

Raising Preschool Teachers' Awareness of Their Pronunciation as a Professional Development Effort

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Abstract

Unlike five to seven years ago, English nowadays has become an important competence which must be taught by teachers in the children's early ages. This demand has emerged as one of the impacts of the development of the present education and needs in the era of globalization. Due to the fact that English is given in the early ages, it means that teachers play a very important role to make a strong foundation on their students' English proficiency. As children have the ability to adapt and adopt English words much easier than adults, therefore, teachers of English also have greater responsibilities to teach correct pronunciation of English words. However, based on my observation, there were still many private preschool teachers who might not realize that their incorrect pronunciation had been imitated by their students. So, in this paper, I would like to describe further about to what extent these private preschool teachers are aware of their roles in making the students' pronunciation better in which it may result in more competitive outputs in the language areas, what features of pronunciation they have been struggling with and what efforts they have done to cope with their own English pronunciation as a part of professional development. In order to get those profiles, I selected 10 private preschools in Surabaya, Sidoarjo and Malang and then distributed questionnaires to 50 private preschool teachers. To get what pronunciation features they find difficult, a set of words which they mostly teach and represent sounds of English were given to them to be pronounced and later their voices were taped. Afterwards, their voices were transcribed as my data.

Keywords: competence, English proficiency, English pronunciation, preschools

I. Background of the Study

Foreign language acquisition in children has become a paramount matter for the past few years in the early age education. In Indonesia, English becomes the first priority of foreign language that is taught to children. This fact is not surprising at all due to the current needs of today's world for future investment such as entering an international schools or universities and being competitive in job markets-which is getting harder and harder from time to time if someone does not have an added value within himself/herself. Being able to communicate in English then has been the concern of many educators especially young learner teachers. As a consequence, there are a lot of numbers of preschools including English in their curriculum even in the very early of children's age; started from 6 months old. The levels in which English introduced are from Baby, Playgroup and Kindergarten level; teaching them from simple English vocabularies to simple English expressions/sentences. The reason English is given in the early age since most experts state that children have a flexible brain from the age of 2 to 10 years

old (Ellis, 1986). Because of their brain flexibility, children can easily adapt and adopt their second language; English (Penfils. *et.all*, 1959).

Teaching the first (L1) and second language (L2) at the same time to children leads to the bilingual education system which has been adopted by many preschools in Surabaya. The goal of this effort is actually to make children able to speak both languages equally well (Oxford, 2002). In order to achieve the goal, a teacher's role is really significant to make the children better in their English proficiency. In this case, the teacher's English proficiency undoubtedly influences the expected outcomes in the future.

Meanwhile, introducing new words of English to preschoolers also means that preschool teachers introduce English sounds to the children. This must be a serious concern for teachers because it is the golden moment for them to copycat correct English sounds from the teachers and are usually applied in their daily-basis conversation. Furthermore, accurate pronunciation is very important to avoid miscommunication among other (Badian, 1998). Therefore, like or not, teaching English words also teach phonetics. This is in line with Chen's statement saying that accurate pronunciation entails pronunciation awareness (Chen, 2011). In relation to it, according to Hismanoglu, pronunciation is an important aspect to achieve in communication (Hismanoglu, 2006) and becomes inseparable from oral communication (Morley, 1991). Without good pronunciation, the children's ability to communicate will be limited (Morley, 1991). Although teachers cannot be like a native, it is recommended that they put efforts to be as closed to the native's sounds as possible.

English pronunciation has its own features which sometimes are neglected or do not get much attention from preschool teachers. The features of English pronunciation may include word stress and vowel/consonant sounds. Based on my observation for two years, preschool teachers do not really pay attention to their English pronunciation which can be seen from the words pronounced as the following:

Three / tri /
Tree / tri /

Both words are pronounced exactly the same as / tri / just like the sound / t / of their native language and there seems to be a difficulty in the preschool teacher's English consonant phonemes. The other problem appears in pronouncing the word above is the word stress is unclear and, unfortunately, such model of sound and stress has been taught to the children for many years. In relation to that condition, apparently, preschool teachers do not realize how their pronunciation influences their students' pronunciation. As a teacher, they are supposed to be a good model for the students in giving a good example of pronouncing English sounds correctly. Teaching them a good pronunciation, as one of the impacts, will avoid them from psycholinguistics deafness (Odisho, 2007). By being a good model in English pronunciation and creating a conducive environment for them to learn (Wrembel, 2001), on the other words, preschool teachers show a real professionalism in teaching. Being professional is also a matter of how to be aware of their weaknesses and to minimize the weaknesses by putting professional efforts

to make their pronunciation better. Yet, any professional efforts related to improve their pronunciation have not been done individually or institutionally.

