this study. Furthermore, the multiple regression test was to get the simultaneous result of influence of both beliefs and feelings on ITP. This multiple regression test was to answer the third research problem in this study. Besides, in order to answer the fourth research problem in this study, a comparison of the results of the *Coefficient determinant (R²)* score between beliefs and feelings variable was performed. Consequently, it was gained which variable had the strongest influence in creating ITP of EFL prospective teachers in the English language.

FINDINGS

Concerning the first research problem, the result of the descriptive statistical analysis showed the mean score of ITP of EFL prospective teachers in the English language was 73.1184 (SD = 4.40898). This indicated that the participants had a very favourable ITP in the English language. In addition, the mean scores of beliefs and feelings towards the English language among respondents were different. The mean score of beliefs towards the English language was 71.3421 (SD = 4.33144) while feelings towards the English language was 71.3553 (SD = 4.57735). These results of the mean score of both beliefs and feelings towards the English language indicated that EFL prospective teachers had very favourable feelings and beliefs toward their language of expertise.

Does EFL prospective teachers' beliefs towards the English language affect the intentions to perform (ITP) in the English language?

TABLE 2. The Result of Single Regression Analysis
 Beliefs towards the English Language on ITP in the English Language

Model	Variable	Standardized	t	Sig.
		Coefficients		
		Beta		
1	Beliefs	0.768	10.940	0.000
F	:	119.691	Sig. : 0.000	
R	:	0.786		
R Square	:	0.618		
Adj.R.Square	:	0.613		

Table 2 showed the result of t score was 10.940 with *p*-value 0.000. This indicated that the beliefs towards the English language were able to affect and predict the ITP of EFL prospective teachers in the English language. In addition, Table 2 also revealed that the model fit of regression analysis was 0.618 (see R Square score). It demonstrated that the beliefs towards the English language could affect the ITP as much as 61.8%, meaning they were quite strong to create the predispositions of EFL prospective teachers to perform in the English language.

Does EFL prospective teachers' feelings towards the English language impact on the intentions to perform (ITP) in the English language?

TABLE 3. The Result of Single Regression Analysis
 Feelings towards the English Language on ITP in the English Language

Model	Variable	Standardized	t	Sig.
		Coefficients		
		Beta		
1	Feelings	0.846	13.623	0.000
F	:	185.579	Sig. : 0.000	
R	:	0.846		
R Square	:	0.715		
Adj.R.Square	:	0.711		

Table 3 showed the t score was 13.623 with *p*-value 0.000. This indicated that feelings towards the English language could influence the ITP in the English language. Furthermore, Table 3 revealed that the strength of the feelings to create predispositions of EFL prospective teachers to perform in the English language was high, proven by the score of R Square, which reached 71.5%.

Do EFL prospective teachers' beliefs and feelings towards the English language influence the intentions to perform (ITP) in the English language?

TABLE 4. The Result of Multiple Regression Analysis
 Beliefs and Feelings towards the English Language on ITP in the English Language

Model	Variable	Standardized	t	Sig.
		Coefficients		
		Beta		
1	Beliefs	0.408	6.080	0.000
	Feelings	0.579	8.624	0.000
F	:	156.367	Sig. : 0.000	
R	:	0.900		
R Square	:	0.811		
Adj.R.Square	:	0.806		

Table 4 showed that EFL prospective teachers' beliefs and feelings towards the English language simultaneously influenced the ITP. It was shown from the result of F score 156.367 with *p*-value 0.000. Furthermore, Table 4 also revealed that the strength of joint beliefs and feelings on creating ITP of EFL prospective teachers in the English language was very high. It was seen from the result of R Square, which reached 81.1%.

Do the feelings have a stronger influence than the beliefs on creating the ITP of EFL prospective teachers in the English language?

TABLE 5. The Result of the *Coefficient determinant (R²)* Score between Beliefs and Feelings towards the English Language

Beliefs	Feelings
0.618	0.715

Table 5 showed that the feelings toward the English language had a stronger impact on creating the ITP of EFL prospective teachers in the English language than the beliefs. It was proven from the result of the *coefficient determinant (R²)* of feelings 0.715 (71.5%) higher than beliefs 0.618 (61.8%).

To sum up, the effectiveness or strength of beliefs and feelings factors to predict and engender EFL prospective teachers' intention to perform (ITP) in the English language, Figure 2 is presented.

