



Yuli Astutik <yuli.20006@mhs.unesa.ac.id>

Ali Derakhshan via Frontiers: Action needed: Interactive review for your manuscript has been activated - 818883

Ali Derakhshan (Via FrontiersIn) <noreply@frontiersin.org>
Reply-To: "Ali Derakhshan (Via FrontiersIn)" <a.derakhshan@gu.ac.ir>
To: yuli.20006@mhs.unesa.ac.id

Thu, Dec 16, 2021 at 7:53 PM

Dear Dr Astutik,

Dear Authors,

Please revise your paper and highlight all the changes you make.

Best,
Ali

The interactive review of your manuscript "The Ambivalent Students' Cognition to Be English Teachers for Young Learners: A Longitudinal Study" submitted to Frontiers in Psychology, section Educational Psychology has now been activated.

The reviewers recommended that you make substantial amendments to your manuscript. Please respond within the next 14 days to all comments raised by the reviewers and editor in the online review forum. If a reviewer has finalized the review and discussion on the Reviewer tab is closed, you should submit a reply to pending comments in a new thread in the Editor tab. You can also submit a revised version of your manuscript at that time. We encourage you to submit your documents with tracked changes to highlight the revisions.

There can be more than one iteration between authors and reviewers, but only when all comments by each reviewer have been addressed successfully can the review be finalized.

To access the review forum and respond to the reviewers, please click on the following link:
<http://www.frontiersin.org/Review/EnterReviewForum.aspx?activationno=619a984e-b386-458a-bc60-172a98cb5a2f>

Journal: Frontiers in Psychology, section Educational Psychology
Article type: Original Research
Manuscript title: The Ambivalent Students' Cognition to Be English Teachers for Young Learners: A Longitudinal Study
Manuscript ID: 818883
Authors: Yuli Astutik, Slamet Setiawan, Syafi'ul Anam
Submitted on: 20 Nov 2021
Interactive review started on: 16 Dec 2021

Please do not hesitate to contact us if you have any questions. Your timely response would be much appreciated. Note that if we do not hear from you by the revision deadline, the editorial office reserves the right to withdraw your manuscript from consideration for publication, as we cannot hold manuscripts in review without any updates from the authors.

With best regards,

Ali Derakhshan
Associate Editor,
www.frontiersin.org



Yuli Astutik <yuli.20006@mhs.unesa.ac.id>

Ali Derakhshan via Frontiers: Action needed: Interactive review for your manuscript has been activated - 818883

Yuli Astutik <yuli.20006@mhs.unesa.ac.id>

Thu, Dec 23, 2021 at 1:59 PM

To: "Ali Derakhshan (Via FrontiersIn)" <a.derakhshan@gu.ac.ir>

Dear prof Ali,

I have completed my re-submission to Frontiers.

Thank you for your kind response.

Best regards,

Yuli Astutik

[Quoted text hidden]



Yuli Astutik <yuli.20006@mhs.unesa.ac.id>

Manuscript revision request - 818883

Ali Derakhshan (Via Frontiersin) <noreply@frontiersin.org>

Tue, Feb 1, 2022 at 1:03 AM

Reply-To: Ali Derakhshan <a.derakhshan@gu.ac.ir>

To: Yuli Astutik <yuli.20006@mhs.unesa.ac.id>

Dear Dr Astutik,

I'm contacting you to request your action on the manuscript "The Ambivalent Students' Cognition to Be English Teachers for Young Learners: A Longitudinal Study" submitted to Frontiers in Psychology, section Educational Psychology.

Please access the review forum using the link below to respond to the comments in the Editor's tab and resubmit the revised manuscript if necessary by 04 Feb 2022. We encourage you to submit your revised manuscript with tracked changes to facilitate the review.

<http://review.frontiersin.org/review/818883/0/0>

The review process is almost complete and we look forward to receiving your response in time. Should you require more time please do not hesitate to contact the editorial office.