Having an awareness of continuously learning and updating the language competence as well as being an autonomous learner is extremely important either for them or the school. If they do not do teacher professional development, surely, it will give impacts towards the output of the school. They might not be able to compete with others from different preschools and, in the end; it also affects the image of the school and trust from parents. So, based on the highlight of the background above, in this paper, I would like to find out: (a) to what extent the preschool teachers' awareness of their role as a model of English pronunciation for their students, (b) what words and sounds of English they find difficult to pronounce, (c) what efforts they have done to cope with the difficulties of pronunciation, and lastly (d) what kind of teacher professional development I can recommend to the Foundation to improve their pronunciation.

II. Methodology

To answer the above statements of the problem in the background, I have done a qualitative research which involved 10 private preschools in Surabaya. Those preschools belonged to the same Foundation and were located separately; East Surabaya, West Surabaya, North and South Surabaya, Sidoarjo and Malang. Of these 10 private preschools, there were totally 50 private preschool teachers becoming my respondents.

To get my data, a set of questionnaire and a list of English words were prepared for all those preschool teachers. The respondents were to fill out the questionnaire and, afterwards, they were asked to voice the English words given and I recorded their voices. The questionnaire was processed by making tallies and eventually was made in a form of percentage; meanwhile, the voices recorded were transcribed using phonetic transcription. The English words, for this purpose, were taken from the school syllabus within one year of academic calendar and were selected to represent sounds of English tested. After carefully sorting the words, 40 words from the syllabus were finally chosen. The total number of all the transcribed words consisted of 2000 words. Afterwards, I categorized the words and sounds which were frequently incorrect to be pronounced.

To clarify some important points and get more details from the questionnaire, I also made a follow-up effort; interview. Finally, those three methods resulted in a solid data to support my research and enabled me to discuss the topic deeper.

III. Findings

The private preschools where I did the research claimed that their schools have implemented a bilingual education approach. In this case, the languages used at school are Indonesian (L1) and English (L2). As described in the background, I found these preschool teachers seemed to have pronunciation difficulties when teaching English vocabularies to their students. Since the students they taught were preschoolers (age 2 – 5), it was very important to notice the teachers' pronunciation. Due to this significance, it was worth finding how they were

aware of their role as a model of English pronunciation for their students. To answer the question, I would like to refer to the following charts:

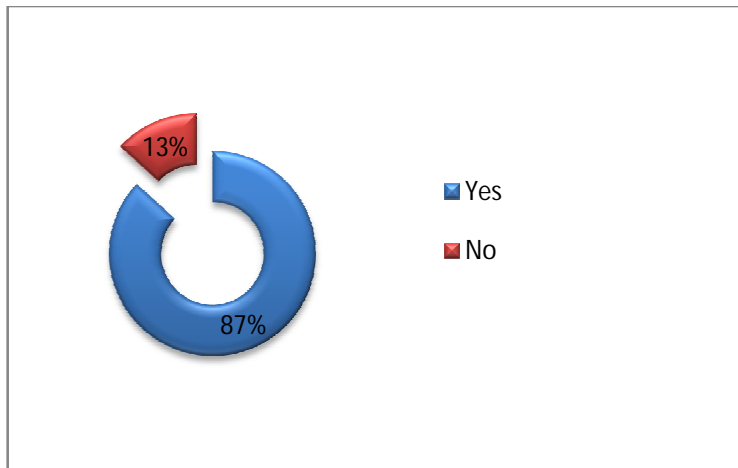


Chart 1. Whether or not the teacher teach English words and sounds correctly

One of the items in the questionnaire asked about if they taught English words to their students correctly. Teaching English words, in this case, means the teachers also teach how to say the words. In the beginning, they said the word in a certain level of volume so that all students could hear their voices. This process automatically taught students sound productions. From the chart above, 87% of the respondents admitted that they taught their students English words correctly. This high percentage gives me initial evidence they realize as a model for their students in pronunciation.

