

Full Length Research Paper

Disconcerting effects of Teaching English as a second language in preschools in Sabah

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Teaching English as a second language in preschools is quite a daunting task for the present preschool teachers. In learning to teach preschool programme in English, they need to have positive perception and thought as well as the knowledge on language and language teaching. In this paper, perception, thought and knowledge of using English in preschools of a group of preschool teachers currently teaching in the West Coast region of Sabah will be the focus of the study. Data were collected by means of questionnaire. The data were quantitatively analyzed using descriptive statistics. The result indicated a disparity between teachers' perceptions between what they should know on how to teach using English language and their level of preparation for this task. Teachers' current levels of knowledge of spoken and written English language structure are insufficient for addressing the instructional needs of children in the preschool. These teachers too expressed concern regarding their limited knowledge of terminology related to instruction in English.

Key words: Preschool, teachers, ESL, intention, teaching, perception.

INTRODUCTION

This paper begins with a quotation from Ayers (1993) that looks at the mystery of teaching that needs constant and relentless effort to be an outstanding teacher. He looks at teaching as:

"Teaching is not something one learns to do, once and for all, and then practices, problem-free, for a lifetime, anymore than one knows how to have friends, and follows a static set of directions called "friendship" through each encounter. Teaching depends on growth and development, and it is practiced in dynamic situations that are never twice the same" (p.127).

Richard (1987) examines two approaches to the study of teaching from which theories of teaching as well as principles for which teacher preparation programmes can be developed. The two approaches are, firstly the micro

approach to the study of teaching which is an analytic approach. It looks at teaching in terms of its directly observable characteristics. It involves looking at what the teacher does in the classroom. Secondly, is the macro approach which involves making generalizations and inferences that go beyond what can be generally observed in the way of quantifiable classroom approaches. In this study, the teachers' perception, thought and knowledge will be quantified in order to gauge preschool teachers' readiness to accept and execute change.

As far as teaching English is concerned in Malaysia today, the decisive difference in outlook is the recognition that in the Malaysian populations, English will be taught mostly by nonnative speakers/teachers of the language, to nonnative speakers, in order to communicate with nonnative speakers. English is required today for internal purpose, or for dealing with the other native or nonnative speakers' populations over the nets. The trend is towards ever more subtle differentiations of the learners, their purposes; and their speech community as the current

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development of English concern the emergence of a number of activities, movements, and subjects that are carried out predominantly in English, across the world (Streven, 1988). Furthermore, early second language instruction is desirable for several reasons:

- (1) It increases the number of years in which the language can be learned at school.
- (2) Young children are able to learn a foreign language and enjoy it, and may be better at learning pronunciations.
- (3) If the teaching is appropriate, children discover that learning another language is within their capacity, and this knowledge strengthens their motivation.
- (4) Second language learning reduces ethnocentricity and creates a more international outlook and better understanding of people who speak other languages (Lee, 1988: *An Early Beginning: Why Make an Exception of Languages?*).

The function and uses of English have become unrelated to the nationality of the speaker, rather to the educational goals, criteria for evaluating success in learning and teaching, perception of identity, the global industry of teaching and learning English, and the surge of new Information Communication Technology via the broadband internet service provider worldwide. Thereby, came the introduction of English language as the medium of instruction in preschool in partial immersion form which speaks well of such trend today.

With the recent emphasis on communication in English in the Malaysian schools recently, the need to prepare teachers as well as students in early English instruction is vital to give them a good exposure and readiness. Consequently, there is a need for pre-school teachers to know more about the target language and what communication strategies they should know.

Outline of the study

The purpose of this study is to examine the perceptions, thinking and knowledge of English Language literacy instruction of pre-school teachers. In this study, it was speculated whether pre-school teachers' perceptions about the role of explicit, English language instruction as well as their knowledge of the language are positive. More specifically, this study wanted to explore the belief of these pre-school teachers in integrating explicit instruction in English into their curricula. It was speculated whether pre-school teachers were familiar with recent research findings that underscore the importance of second language or bilingual for preschool learners. Furthermore, would these teachers be knowledgeable about the target language and be able to apply this knowledge to tasks such as instructing, giving information, etc?

In 2003, the Ministry of Education announced a major

shift in its English Language usage policy for Malaysian schools with the introduction of English Language in the teaching of Science and Mathematics. By the year 2004, the use of English in teaching Science and Mathematics became an integral part of the Preschool programme.