With best regards,

Ali Derakhshan
Associate Editor, Frontiers in Psychology
<https://www.frontiersin.org/>

-----MANUSCRIPT DETAILS-----

Manuscript title: The Ambivalent Students' Cognition to Be English Teachers for Young Learners: A Longitudinal Study

Manuscript ID: 818883

Authors: Yuli Astutik, Slamet Setiawan and Syafi'ul Anam

Journal: Frontiers in Psychology, section Educational Psychology

Article type: Original Research

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Yuli Astutik <yuli.20006@mhs.unesa.ac.id>

Frontiers: New Comments in the Interactive Review Forum - 818883

Frontiers Psychology <psychology.editorial.office@frontiersin.org>
Reply-To: Frontiers Psychology <psychology.editorial.office@frontiersin.org>
To: yuli.20006@mhs.unesa.ac.id

Fri, Feb 4, 2022 at 1:18 PM

Dear Dr Astutik,

Frontiers Psychology has sent you a message. Please click 'Reply' to send a direct response

New comments were posted by the editor Ali Derakhshan. Please visit the review forum using the link below and address these comments within the coming week:
<http://www.frontiersin.org/Review/EnterReviewForum.aspx?activationno=c5a11f56-e61c-4e07-a419-4769f654d6ed>

Please respond to all comments from the editor. Note that the comments will be visible to all participants of the review forum.
You will also be able to submit a revised version of your manuscript. We encourage you to submit your revised manuscript with tracked changes to facilitate the review.

Journal: Frontiers in Psychology, section Educational Psychology
Article type: Original Research
Manuscript title: The Ambivalent Students' Cognition to Be English Teachers for Young Learners: A Longitudinal Study
Manuscript ID: 818883
Authors: Yuli Astutik, Slamet Setiawan, Syafi'ul Anam
Submitted on: 20 Nov 2021
Edited by: Ali Derakhshan

Research Topic: The Impact of Psychological and Emotional Variables on Language Education: From Theory to Practice

Best Regards,

Your Frontiers in Psychology team

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Yuli Astutik <yuli.20006@mhs.unesa.ac.id>

Frontiers: Your manuscript is accepted - 818883

Frontiers Psychology <psychology.editorial.office@frontiersin.org>
Reply-To: Frontiers Psychology <psychology.editorial.office@frontiersin.org>
To: yuli.20006@mhs.unesa.ac.id

Fri, Feb 11, 2022 at 8:59 PM

Dear Dr Astutik,

Frontiers Psychology has sent you a message. Please click 'Reply' to send a direct response

I am pleased to inform you that your manuscript "The Ambivalent Students' Cognition to Be English Teachers for Young Learners: A Longitudinal Study" has been approved for production and accepted for publication in Frontiers in Psychology, section Educational Psychology. Proofs are being prepared for you to verify before publication. We will also perform final checks to ensure your manuscript meets our criteria for publication (<https://www.frontiersin.org/about/review-system#ManuscriptQualityStandards>).

The title, abstract and author(s) list you provided during submission is currently online and will be replaced with the final version when your article is published. Please do not communicate any changes until you receive your proofs.

Any questions? Please visit our Production Help Center page for more information: <https://zendesk.frontiersin.org/hc/en-us/categories/200397292-Article-Production->

Manuscript title: The Ambivalent Students' Cognition to Be English Teachers for Young Learners: A Longitudinal Study
Journal: Frontiers in Psychology, section Educational Psychology
Article type: Original Research
Authors: Yuli Astutik, Slamet Setiawan, Syafi'ul Anam
Manuscript ID: 818883
Edited by: Anna Mystkowska-Wiertelak

You can click here to access the final review reports and manuscript: <http://www.frontiersin.org/Review/EnterReviewForum.aspx?activationno=02cb15e9-ac12-4c31-8af2-50a3b150b16d>

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Thank you very much for taking the time to share your thoughts.

Best Regards,

Your Frontiers in Psychology team

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The Ambivalent Students' Cognition to Be English Teachers for Young Learners: A Longitudinal Study

Yuli Astutik, Slamet Setiawan* and Syafii'ul Anam

Original Research, Front. Psychol. - Educational Psychology

Received on: 20 Nov 2021, Edited by: Anna Mystkowska-Wiertelak

Manuscript ID: 818883

Keywords: Pre-service teachers1, cognition2, Teaching English for Young Learners Course3, EFL context4, higher education5

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Table with 6 columns: History, Editor, Editor 1, Reviewer 1, Reviewer 2, Reviewer 3. It contains a list of updates with dates and descriptions of manuscript events.