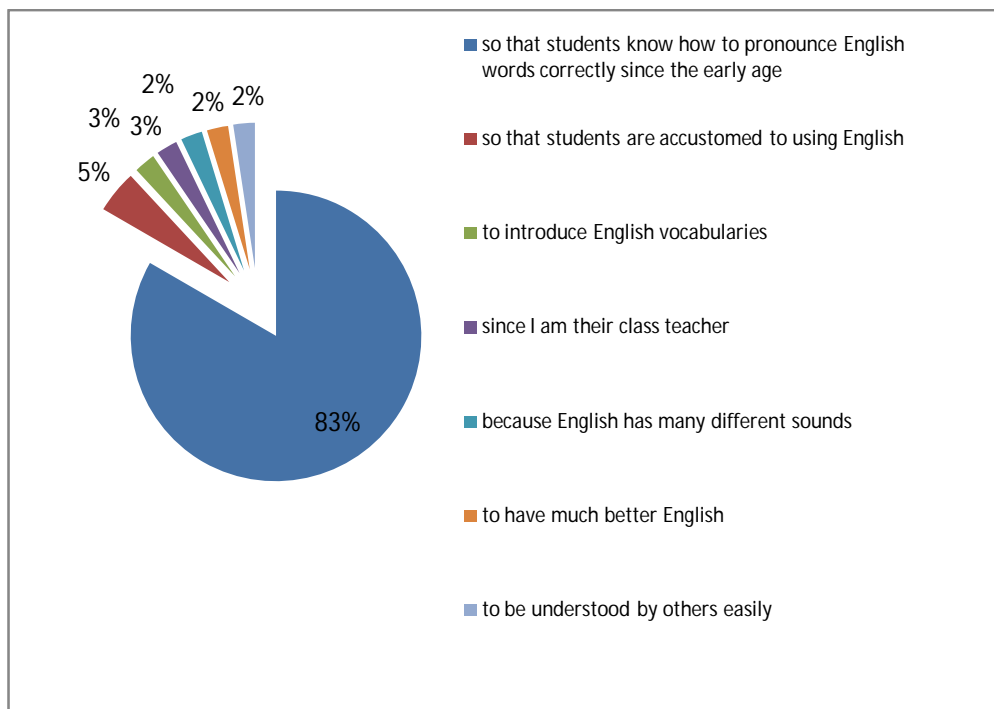


Chart 2. Reasons teachers teach English words and sounds correctly

The next question given to the teachers was on the basis of what reasons they ought to teach English words and sounds correctly. 83% of teachers stated that the main reason of teaching students words and sounds correctly was in order that they were familiar with English words and sounds in earlier age. In addition to it, they believed the earlier age English words and sounds were introduced, the better their English would be. The reason the teachers gave basically shows a big concern towards their students' pronunciation by teaching correct sounds for every vocabulary taught. To me, it appears a great responsibility from the teachers to make their students better in their English. Seeing the reason, this could become the second proof the teachers really understand their roles upon their students' improvement.

Besides those aspects above, I really would like to know on what situation English was used at school since it can create a good academic atmosphere for students to experience more, explore more and do trial and error of their English. Furthermore, the effort can also stimulate students to be more aware of their own English. This chart below explains when English is used at school started from the students' arrival at school. Basically, the activities could be comprised of:

a. Before and after the class

English was used for the first time when students arrived at school and they usually greeted them by saying "good morning" and "how are you?". Afterwards, students usually played on the playground before the class. Simple expressions and instruction were usually uttered by the teachers such as "are you happy?", "you want to play?", "throw the ball", and etc. Most of the time, they had the same activities after class. For activities before and after class which can be seen as "chatting" and "outside the class" from Chart 3, there were about 11% of the respondents using English. This number is considerably low because Indonesian language seems to be used more frequent during the activities.

b. In the classroom

Unlike the activities Before and After the class, teachers apparently used English more on activities like opening the class (23%) and material delivery (28%). In the opening session, the teachers usually asked the children to sing an English song which could be repeated once again when necessary. The song that was regularly sung everyday contained targeted vocabularies for the children to learn. The teachers always did such activities for the purpose of preparing the preschoolers to be ready for the next session.