The general aim of this study is to: (a) identify teacher's concern in teaching using English in Pre-school; (b) understand pre-school teachers' thinking in teaching using English; (c) identify the pedagogical implications that arise from the incorporation of English instruction in pre-schools, and (d) forward specific and practical suggestions to the implementation of using English in Pre-school program.

This study is also interested in exploring preschool teachers' perceptions about English instruction and knowledge of the target language. In other words, would these experienced teachers at the preschool level be more knowledgeable about the language, and their views on explicit instruction in English? Would classroom teaching experience influence perceptions about the importance of explicit instruction in second language with children struggling with skill acquisition, or would teachers' views remain consistent regardless of professional experience?

The survey was developed, piloted, validated, and revised with measures of teacher perception, thought and knowledge. The original purpose of this perception survey was to determine whether pre-school teachers' beliefs, perceptions, and knowledge changed after they had participated in the professional development project (Bos et al., 1999). In the present study, the perceptions of these pre-school teachers were investigated using questionnaire.

Conceptual framework

"One of the most important things for the effective use of a new skill or theory is knowing when to use it appropriately and what will be the consequence" (Joyce and Showers, 1983).

Clark and Peterson (1986) and Kansanen's (1993) model of pedagogical thinking was adapted for this study as shown in Figure 1.

The model depicts two domains that are importantly involved in the process of teaching. These domains are (a) teachers' theories and beliefs and (b) teachers' actions and their observable effects. Teachers' thought processes namely theories and beliefs occur inside teachers' heads and thus are unobservable. In contrast, teachers' actions in the classroom are observable and can be empirically tabulated and observed. The third domain proposed by this study's model touches on the unobservable domain, that is, teachers' intentions. According to Kansanen, it is important to combine teachers' intentions with the purposes of the curriculum to make the process of pedagogical thinking purposive. Consequently, the teachers' thinking can move from

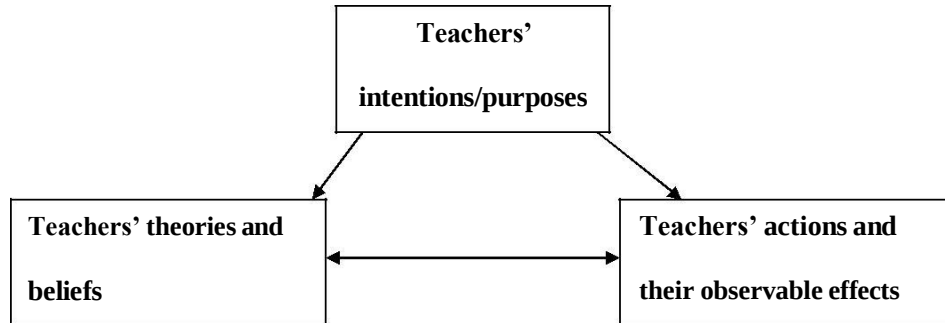


Figure 1. Teachers' thought processes.

descriptive to normative, that is, "knowledge production" to "knowledge use". Intent is the most important element in effective or successful implementation of any programme. Without intention, the theories/belief as well as the action by the teacher will be superficial and mechanical. We need intention to be persistent and keep on going when the going gets tough. Therefore, intention should be the spice for any professional knowledge to flourish.

Specifically, this research is aimed at identifying pedagogical implications arising from the incorporation of English Language in the preschool syllabus. According to Grossman et al. (1989), "teacher pedagogical content beliefs are closely related to their actual classroom behaviors, both at the elementary and secondary levels. That is, what a teacher believes accurately reflects how he or she really teaches".

It is hoped that the findings of this research will provide information that would enable it to put forward specific and practical suggestions related to the implementation of English Language instruction, especially in teaching Science and Mathematics in Preschool programme.

METHODS

Participants

The study involved a group of preschool teachers ($n = 42$). The preschool teachers had completed all their preparatory course work as preschool majors. All of them were women, and the majority was under 30 years of age. Their teaching experiences range from 3 to 5 years. The majority of the pre-school teachers had no experience in teaching using English as a medium of instruction except for teaching English as a second language. These pre-school teachers were employed at kindergarten and elementary schools in the West Coast Region of Sabah.

Description of measures

Data were collected on three measures: perception,

thought and knowledge. The self-constructed questionnaire using questions for a survey with the goal of differentiating among three theoretical orientations toward literature: perception, thought, and knowledge of literature. For this study, statements focusing on the following three theoretical orientations were developed: teacher's intent, belief and observable actions, explicit and implicit, meaning-based or holistic. To ensure that the intent of the survey was not completely apparent, several statements were added that were more neutral and not strongly representative of any particular theoretical orientation.