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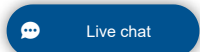


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<p>Handling Editor: Anna Mystkowska-Wiertelak</p> <p>Received date: 20 Nov 2021</p> <p>Editorial assignment start date: 20 Nov 2021</p> <p>Independent review start date: 25 Nov 2021</p> <p>Interactive review activated date: 16 Dec 2021</p> <p>Review finalized date: 30 Jan 2022</p> <p>Final validation date: 11 Feb 2022</p>					

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The Ambivalent Students' Cognition to Be English Teachers for Young Learners: A Longitudinal Study
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Handling Editor: Ali Derakhshan
 Received date: 20 Nov 2021
 Editorial assignment start date: 20 Nov 2021
 Independent review start date: 25 Nov 2021
 Interactive review activated date: 16 Dec 2021
 Review finalized date: 30 Jan 2022
 Final validation date: 11 Feb 2022

▼ Revision request

 Associate Editor: Ali Derakhshan | 31 Jan 2022 | 18:03 #1

Dear Authors,

Please revise the file and highlight all the changes.


Best,
Ali

 Associate Editor: Ali Derakhshan | 04 Feb 2022 | 06:18 #2

Dear Author,

Please resubmit the file with your correct affiliations. You told me that there is something wrong with your affiliation.

Best,
Ali

 Corresponding Author: Slamet Setiawan | 04 Feb 2022 | 14:11 #3

Dear Editor,

Yes, we are going to resubmit the MS soon.

All the best,
Slamet

▼ Manuscript re-submission

 Submitting Author: Yuli Astutik | 29 Dec 2021 | 00:43 Draft

We have re-submitted the manuscript that we have revised based on the feedback of the reviewers.

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The Ambivalent Students' Cognition to Be English Teachers for Young Learners: A Longitudinal Study

Yuli Astutik, Slamet Setiawan* and Syafi'ul Anam
Original Research, Front. Psychol. - Educational Psychology
Received on: 20 Nov 2021, Edited by: Anna Mystkowska-Wiertelak
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History Editor Active Editor 1 Inactive Reviewer 1 Finalized Reviewer 2 Rejected Reviewer 3 Finalized

Reviewer 1
Independent review report submitted: 04 Dec 2021
Interactive review activated: 16 Dec 2021
Review finalized: 30 Jan 2022

Initial recommendation to the Editor: Major revision is required

EVALUATION

Q 1 Please list your revision requests for the authors and provide your detailed comments, including highlighting limitations and strengths of the study and evaluating the validity of the methods, results, and data interpretation. If you have additional comments based on Q2 and Q3 you can add them as well.

Reviewer 1 | 04 Dec 2021 | 12:18 #1

The topic is really interesting. However, there are some issues to be considered for further revision.
1. line 25- 26 Teaching English for young learners (TEYL) is better than teaching English to adults because children can get more extended benefits from learning a foreign language for their future.
I am really confused about this statement. Why is Teaching English for young learners (TEYL) better than teaching English to adults? I don't think the reason provided gives a convincing explanation about this statement. Or the authors want to express "it is better to start learning English at the early age"?
2. The Introduction part needs a substantial revision. At the current version, this paper doesn't have a literature review section. The authors need to decide whether to have a literature review section. If there is no literature review section, the Introduction part needs to include more review on the related literature. As this study examines the cognition change of students (or pre-service teachers), the large part of the review would be on the teacher and pre-service teacher cognition, especially on cognition change. The second part of literature review shall be on the literature regarding English learning or teaching for young learners. The authors need to ask: What has been done in this field? What is the necessity for the current study?
3. With the revision of Introduction section, the discussion part should also be revised accordingly to have more dialogue with the previous studies.
4. How were the interview data analyzed? What is the role of interview data in this study?
5. Please double check the language. For example:
Line 166-167 When pressed during the interviews, eleven students expressed a strong interest in English language teaching.
Line 173 Thusly,
Line 179 lecturers, please double check. lecturers or lectures?
Line 180 Usher, A., & Kober
Line 224 They felt under duress
Line 268 several pre-service teachers stated that they are passionate about teaching EYL. [Be careful about the tense.]
Line 303- 304 (Peacock, 2001) discovered changes in trainees' beliefs about second language learning
Line 395- 396 They. Throughout the three semesters.
6. Line 262-263 To make the data easy to convey, the researchers make several acronyms for several terms such as; S for students, W for Wants, D for Doubtful, and DW for Does not Want
This information is better to be presented as a note for Table 6.
7. 347-348 Motivation (know), belief, and perception (think), are called cognition, which is something that cannot be seen or unobservable (Borg, 2003, 2015, 2019).
Is Motivation Know?
8. The format of Tables needs to follow APA style.
9. Please express the research questions explicitly.