The following session was material delivery where in this process, students learnt about English vocabularies. Approximately 5 to 8 English vocabularies were introduced to them. When it came to a difficulty in understanding the instruction and explanation, they directly switched into the students' native language (L1).

Other activities contributed to the English exposure were students' performance (2%), playing in the class (5%), praying to end the class (6%), giving some additional materials (4%), and learning process which was more on doing students' work (5%).

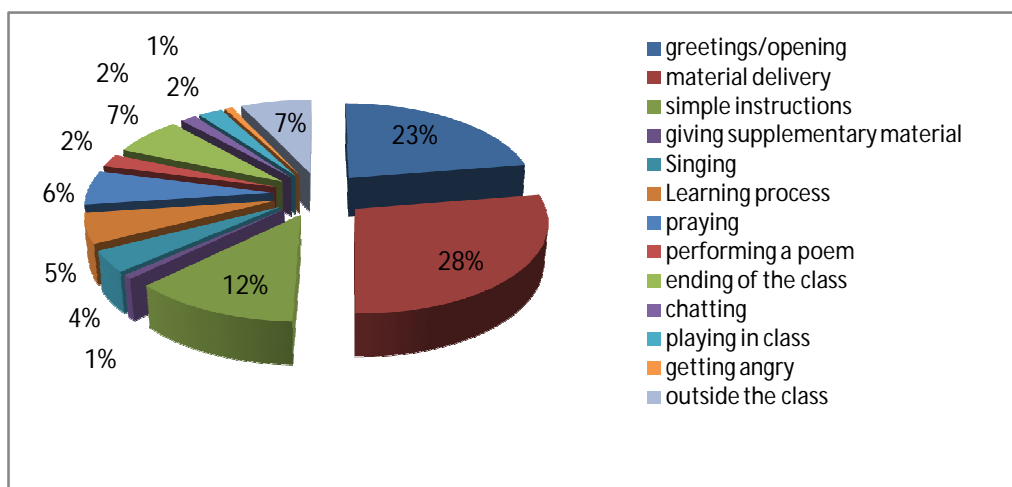


Chart 3. Situations in which English is used

Viewing from a high percentage of whether or not those preschool teachers teach English words and sounds correctly, being aware of the importance teaching English words and sounds in earlier age and frequency of English use at school, I notice that these preschool teachers put effort to support the implementation of bilingual education approach as the school claimed to both parents and potential parents who sought for a bilingual preschool. This idea is supported by how they perceived about their schools in relation to the bilingual approach in which can be seen from these following charts:

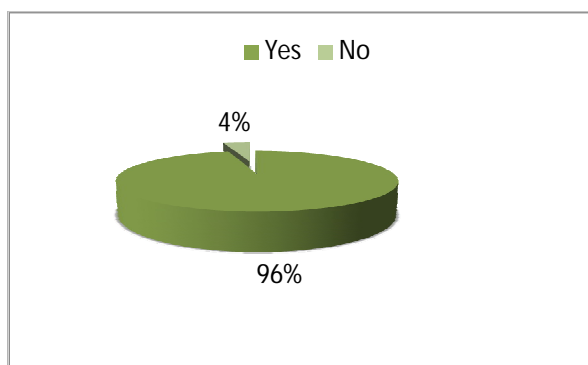


Chart 4. Whether or not your school uses 2 languages

The above chart explains if the preschools used 2 languages in their learning process. It can be seen from the chart that 96% of the teachers thought their preschool used Indonesia (L1) and English (L2) as a medium of instruction in their day-to-day activities. Meanwhile, only 4% of them gave different opinion about their preschools. They did not think their school using 2 languages since Indonesia language was used more than English. When it comes to their knowledge whether

their schools implement bilingual system or not, there were 90% of them agreed on the idea of their schools using bilingual approach.