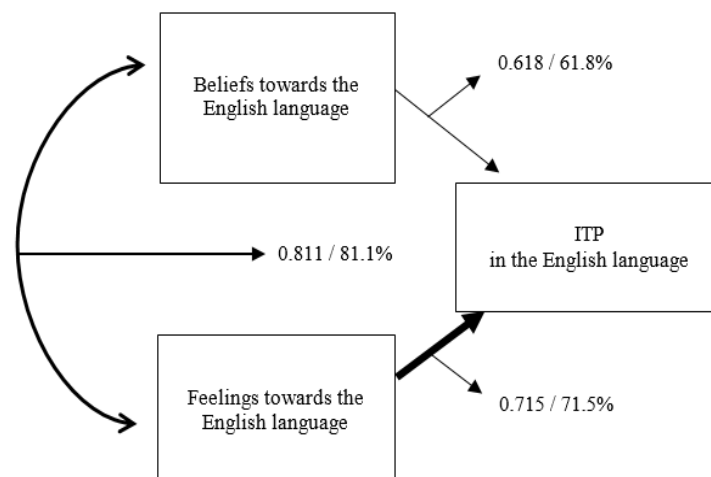


FIGURE 2. The Effect of Beliefs and Feelings Factors on ITP of EFL Prospective teachers in the English Language

DISCUSSION

How can EFL prospective teachers perform greatly in the target language if they have no intention carrying out those performances? Thus, undoubtedly, the roles of intention to perform (ITP) should be critically discussed. This study found that the ITP of Indonesian EFL prospective teachers in the English language was very favourable. Grounded in the views of Alhamami (2017), Ajzen (2005), Byrka (2009), and Pujiastuti et al. (2017) postulating that behavioural intention is in connection with individual willingness and effort to perform a certain behaviour. This favourable result indicates that the prospective teachers have profound intentions to perform actions related to English language. They have intentions to carry out general activities related to the use of the language and specific ones in the subject matter area of its teaching, which include language systems (phonology, lexis,

grammar, language function, and the discourse) and language skills (listening, speaking, reading, writing,) (Scrivener 2011). For example, as presented in Appendix 1, the Indonesian EFL prospective teachers have intentions of using English as a language of instruction and communication. They also intend to join English courses and clubs, and to speak the language with good intonation and accent. They are willing to correctly pronounce its vocabulary, use both its academic and non-academic vocabularies in communication, and write in correct grammatical structure. In addition, they are eager to use varieties of the language expressions in communication, to implement the principles of cohesion and coherence in writing, and also to make use of social media as a means of practicing English writing.

This study also elicited that beliefs and feelings towards the English language were factors that motivated the favourable intentions of EFL prospective teachers to perform activities in their language of expertise. Beliefs towards the language were found to affect EFL prospective teachers' ITP. In other words, what they believe about the language influences what they intend to do about it. For instance, when these prospective teachers have the perception that the language is a means of international communication, they will have predispositions to use it as a means of communication at times of holiday overseas. Thus, in this case, the belief towards the English language plays as an evaluative response of EFL prospective teachers' intention on what should be done as regards their language of expertise. This result confirms theoretical and empirical grounds postulating that beliefs can predispose people's intention to carry out certain behaviours or actions (Basturkmen et al. 2004, Xu 2012, Ajzen 2015, Zhong 2013). Thus, what prospective teachers believe toward their language of expertise influences what they intend to do/performance with it.

This study obtains another focal finding on the nature of target language beliefs of EFL prospective teachers. The finding of the descriptive statistics revealed that the prospective teachers had very favourable beliefs towards the language. Based on the notions of Borg (2001) and Basturkmen, et al. (2004), this favourable belief indicates that the prospective teachers have positive propositions or judgements as regards the language. They hold true that, in general and specifically in the language systems and skills, the English language is truly beneficial and important.

Besides the target language beliefs, this study also elicited that the feelings towards the English language were able to engender the favourable predispositions of the EFL prospective teachers. In that sense, what they perceive about the language leads to what they intend to do with it. This finding is in consonance with previous empirical evidences showing the same result which denotes that feeling has a significant impact on behavioural intention (see Ahn & Back 2017, Kim et al. 2004). Furthermore, based on the result of descriptive statistics, this study also found the state of target language feelings of the prospective teachers to be very favourable. In the views of Beukeboom and Jong (2008), Damasio (2003), and Weisskirch (2007), this very favourable feeling indicates that the prospective teachers have positive perspectives towards the language. They feel comfortable and are excited about its use or application. This feeling of happiness– in further perspective of Immordino-Yang & Damasio's study (2007) – can affect the somatosensory system of the brain, which hinders or accelerates knowledge acquisition. In that sense, this feeling among the prospective teachers towards the language demonstrates their ability to accelerate the knowledge acquisition. They are perceived to have no problems in acquiring and absorbing the exposures of the language in the environment.