Submitting Author: Yuli Astutik | 23 Dec 2021 | 04:35 #2

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I am really confused about this statement. Why is Teaching English for young learners (TEYL) better than teaching English to adults? I don't think the reason provided gives a convincing explanation about this statement. Or the authors want to express "it is better to start learning English at the early age"?

Revised:

(line 25-26) As a foreign language, Learning English from an early age is better than learning English as an adult because children can get more extended benefits from learning a foreign language for their future.

2. The Introduction part needs a substantial revision. At the current version, this paper doesn't have a literature review section. The authors need to decide whether to have a literature review section. If there is no literature review section, the Introduction part needs to include more review on the related literature. As this study examines the cognition change of students (or pre-service teachers), the large part of the review would be on the teacher and pre-service teacher cognition, especially on cognition change. The second part of literature review shall be on the literature regarding English learning or teaching for young learners. The authors need to ask: What has been done in this field? What is the necessity for the current study?

Revised:

(Line 90-254) We decided to have a literature review section on our manuscript

3. With the revision of Introduction section, the discussion part should also be revised accordingly to have more dialogue with the previous studies.

Revised:

(line 458-557) We made adjustments to the discussion section so that we have more dialogue with the previous studies

4. How were the interview data analyzed? What is the role of interview data in this study?

Revised:

(297-312) Instead of processing and analyzing the questionnaire data, the researchers conducted interviews to 28 respondents. Semi-structured interviews were used in this study because they involved a series of open-ended questions based on the topic interest that the researchers wanted to cover. The researchers asked the students a series of questions based on the data from the open-ended questionnaires. It was obligatory to clarify students' motivations prior to and during their one-and-a-half years of participation in EYL courses' learning process. This interview was conducted following the completion of each semester's courses by all students.

In analyzing semi-structured interview data, the researchers carried out several stages, including; transcribing the recordings with the help of Google docs voice typing tools. Then the researchers reread and interpret the transcripts as a whole. The next step was identifying the theme (matching the answers with a predetermined topic), known as the coding stage. The next researchers did a memo to jot down new and unexpected information. The researchers then repeated those steps to ensure the validity of the data. Finally, the researchers wrote conclusions and made a report.

Researchers did the semi-interview as data triangulation to check the truth of data or information obtained by researchers from different perspectives by reducing as much as possible the bias that occurs during data collection and analysis.

5. Please double check the language. For example:

Line 166-167 When pressed during the interviews, eleven students expressed a strong interest in English language teaching.

Revised:

(line 325-326) Eleven students expressed a strong interest in English language teaching during the interviews.

Line 173 Thusly,

Revised:

(332) Thus,

Line 179 lecturers, please double check. lecturers or lectures?

Answer:

(line 337) Lecturers

Line 180 Usher, A., & Kober

Revised:

(Line 338) Usher and Kober (2012)

Line 224 They felt under duress

Revised:

(line 377-378) When required to conduct peer teaching sessions with their classmates, they felt under pressure.

Line 268 several pre-service teachers stated that they are passionate about teaching



(line 412-413) several pre-service teachers stated that they were passionate about teaching EYL.

Line 303- 304 (Peacock, 2001) discovered changes in trainees' beliefs about second language learning

Revised:

(line 446-447) Peacock (2001) discovered changes in trainees' beliefs about second language learning during their second and third years of study in his research 'investigating changes in the beliefs about second language learning of trainee ESL teachers' over a three-year program.