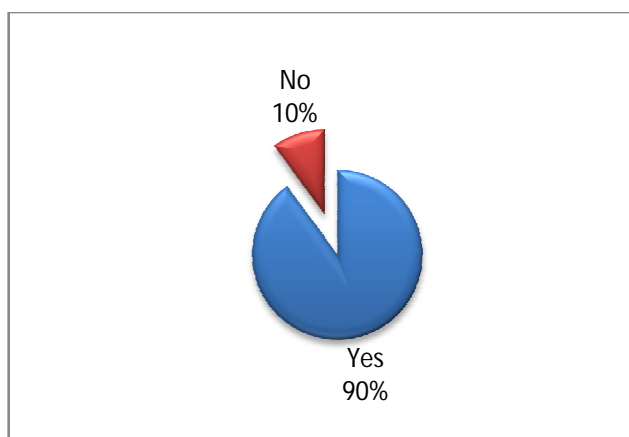


Chart 5. Whether or not the school is bilingual

Therefore, initially, I can conclude that since most teachers perceived their schools were bilingual, they tried to put efforts to use English with their students every day. In my opinion, this could be a good point for these preschool teachers in assisting their principals to give a good mouth to mouth promotion about the schools. However, the questions whether they really taught the students how to pronounce the English words correctly still need to be discussed further based on English sounds recorded and transcribed in this research. For the purpose, 40 words which represented English sounds were selected from their syllabus. The following table shows the words with its phonetics transcription:

Word	Phonetic transcription	Pronounced as	Percentage
Three	/ 'θri: /	/ 'tri /	70%
		/ 'tri: /	10%
		/ 'tʃri: /	6%
Tree	/ 'tri: /	/ 'tri /	88%
thumb	/ 'θʌm /	/ 'tʌm /	77%
orange	/ 'ɔrɪndʒ /	/ 'orɛntʃ /	43%
		/ 'orɛns /	15%
		/ o'rems /	11%
banana	/ bə'nænə /	/ 'bʌnʌnʌ /	52%
		/ bʌnʌnʌ /	15%
		/ 'bənʌnʌ /	17%
avocado	/ ævə'kɒdəʊ /	/ efokedo /	33%
		/ 'ʌfokʌdo /	27%

		/ 'ɛfokɛdo /	13%
mouth	/ 'maʊθ /	/ 'maʊt /	48%
		/ 'mɒt /	14%
		/ 'moʊt /	26%
cheeks	/ 'tʃi:ks /	/ 'ci:ks /	55%
		/ 'cɛks /	23%
		/ 'ci:k /	12%
chest	/ 'tʃɛst /	/ 'ces /	64%
		/ 'ci:s /	33%
stomach	/ 'stʌmək /	/ 'stomeɪtʃ /	43%
		/ 'stomet /	22%
		/ sto'metʃ /	7%
Ship	/ 'ʃɪp /	/ 'sɪp /	89%
telephone	/ 'teləfəʊn /	/ 'teləpɒn /	35%
		/ 'teləpɒn /	47%
		/ 'tələpɒn /	27%
magazine	/ 'mægəzɪn /	/ megəsin /	37%
		/ megəsin /	26%
tomato	/ tə'meɪtəʊ /	/ 'tometo /	93%
potato	/ pə'teɪtəʊ /	/ 'poteto /	93%
bean sprout	/ bi:n 'spraʊt /	/ 'bɪn sprɒt /	87%
trumpet	/ 'trʌmpɪt /	/ 'trʌmpət /	11%
		/ tərʌmpət /	7%
		/ tərʊm'pət /	6%
pajamas	/ pə'dʒʊməs /	/ 'pʌjʌməs /	35%
		/ 'pejʌməs /	25%
Bowl	/ 'bəʊl /	/ 'bowəl /	23%
		/ 'bɒl /	38%
Soap	/ 'səʊp /	/ 'sʊp /	43%
		/ 'sɒp /	47%
Fish	/ 'fɪʃ /	/ 'fis /	94%
Bee	/ 'bi: /	/ 'bɪ /	87%
cloud	/ 'klaʊd /	/ 'klɒt /	76%
green	/ 'grɪ:n /	/ 'grɪn /	88%
socks	/ 'sɒks /	/ 'sʌk /	24%