Teachers rated each of the 45 items on a 5-point Likert scale, ranging from 1 (totally disagree) to 5 (totally agree). A middle neutral point was included, so that teachers were not forced to select if they elect not to. Or, if they had no opinion at all or did not understand the statement, they were asked to leave the item blank. The data were analyzed using descriptive statistic to obtain frequency, percentage and mean.

Data collection

For the pre-school teachers, the questionnaires were completed before the end of July, 2003. To ensure confidentiality, these pre-school teachers did not identify themselves on the measures and were informed that the findings would not affect them in any way.

RESULTS AND DISCUSSION

Overall, the results from the data analyzed demonstrated that these pre-school teachers lacked knowledge about teaching using English language. On several statements, these teachers' viewpoints and knowledge exhibit positiveness. These teachers had shown positive perceptions about using explicit, English language instruction to teach the literacy skills in English, with a mean rating of 4 (agree). The teachers were consistent in their thought related to teaching using English instruction, with ratings for the group falling between the agree and totally agree ratings. Specific findings from the data were

Table 1a. The importance of English to learners.

Aspect: Perception	Agree		Disagree	
	Tr	%	Tr	%
1. English is useful only for students who are very good in English	4	9.5	35	85.4
7. English is too difficult	34	81	3	7.2
9. English will benefit my learners	12	29.8	31	75.6
10. My learners will enjoy the lesson more	24	59.7	4	9.5

Table 1b. Using English.

Aspect: Perception	Agree		Disagree	
	Tr	%	Tr	%
2. It is very difficult to implement	17	41.4	19	46.4
3. It is going to cause big problems in relation to teaching using it	10	23.4	24	57.1
4. It is going to increase the problems in learning other subjects	12	28.5	24	57.1
5. It is going to turn learners away from learning other subjects	7	16.7	32	76.3
8. I know very little about English Language	26	61.9	11	26.1
11. I agree with using English in pre-school	34	80.9	2	4.8
12. Pre-school programme will achieve its aim and objectives through English	23	54.7	8	19.1

also of interest in regard to teachers' knowledge. These teachers indicated the dire need for front-end training especially the short-term in-service courses. They agreed that they were desperate at the moment for new input in teaching using English.

Teachers' perception towards teaching using English in pre-school

As one would hope, the pre-school teachers had positive perceptions about the role and importance of English literacy instruction. The ratings for the importance of English to the learners given by these teachers were very encouraging. The teachers showed positive perception of the importance of English to the learners, English usage as well as attitudes on the use of English by others.

The data in Table 1a shows that 85.4% of the respondents indicated their positive perception of the importance of English language instruction to the learners. In fact, 75.6% of the respondents believed that the students will enjoy learning the lesson more in English. This is a good indicator for a bright future in the development of teaching and learning using English in pre-school. These teachers too, denied the bad or negative impact of such a move to teach using English to students' intellectual and academic development. In fact, 81% of them regard English as useful to every student and 29.7% disagreed that English is a very difficult language.

From the data in Table 1b, the pre-school teachers largely disagreed with the statements that using English

will pose a problem or difficult to implement. For Item 2 in Table 1b, 46.4% of the respondents disagreed that it is difficult to implement, whilst 57.1% disagreed that it is a big problem. 61.9% of the respondents admitted that they know very little English. Although they indicated their level of knowledge of English similar on several items, these pre-school teachers had openly opined that the application of English as a medium of instruction in their classroom is not going to be an obstacle.

On the questions pertaining to the implementation of English in pre-school as seen in Table 1b, 80.9% agreed to the use of English in pre-school and 54.7% believed the pre-school programme will achieve its aims and objectives when taught in English.

In Table 1c, as regards the questions of attitude in the success of English instruction in the pre-school programme, the respondents viewed their attitude, the parents, teachers, learners, pre-school administration and the public very positively ranging from 86.2 to 94.3%. However, the respondents' view on the attitude of the state education department was not convincing to them (40.5%). Most respondents were not sure of the JPN's role (50%).

Teachers' thoughts related to using English in pre-school

Statements under the theme, thoughts, focused basically on teachers' thinking. In particular, the focus is about the language (English) and the benefits derived out of using English language instruction in pre-school.

Table 1c. Attitudes on the use of English.