Line 395- 396 They. Throughout the three semesters.

Revised:

(line 543- 544) We deleted it

6. Line 262-263 To make the data easy to convey, the researchers make several acronyms for several terms such as; S for students, W for Wants, D for Doubtful, and DW for Does not Want

This information is better to be presented as a note for Table 6.

Revised:

We moved it as a note for table 6.

7. 347-348 Motivation (know), belief, and perception (think), are called cognition, which is something that cannot be seen or unobservable (Borg, 2003, 2015, 2019).

Is Motivation Know?

Revised:

(line 489-490) Knowledge, belief, and perception, called cognition, is unobservable factor of someone that cannot be seen (Borg, 2003; Levine and Resnick, 1997)

8. The format of Tables needs to follow APA style.

Revised:

We have customized the table to follow the APA 7 style.

9. Please express the research questions explicitly.

Revised:

(line 249-254)

Based on these problems, this study investigates the changes in cognition of pre-service teachers in teaching English to young learners through learning EYL courses. Therefore, the research questions consider the following three parts:

1. What is the student's motivation in taking EYL courses?
2. How do students perceive different EYL courses?
3. What are the students' beliefs about the EYL teaching profession?

[Review supporting file - 231050](#)

Submitting Author: Yuli Astutik | 23 Dec 2021 | 06:21

#3

Please find the attachment of our manuscript

[Review supporting file - 231088](#)

Q 2 Check List

Reviewer 1 | 04 Dec 2021 | 12:18

#1

a. Is the quality of the figures and tables satisfactory?

- No

b. Does the reference list cover the relevant literature adequately and in an unbiased manner?

- No

c. Are the statistical methods valid and correctly applied? (e.g. sample size, choice of test)

- Not Applicable

d. Are the methods sufficiently documented to allow replication studies?

- No

Submitting Author: Yuli Astutik | 23 Dec 2021 | 04:35

#2

We have revised the tables following APA 7 style and added a literature review section to our manuscript.

Q 4 → Quality of the writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 5 → Overall quality of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 6 → Interest to a general audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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The Ambivalent Students' Cognition to Be English Teachers for Young Learners: A Longitudinal Study

Yuli Astutik, Slamet Setiawan* and Syafii'ul Anam

Original Research, Front. Psychol. - Educational Psychology

Received on: 20 Nov 2021. Edited by: Anna Mystkowska-Wiertelak ✉

Manuscript ID: 818883

Keywords: Pre-service teachers1, cognition2, Teaching English for Young Learners Course3, EFL context4, higher education5



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FinalizedReviewer 2
RejectedReviewer 3
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Reviewer 2

Independent review report submitted: 04 Dec 2021

Interactive review activated: 16 Dec 2021

Initial recommendation to the Editor: The manuscript should be rejected

This reviewer recommended rejection of the manuscript on 04 Dec 2021. Discussions for this review are closed.

Reason:

The manuscript contains fundamental errors that cannot be rectified through author revisions.

EVALUATION

Q 1

Please list your revision requests for the authors and provide your detailed comments, including highlighting limitations and strengths of the study and evaluating the validity of the methods, results, and data interpretation. If you have additional comments based on Q2 and Q3 you can add them as well.

Reviewer 2 | 04 Dec 2021 | 21:57

#1

Thank you for the chance to review the manuscript (ID:) titled "".

I started reading this paper with a great interest. However, I gradually understood that the manuscript suffers from serious drawbacks. I really appreciate the authors' attempts to carry out a longitudinal study, but I think substantiating the gap and justifying the significance of the study are missed to a large extent. Unfortunately, I think it cannot be accepted for publication. Below, I have listed the reasons:

The research gap was not adequately justified.

There were many linguistic errors. As well, the paragraphs were not linked coherently.

The notion of EYL was immediately introduced without a sufficient background in the introduction section.

Reviewing the related literature was not enough. As well, the previous works were not properly reviewed. They were largely summarized.

The method section was not clear. What was the design of the study?

The description of the participants and setting were really inadequate. Lack of demographics for the participant of such a study is a major drawback.