Floor	/ 'flɔ:r /	/ 'flɔr /	78%
Roof	/ 'rʊ:f /	/ rʊf /	87%
shampoo	/ ʃæm'pʊ: /	/ 'sʌmpo /	65%
		/ 'sæmpo /	27%
Grass	/ 'græs /	/ 'gres /	45%
		/ 'grɛs /	52%
shoes	/ 'ʃʊ:s /	/ 'sʊs /	79%
spoon	/ 'spʊ:n /	/ spʊ:n /	83%
toothpaste	/ 'tʊ:θpeɪst /	/ 'tʊtpɛs /	24%
		/ 'tʊtpʌs /	28%
		/ 'tʃʊtpeɪs /	15%
		/ 'tʊtpɛɪs /	32%
toothbrush	/ 'tʊ:θbrʌʃ /	/ 'tʊtbrʌs /	82%
		/ 'tʃʊtbrʌs /	15%
blouse	/ 'blaʊs /	/ 'blʊs /	75%
		/ 'blɔs /	10%
Cow	/ 'kaʊ /	/ 'koʊ /	55%
giraffe	/ dʒɪ' ræf /	/ 'jɪrɪf /	67%
		/ 'jɪrʌf /	24%
Chair	/ 'tʃeə /	/ 'çɛr /	98%
mother	/ 'mʌðə /	/ 'mʌdər /	92%
father	/ 'fɑ:ðə /	/ fʌdər /	91%
balloon	/ bəl' ʊ:n /	/ 'bʌlɒn /	45%
		/ 'bəlɒn /	37%

Table 1. List of words and sounds which are incorrectly pronounced

After having a look closely how each word is pronounced along with its sound variants, it can be noticed that most teachers still face difficulties to pronounce some sounds of English. Of these 40 words, I could put their difficulties into the following categories:

I. Consonants and Stress

Sound	Words	Pronounced as
/ θ /	three	/ 'trɪ /
	thumb	/ 'tʌm /
	mouth	/ 'maʊt /
	toothpaste	/ 'tʊtpɛs / or / 'tʊtpʌs /
	toothbrush	/ 'tʊtbrʌs /

When it comes to this sound, most teachers experience difficulty in pronouncing sound of / θ / for the above words. There are 70% of them

pronounced / 'θrɪ: / as / 'trɪ / and the word / 'θʌm / was pronounced / 'tʌm / by 77 % of the respondents. Meanwhile, / 'maʊθ / is pronounced / 'maʊt / by 48% of the respondents. The other word such as / 'tʊ:θpeɪst / is pronounced as / 'tʊtpɛs / or / 'tʊtpʌs / by 52% of respondents and the respondents who pronounce / 'tʊ:θbrʌʃ / as / 'tʊtbrʌs / can reach 82%. Apparently, they tend to use sound of / t / as they have in their L1 to substitute the sound of / θ /. In terms of the use of word stress, it seems that that they are doubtful to put the stress in the word indicated by hardly being heard of their stress.

Sound	Words	Pronounced as
/ dʒ /	orange	/ 'ɒrɛntʃ /
	pajamas	/ 'pʌʃʌmʌs / or / 'pɛʃʌmʌs /
	giraffe	/ 'jɪrɪf /

Another consonant which needs attention is the sound of / dʒ / in which it can be seen from 43% of the respondents who pronounce / 'ɔrɪndʒ / as / 'ɒrɛntʃ /, 60% of them who pronounce / pə'dʒɔməs / as / 'pʌʃʌmʌs / and / 'pɛʃʌmʌs / and 67% of them who also pronounce / dʒɪ'ræf / as / 'jɪrɪf /. Besides being difficult to pronounce the sound, a confusion in putting the word stress also happens in / pə'dʒɔməs / since they put the stress on the first syllable instead of the second syllable.

Sound	Word	Pronounced as
/ tʃ /	cheeks	/ 'tʃɪks /
	chest	/ 'tʃɛs /
	chair	/ 'tʃɛs /

The tendency to use the respondents' L1 influences them to use the sound of / c / on the words above to replace / tʃ /. As a consequence, they finally pronounce / 'tʃɪ:ks /, / 'tʃɛst / and / 'tʃɛə / as / 'tʃɪks / (55%), / 'tʃɛs / (64%), and / 'tʃɛs / (98%). This condition inevitably occurs due to the strong interference of their L1. Although there seems to be no problem with the word stress, hesitation in their throats still appears when pronouncing the words.

Sound	Word	Pronounced as
/ ʃ /	ship	/ 'ʃɪp /
	Shoes	/ 'ʃʊs /
	Fish	/ 'fɪs /

Sound of / ʃ / has become of the hardest sound pronounced by all respondents since there has been a high percentage of them pronouncing / 'ʃɪp /, / 'ʃʊ:s /, / 'fɪʃ / as / 'ʃɪp / for 89% of the respondents, / 'ʃʊs / for 79% of the respondents and / 'fɪs / for 94% of the respondents. This high percentage can give enough evidence to pay attention more on this sound. Since there is only on syllable, it is not really difficult to give the stress on the words above.