Another highlight of this study is that it expounds the finding of (Lavine et al. 1998), which reveals that feeling has a stronger impact on behavioural intention than belief. In this study, the feelings were found to predominate the beliefs with regard to affecting the behavioural intention because the nature of emotion or feeling is difficult to change (Azwar

1995). When the EFL prospective teachers have favourable feelings towards English language, these feelings will last longer in their emotions. Conversely, when the beliefs are favourable, they are prone to become unfavourable.

The other finding of this study is that belief and feeling judgments can jointly influence the ITP of the prospective teachers. This result is consistent with the finding of Farley and Stasson (2003), which shows that both feelings and beliefs can have impact on intentions. Thus, this study extends our knowledge that collective judgments, both from beliefs and feelings are more critical than partial judgments. It is seen in Figure 2 that hand in hand beliefs and feelings strongly contribute to individual beliefs or feelings to produce favourable ITP for EFL prospective teachers. In other words, what EFL prospective teachers intend to perform in the English language is simultaneously determined by what they believe and feel about the language. Therefore, in order to ensure that these prospective teachers have tremendous efforts and willingness to perform and develop their field of expertise, language teacher educators and stakeholders must optimize their beliefs and feelings towards the language.

CONCLUSION

This study is to investigate the behavioural intention of Indonesian EFL prospective teachers to perform in the English language, known as the intention to perform (ITP), and the construct factors influencing it. This study has revealed these prospective teachers to have favourable ITP in the language. This means they have strong intentions to perform or carry out activities related to the use of the language, both general activities and specific in the subject matter area of English language teaching, which includes language systems (phonology, lexis, grammar, language function, and discourse) and skills (listening, speaking, reading and writing).

This study also elicits that the favourable ITP of Indonesian EFL prospective teachers is due to the partial and simultaneous influence of the beliefs and/or the feelings towards the language. In other words, this study exhibits that what they intend to perform in the English language is determined by what they believe and/or feel about the language. This study also found that the target language feeling domain predominates the belief in propelling the tendency of the prospective teachers to perform their language of expertise. This domination is because the nature of feeling is more difficult to change compared to that of belief.

In addition, this study discovered that collective judgment (jointly beliefs and feelings) towards the English language has a profound effect to motivate the behavioural intention to perform in the target language more than the partial judgment (either the beliefs or the feelings). Accordingly, when stakeholders in EFL teacher education intend to ensure that the prospective teachers have tremendous efforts and willingness to perform the language of expertise (the English language), they need to simultaneously optimize the prospective teachers' beliefs and feelings towards that language.

Although this study reveals valuable insights on the state and affecting factors of ITP of EFL prospective teachers in the English language, in many respects, it still has limitations. This study is not yet to provide empirical evidence on the relationship between ITP and actual performance of the prospective teachers in the English language. Subsequent studies may, therefore, scrutinise whether the ITP of these prospective teachers can be translated into actual behaviours or performances in the English language. Another limitation of this study is eliciting the reasons that the EFL prospective teachers have favourable behavioural intention (intention to perform) in the English language, along with favourable beliefs and feelings towards the language. Accordingly, further studies may add this qualitative area of study.