Why not including observation? How did the author(s) identify change among the participants through self-reported data (interview and open-ended questionnaire)? This is a major concern.

What kind of data analysis has been used? Why? If thematic analysis, what theory informs coding? Why is not inter-rater reliability checked?

There were many violations of APA principles 7th edition. Additionally, the references were not based on APA 7th edition referencing style.

The results section was not well-organized.

The discussion section was weak. The findings were not discussed appropriately to establish the significance of the study. The author(s) should summarize the main findings and then mention the theoretical underpinnings, compare and contrast the findings, and suggest implications. "For some Indonesians, proficiency in English is considered essential". This is a not a good start for the discussion section.

Q 2

Check List

Reviewer 2 | 04 Dec 2021 | 21:57

#1

a. Is the quality of the figures and tables satisfactory?

- Yes

b. Does the reference list cover the relevant literature adequately and in an unbiased manner?

- Yes

c. Are the statistical methods valid and correctly applied? (e.g. sample size, choice of test)

- Not Applicable

d. Are the methods sufficiently documented to allow replication studies?

- No

QUALITY ASSESSMENT



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Q 5	Overall quality of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 6	Interest to a general audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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The Ambivalent Students' Cognition to Be English Teachers for Young Learners: A Longitudinal Study

Yuli Astutik, Slamet Setiawan* and Syafii'ul Anam
Original Research, Front. Psychol. - Educational Psychology
Received on: 20 Nov 2021, Edited by: Anna Mystkowska-Wiertelak
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Reviewer 3
Independent review report submitted: 15 Dec 2021
Interactive review activated: 16 Dec 2021
Review finalized: 26 Dec 2021

Initial recommendation to the Editor: Minor revision is required

EVALUATION

Q 1 Please list your revision requests for the authors and provide your detailed comments, including highlighting limitations and strengths of the study and evaluating the validity of the methods, results, and data interpretation. If you have additional comments based on Q2 and Q3 you can add them as well.

Reviewer 3 | 15 Dec 2021 | 20:31 #1
The topic is smartly set to look for a fresh idea of pre-service teachers' cognitive factors. The word "ambivalent" hides a point which motivates readers to go on. However, several points should be considered to make your paper an academic effort.
1. A number of references, both in-text and in the reference list, are needed complete revision. Some types of wrong format include the use of "ã" out of the parentheses. Moreover, you need to use comma before the Ampersand in reference with multiple authors. Your reference list needs to be checked and if you follow APA style, you need to include italic form whenever needed. Please include the name of all authors in the first citation.
2. Identify the number of learners being interviewed in the abstract. Moreover, please elaborate on the implications of your findings? In line 27, omit the author's first name.
3. Please revise your paper regarding the language and writing style. To have a thorough understanding of the revision, please see the attached pdf for the ease of applying the comments.

Review supporting file - 227220

Submitting Author: Yuli Astutik | 23 Dec 2021 | 04:52 #2
We have revised our manuscript based on reviewer feedback in the PDF attachment. In addition, We have also revised the language and writing of our article.

Review supporting file - 231062

Submitting Author: Yuli Astutik | 23 Dec 2021 | 06:31 #3
Please find the attachment of our manuscript

Review supporting file - 231099

Q 2 Check List

- Reviewer 3 | 15 Dec 2021 | 20:31 #1
a. Is the quality of the figures and tables satisfactory? - No
b. Does the reference list cover the relevant literature adequately and in an unbiased manner? - Yes
c. Are the statistical methods valid and correctly applied? (e.g. sample size, choice of test) - Yes
d. Are the methods sufficiently documented to allow replication studies? - Yes

Submitting Author: Yuli Astutik | 23 Dec 2021 | 04:52 #2
We have revised our tables to follow APA 7 style.

Live chat

Q 3 Rigor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 4 Quality of the writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 5 Overall quality of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 6 Interest to a general audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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The Ambivalent Students' Cognition to Be English Teachers for Young Learners: A Longitudinal Study

Yuli Astutik, Slamet Setiawan* and Syafi'ul Anam

Original Research, Front. Psychol. - Educational Psychology

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