Sound	Word	Pronounced as
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/ z / magazine / mægəsin / and / megəsin /

/ ð / mother / 'mʌdər /
 father / fʌdər /

It is just quite common to hear many EFL learners pronounce / z / as / s / as it happens to 63% of the respondents who pronounce / 'mægəzɪn / as / mægəsin / and / megəsin / in which the respondents do not give clear stress on the words. Similar to the sound of / z /, it takes quite a lot of effort for the respondents to pronounce / ð / on / 'mʌðər / and / 'fɑ:ðər / for there are 92% of the respondents pronouncing / 'mʌdər / and 91% of them pronouncing / fʌdər /. Due to its difficulty, they tend to replace it with the sound of / d /.

II. Vowel and Stress

The problem which occurs for vowel sounds is that many respondents tend to pronounce long vowels as in tree, cheeks, bee, green, floor, roof, shampoo, shoes, and balloon with short vowels. Instead of pronouncing / 'tri: /, / 'tʃi:ks /, / 'bi: /, / 'grɪ:n /, / 'flɔ:r /, / 'rʊ:f /, / ʃæm'pʊ: /, / 'ʃʊ:s /, and / bəl'ʊ:n /, they simply pronounce them as / 'tri / / 'ci:ks / / bi / / 'grɪn /, / 'flɔr /, / 'rʊf /, / 'sʌmpo /, / 'ʃʊs /, / 'bʌlɒn / (percentage can be seen in Table 1). In relation to this problem, I rechecked their understanding about long and short vowels and found out that they admitted not knowing about the knowledge.

In the meantime, the sound of / ʊ / as in soap and / aʊ / as in cow have been incorrectly pronounced because they pronounce the words as / 'sɒp / and / 'kɒu / (percentage can be seen in the table 1).

III. Using the Wrong Sounds and Adding sounds

The examples of words which use the wrong sounds are as the following:

Words	Pronounced as	Percentage
avocado / ævə'kɒdəʊ /	/ efokedo /	33%
	/ 'ʌfokʌdo /	27%
Stomach / 'stʌmək /	/ 'stometʃ /	43%
	/ 'stomet /	22%
Banana / bə'nænə /	/ 'bʌnʌnʌ /	52%
	/ bʌnʌnʌ /	15%
Telephone / 'teləfəʊn /	/ 'teləpon /	35%
	/ 'teləpɒn /	47%
	/ 'tələpɒn /	27%
Tomato / tə'meɪtəʊ /	/ 'tometo /	93%
Potato / tə'meɪtəʊ /	/ 'poteto /	93%

bean sprout / bɪ:n 'spraut /	/ 'bɪn sprət /	87%
Grass / 'græs /	/ 'gres /	45%
	/ 'græs /	52%
Bowl / 'bɔʊl /	/ 'bowəl /	23%

Table 2. List of wrong sounds and adding sound

It is obviously seen words which can be grouped as wrong sounds as the impact of their limited understanding about the above sound. The interesting thing from the table is that there is one word that is pronounced with an additional sound / ə / as seen in / 'bowəl / although it only has 23% of the respondents. The difficulties the teachers experience in pronouncing the English words obviously affect their self confidence in teaching English to their students. At least, there are 52% of the teachers expressing their lack of confidence since they are afraid of pronouncing English words incorrectly (52%). Another reason contributes their confidence is also about their perception upon their own English ability. They do not feel capable of teaching students with English. From this point, having a low confidence is comprehensible if I take a closer look on their educational backgrounds. The description can be viewed in the following table:

	English Graduates	Non-English Graduates
Percentage	18%	82%

Table 3. Educational Background of Preschool Teachers

The fact that less than 20% of the preschool teachers who graduated from English major could be one of the causes the lack of confidence of the teachers in teaching English although most of them (87%) admitted they teach English at school and try to give a correct model of English sounds to the children. The non-English graduates can be broken-down as those of majoring in Psychology (21%), economics (4%), medical science (2%), law (2%), sociology (2%), secretary (4%), management (2%), Journalism (2%), Japanese Language (2%), Indonesian Language (6%), and Arts (4%). Referring to this data, the profile of preschool teachers, in addition, is not adequate to support the bilingual system claimed by the schools. It is not a big surprise either to acknowledge the lack of confidence as well as a considerably high percentage of pronunciation inaccuracy of the teachers.