Aspect: Perception	Agree		Disagree	
	Tr	%	Tr	%
13. I will do my best to ensure the success of using English in Pre-school	34	82.4	3	7.2
14. The attitude of parents towards the use of English	38	90.4	2	4.8
15. The attitude of learners towards the use of English	39	94.3	2	4.8
16. The attitude of teachers towards the use of English	16	93.7	2	4.8
17. The attitude of pre-school administrator towards the use of English	38	90.4	2	4.8
18. The attitude of JPN's support system for learners and teachers (for example, training, books, materials, etc.)	17	40.5	4	9.5
19. The attitude of the public towards the use of English	32	76.2	3	7.2

Table 2a. The target language.

Aspect: Thought	Agree		Disagree	
	Tr	%	Tr	%
1. I know very little English	31	74.1	17	16.7
2. English to me is an academic subject	24	58.5	9	22
3. I am not interested in teaching using English	9	21.4	31	73.9
4. I am not interested in English	12	30	24	60
5. English is a difficult subject	14	32.4	23	55.1
6. I am willing to learn to teach using English	35	83.3	5	11.9

Table 2b. Teaching using English.

Aspect: Thought	Agree		Disagree	
	Tr	%	Tr	%
7. For personal development	32	76.2	6	14.2
8. To enhance thinking skills	34	82.1	3	7.2
9. To improve language skills	37	88.1	4	9.5
10. To create awareness of other people and cultures	36	85.8	3	7.2
11. For conceptual development	35	83.3	3	7.2

Table 2a showed that the teachers were interested in teaching using English (73.9%) and willing to learn to teach using English (83.3%). This is in contrast to the admission that their proficiency in the target language was quite low (74.1%). Generally, they were interested to teach using English although they find English to be a bit difficult subject.

Pre-school teachers strongly agreed with certain statements. They believed that the development of thinking, personality, language skills, cultural awareness and concept will improve and be beneficial to the child. Table 2b showed that the range of agree and totally agree is from 56.2 to 88.1%. In fact, 83.3% of the respondents agreed to the notion that they are ready and willing to learn to teach using English.

Pre-school teachers' knowledge of the target language

Pre-school teachers should possess significant knowledge about English language (oral and written language). Teachers need to know that spoken language function as foundation for literacy and as the means of learning in preschool. Also, they need to know how written language contrasts with speech in literacy. So, teachers should know the methods, materials and approaches for helping students make progress in using English.

Table 3a showed that less than half of these pre-school teachers agreed that they lacked the basic pedagogy in using English in their classrooms (nearly 76.2%).

Table 3a. Pre-service training in teaching using English.

Aspect: Knowledge	Agree		Disagree	
	Tr	%	Tr	%
1. I know very little about the methodology of teaching using English	32	76.2	4	9.8
2. I have pre-service training in teaching using English	13	31	22	52.4
8. My current situation in teaching using English can best be described as "desperate"	26	63.5	9	22
9. I am willing to be formally trained to teach in English	34	84.2	5	11.9

Table 3b. In-service training in teaching using English.

Aspect: Knowledge	Agree		Disagree	
	Tr	%	Tr	%
3. I have in-service training in teaching using English	21	50.9	16	39
4. I get adequate support and guidance from the State Education department	18	43.9	13	21.2
5. I get adequate support and guidance from the National Unity/Pre-School department	16	39.1	16	38.7
6. I have attended special induction course on using English in Pre-school	25	59.3	12	29.2
7. I have found the in-service course to be the most useful	22	53.3	15	36

Table 3c. Training required.

Aspect: Knowledge	Agree		Disagree	
	Tr	%	Tr	%
11. Short-term in-service courses	39	95.1	2	4.8
12. Workshops that provide hands-on experience	38	91.4	1	2.4
13. Materials, task-sheets, teaching modules, etc	39	91.7	3	7.2
14. Regular contact with specialists for consultation and collaboration	37	88.1	2	4.8
15. Degree programme	36	85.8	3	7.2

Knowledge and training in teaching using English in pre-school is sought by them when 84.2% of them stated that they were willing to undergo training in English pedagogy.

Out of 42 preschools in this study, only 13 reported that they had pre-service training in teaching using English. This finding concurs then with the revelation of their present situation as „desperate" (that is, 63.5%). They are desperate in view of their preparation to face the need of teaching in English now in the preschools.

In terms of support and training to cope with the present demand of teaching in English, 59.3% had attended special induction course of using English in preschool. In terms of support from others, especially state education department, National Unity Board, etc., only 31.2 to 39.1% of the teachers agree, that is, agree and totally agree, that they received any form of support from these bodies (Table 3b). This indicates a low involvement of these bodies in overseeing that the running of preschools is not under their administrative portfolio.