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APPENDIX

1. Questionnaire of Intention to Perform (ITP) in the English Language

The Aspect of ITP in the English language	No.	Statements
Intention to perform or do activities related to English in general	1.	I intend to use English as a language of instruction in my classroom.
	2.	I am willing to take an overseas English summer course.
	3.	During overseas holidays, I will use English as a means of communication.
	4.	I want to listen to and watch English movies.
	5.	I intend to join English clubs or training.
	6.	I intend to communicate in English with other participants in international seminars or conferences.
Intention to perform in English language systems of ELT subject matter: sound (phonology), lexis or vocabulary, grammar, language function, and the discourse	7.	I am willing to speak English, using good intonation and accent like its native speakers.
	8.	I intend to pronounce words correctly when I communicate in the language.
	9.	I am going to use my academic and non-academic vocabularies when I write and speak in English.
	10.	I have no intention to learn English grammar.*
	11.	I intend to write English in a correct grammatical structure in my bachelor degree's final project.
	12.	I intend to use various English expressions appropriately in communication.
	13.	When I compose short English messages to my friends or lecturers, I intend to check their readability.
	14.	I intend to apply the principles of coherence and cohesion in my English writing.
Intention to perform in English language skills of ELT subject matter: listening, speaking, reading, and writing	15.	I want to listen to English songs or news.
	16.	I intend to pay no attentions to announcements or information delivered in English.*
	17.	When I meet foreign speakers, I intend to speak English with them.
	18.	I intend to speak the language in and outside the classroom with my friends.
	19.	I want to use English blogs, newspapers, novels or short stories to practice my reading skill.
	20.	I am willing to read research articles or papers written in English.
	21.	I want to write English in my social media accounts.
	22.	I intend to refuse requests which have me write in English.*

*) negative statement

2. Questionnaire of Beliefs towards the English Language

The Aspect of beliefs towards the English language	No.	Statements
Perceived beliefs about the English language in General	1.	English supports my careers in the future.
	2.	Being proficient in the language increases my chance of getting an overseas scholarship.
	3.	I believe being good at the language will facilitate my communication with foreign people.
	4.	English is important because it will increase my knowledge.
	5.	Being proficient in English, I am able to increase my personal competitiveness as a global citizen.
	6.	I believe English is used as an international language of communication.
Perceived beliefs about English language systems in ELT subject matter (sound or phonology, lexis or vocabulary, grammar, language function, and the discourse)	7.	Having a good knowledge of phonology helps me understand the meaning of English expressions used in communication.
	8.	If I have good knowledge of phonology, I believe I will be able to pronounce English vocabularies correctly.
	9.	If I have a good repertoire of English vocabularies, I believe I can express easily my intentions when communicating in English.
	10.	It is not necessary to understand English vocabularies with their context used.*
	11.	English grammar is not necessary to be mastered.*
	12.	I believe having a good knowledge of grammar will enable me compose correct English sentences.
	13.	Knowledge of English language function helps me express my intentions to communicate in English appropriately.
	14.	I believe good knowledge of discourse increases my English writing readability.
	15.	I believe I can organize my ideas in English writing when I have good knowledge of

cohesion and coherence.

Perceived beliefs about English language skills in ELT subject matter (listening, speaking, reading, and writing)	16.	I believe when I have a good ability to listen in English, I can grasp easily the points of English information.
	17.	I believe I can increase my opportunities to get a job when I have a good ability to speak English.
	18.	By having good ability to read English, I can broaden my horizon.
	19.	Reading is one of the English language skills which can increase my repertoire of English vocabularies.
	20.	I believe I can share my ideas with people around the world if I have good ability in English writing.

*) negative statement

3. Questionnaire of Feelings towards the English Language

The Aspect of feelings towards the English language	No.	Statements
Perceived feelings towards the English language in General	1.	I am happy that English is my field of expertise.
	2.	I feel comfortable when I see written English instructions or announcements in public places.
	3.	I like to communicate in English.
	4.	I like listening to and reading English news.
	5.	I am pleased that English becomes one of the job requirements.
	6.	I am proud that English is one of United Nation's official language of communication.
Perceived feelings towards the English language systems in ELT subject matter (sound or phonology, lexis or vocabulary, grammar, language function, and the discourse)	7.	I like listening to people who speak English with good pronunciation, intonation, and accent.
	8.	I like looking for correct pronunciation and stress of English words.
	9.	I love seeking the synonyms or antonyms of English vocabularies.
	10.	I love when I see that my English writing is grammatically correct.
	11.	I am pleased to use various English language expressions in conversations like thanking, request, command, giving advice, and so forth.
	12.	When I write in English, I like to ensure my organization of ideas.
	13.	When I read my friends' English writing, I like to pay attention to whether it has applied the coherence or cohesion principles.
Perceived feelings towards the English language skills in ELT subject matter (listening, speaking, reading, and writing)	14.	I like listening to English conversations.
	15.	I like to speak the language with my fellows.
	16.	I feel comfortable when I speak English in public.
	17.	Reading English references is my favourite activity.
	18.	I like reading English novels, short stories, or folklores.
	19.	Writing in English is an interesting and challenging activity.
	20.	I do not like English writing assignments.*

*) negative statement