Realizing the limitation they have in terms of English pronunciation, some efforts they have done as the following (selected as the best three in percentage):

1. Asking to colleagues who are perceived as having better English (22%)

Every branch of the preschool has at least four to six teachers that have to manage classes of Baby, Playgroup and Kindergarten. As a result, a closed interaction among them is bound for having the class regularly every day. This becomes the opportunity to ask each other when they find any difficult words of English or sounds they do not know how to pronounce. It is actually one of

the good attempts done, yet, when the teacher in particular branch has limited knowledge of English (due to educational background reason), then they simply make sense of the sounds based on their limited knowledge. As a result, many sounds tested above (which are selected from their syllabus) are incorrectly pronounced.

2. Consulting a dictionary (14%)

They do not only ask their colleagues when they find difficult words, but also try to consult a dictionary. However, this effort is not frequently applied since it also needs a skill of reading the phonetics transcription in the dictionary and, therefore, the effort stops right there until they feel comfortable with the sounds taught year by year.

3. Clarifying intonation and accent (17%)

After they get some feedbacks from colleagues who might not graduate from English major and consult a dictionary even it is also limited, the other thing they do is to clarify intonation and accent which means to give a little bit louder voice on the words taught and try to use one type of pronunciation—mostly using American pronunciation. Once again, this could be a very good effort provided that they have correct sounds to teach and are sure of those sounds.

IV. Conclusion and Recommendation

The awareness of the teachers on their role in teaching English correctly and accurately, having the list of words and sounds which they find difficult to pronounce, finding out reasons of their difficulties as well as type of efforts they have done so far have been a profile of teachers of these private preschool teachers which have 10 branches in the west, east, south and north of Surabaya, Sidoarjo and Malang. Referring from the number of branches, it can be said this private preschool has been trying to brand its school and been quite popular in Surabaya. With a total of 600 students, the school has quite a lot of students to teach in which it will be a pity if the teachers do not teach good pronunciation to the children since they will be graduating and competing with many other reputable private preschools in Surabaya.

Thus, in this paper, I would like to give some feasible recommendations which have not been implemented before for the past five years for the Foundation. The recommendations could be as follows:

A. A preschool teacher professional development workshop on pronunciation

So far, the school has not upgraded its teachers through a professional development especially on the issue of oral skills/pronunciation yet. It is urgently required to give them a workshop which focuses on their oral production/phonetics since most of the teachers are non-English graduate. The other reason is to support the school for its bilingual purpose. The workshop can be initiated, first, to trigger teachers' awareness and motivation to keep on upgrading themselves on pronunciation. Second, the workshop also aims at improving their pronunciation where can be followed up by another regular meetings for them. Furthermore, the workshop will implement the cooperative

learning (Carey, 2002) and use the approach Multi Sensory and Multi Cognitive Approach (MMA) which also creates a fun atmosphere for them to learn enjoyably. The essence of this professional development is actually to improve teachers' self confidence in order to be more creative in teaching English especially sounds of English (Murray, 2010). As times go by, when they keep on improving, they are able to give necessary inputs for their school curriculum (Rodrigues, 2005).

B. Encouraging preschool teachers to join national and international teacher's associations/professional associations

It would be suggested for preschool teachers to join any national and international professional associations that involve teachers to actively participate in the programs held by them. Through these teacher association/professional associations, they can enrich their knowledge, share each other through networks and join many inspiring training or workshops for their professional development. Therefore, being a member of associations such as TEYLIN (Teachers of English to Young Learners in Indonesia), MLI (Masyarakat Linguistik Indonesia), TEFLIN (Teachers of English as a Foreign Language in Indonesia), and etc is strongly recommended.

C. Encouraging teachers for a reflective teacher journal

A reflective teacher journal is supposed to be more personal but it can give feedbacks to teachers what has been successful or what has not been successful in teaching English to the students. They can write what they have experienced in teaching English either bad or good as a reflection. To be more advantageous, their journals can be shared through a monthly meeting.

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