Not surprisingly, the pre-school teachers generally

require training that provide more immediate knowledge input conducted under short courses and hands-on types. For example, on Item 11 of the theme on knowledge and training, an overwhelming 95% of pre-school teachers agreed that they need short term courses as well as workshops for hands-on experience (91%), whereas 85% of pre-school teachers agreed that they need professional consultation as well as upgrading of their present qualification (Table 3c). Although in general, pre-school teachers were not very knowledgeable in implementing their teaching in English language, they had shown keenness to pursue study as well as build expertise in handling the instruction in the target language.

Conclusion

The results showed a disparity between teachers' perceptions between what they should know on how to teach using English language and their level of preparation for this task. Teachers' current levels of

knowledge of English language instruction are insufficient for addressing the instructional needs of children in pre-school. After completing the questionnaires, numerous pre-school teachers expressed concern regarding their limited knowledge of terminology related to instruction in English. They were concerned that they did not have the knowledge and skills needed to be effective as class communicator or the knowledge to be an evaluator. The results of this study represent only a small number of practicing teachers in one geographic region. However, these findings are consistent with those of others who have surveyed pre-school teachers in general (Norlida, 2002) and in special education (Kavale and Reese, 1991; Lyon, 1999; Moats, 1994; Troyer and Yopp, 1990).

The results concur with the conclusions drawn by Moats (1994) that many teachers have an insufficient grasp of spoken and written language and would be unable to teach explicitly to children. Few of the pre-school teachers in this study had the competencies necessary to provide instruction in English. These results support the view that for both primary and pre-school teachers, teacher preparation programs need to include more information about Basic English and its relevance to literacy instruction.

Clearly, many teachers will require considerable practice to regain their explicit knowledge of English instruction. This study revealed that majority of the pre-school teachers lack essential knowledge for teaching using English language instruction. Many teachers are being prepared to teach the target language without themselves ever having learned how to learn a language. With proper preparation, pre-school teachers can provide informed instruction that will assist children with their language development and change classroom practice to improve student learning (Bos et al., 1999; McCutchen et al., in press; McCutchen and Berninger, 1999; O'Connor, 1999). The current knowledge base gives us the responsibility to prepare teachers to make informed choices about "what to offer and when to which child" (Brady, 1999: 1).

The time is right for preparing pre-school teachers to implement changes that will result in greater progress in literacy. As a result of increased, focused preparation, these teachers will then be more adequately prepared for the challenging task of teaching all children to read and write (Hall and Moats, 1999).

IMPLICATIONS AND RECOMMENDATIONS FOR USING ENGLISH LANGUAGE FOR INSTRUCTION IN PRE-SCHOOL

The above conclusions have some implications for designing teacher preparation programmes related to English for pre-school. In the syllabus for pre-school, using English instruction should complement other mediums of communication. It is hoped that the findings of this study have helped to shed some light on the

teachers' thinking in pre-school at present and the type of language courses required. Instructors and course designers could perhaps be enlightened on the types of methodology as well as language forms and functions that draw their students' attention to them. Therefore the implication here is to look closely at the need to know more about language and what should the early childhood classroom teacher know as the basis for designing preschool teacher preparation programme from two main perspectives as follows:

Why do pre-school teachers need to know more about language?

Fillmore and Snow (2000) indicate five roles that are relevant to pre-school teachers working with young children: communicator, evaluator, educator, educated human being, and agent of socialization. Some of these roles are essential for language learning because the early years are the basis for what occurs later.

Communicator

The role of conversational partner is especially important in the preschool years when children are just beginning to acquire language. Young children develop their language skills through interactions with more accomplished speakers of the language, such as parents, family members, and teachers, as well as other children. When children are served in groups, the teacher's role as interlocutor is very complex. Often children whose language is more advanced are spoken to more often by adults. Thus children whose language development is lagging receive less language interaction than they need, and those who need less actually get more.

Evaluator

More and more, preschool teachers are thrust into the role of evaluators of children's language. This has always been a difficult role, because it involves attempting to identify children who may have developmental delays or disabilities. When young children are in the early stages of acquiring language, it is especially difficult to obtain valid and reliable data on their capabilities. Is performance variance attributable to normal, individual variation in rates of development, to experiential variation that is relatively easy to remediate, or to an actual delay? For teachers of students who speak a language other than English at home or who speak a vernacular dialect of English, this role is even more complex.

Educator and educated human being

Teachers of young children need to be generalists in their knowledge of the world, because children are interested in just about everything that goes on around them.

This does not mean that early childhood teachers must have every fact at their disposal, but it does mean that they need to have the extended vocabulary, curiosity, and skills to find out what they want to know.

Agent of socialization

By school entrance, the processes of socialization and language development are well under way. When children are served in programs outside of the home beginning as babies, toddlers, and preschoolers, socialization occurs simultaneously in two environments. It is especially important to respect students' home languages and cultures.

What should the early childhood classroom teacher know?

Preschool teachers need to know the value of one-to-one, extended, cognitively challenging conversations and how to engage in such communication, even with reluctant talkers. They need to know how the lexicon is acquired and what instructional practices support vocabulary acquisition. They also need to know how to conduct story reading and other early literacy experiences that promote phonological awareness and prepare children for later success in reading (Snow et al., 1998).

Children also need time for social interaction and play with peers, which provide excellent opportunities for language acquisition. But here again, the potential of the early childhood context is unrealized. Opportunity for peer interaction may be insufficient because young children are perceived to need more instruction.

Early childhood programs are often economically segregated so that children who need them most often lack peer models of school-sanctioned language. In addition, children who are acquiring English as a second language need to interact with native-speaker peers, but often they do not because they are served within their own language community and the teacher is the only one who speaks English.

Fillmore and Snow (2000) also address important issues pertaining to written language. One topic that they do not address in detail is phonics instruction and its relationship to precursors in phonological and phonemic awareness. Because phonics instruction has been so politically controversial, these are topics that childhood teachers need to know more about, including appropriate ways for teaching young children. Most early childhood teachers do not have sufficient training on how to support early literacy learning. They need to know how much phonics children need to know, which children need more or less explicit phonics instruction, and when to stop teaching phonics to which children. Finally, early childhood teachers should also have an understanding of cultural and linguistic diversity and of learning and

teaching that addresses the youngest age, including children who have not yet acquired a foundation in their home language.

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APPENDIX 1**Theme A: Background Information**

1. Preschool: _____
2. Address: _____
3. Location Status: Urban/Semi-urban/Rural
4. Gender: _____
5. Race & Religion: _____
6. First language: _____
7. Rank of English used: First/ Second/ Third/ Fourth Language
8. Years of teaching experience (Pre-school): _____
9. Years of experience teaching in English: _____
10. Personal exposure to the teaching using English:
 - a. Academic courses: _____
 - b. Pre-school courses: _____
 - c. Others (please state): _____
11. Your current reading preferences in English (please name one example):
 - a. Newspaper : _____
 - b. Magazines and journals : _____
 - c. Academic books : _____
 - d. Comic and picture books : _____
 - e. Novels : _____
 - f. Others : _____
12. Your current exposure to English includes by way of:
 - a. Radio ()
 - b. Television ()
 - c. Internet ()
 - d. Interaction with friends and colleagues ()
 - e. Daily use at home ()
 - g. Others: _____
13. How do you rate your proficiency level in English: poor/ average/ good/ excellent

Theme B. Perception towards teaching in English in the Pre-School

We would like to ask your opinion with regards to the following issues to the use of English in teaching in the Preschool programme. Circle your answer accordingly.

- | | 1 | 2 | 3 | 4 | 5 |
|--|-------------------------|---|---|---|---|
| | totally disagree | | | | |
| | disagree | | | | |
| | do not care/do not know | | | | |
| | agree | | | | |
| | totally agree | | | | |
| 1. English is useful only for students who are very good in English | 1 | 2 | 3 | 4 | 5 |
| 2. It is very difficult to implement | 1 | 2 | 3 | 4 | 5 |
| 3. It is going to cause big problems in relation to teaching using it. | 1 | 2 | 3 | 4 | 5 |
| 4. It is going to increase the problems in learning other subjects | 1 | 2 | 3 | 4 | 5 |
| 5. It is going to turn learners away from learning other subjects | 1 | 2 | 3 | 4 | 5 |
| 6. The texts used in Preschool programme is inappropriate to use English | 1 | 2 | 3 | 4 | 5 |
| 7. English is too difficult | 1 | 2 | 3 | 4 | 5 |
| 8. I know very little about English Language | 1 | 2 | 3 | 4 | 5 |
| 9. English will benefit my learners | 1 | 2 | 3 | 4 | 5 |
| 10. My learners will enjoy the lesson more | 1 | 2 | 3 | 4 | 5 |
| 11. I agree with using English in Pre-school | 1 | 2 | 3 | 4 | 5 |
| 12. Pre-school programme will achieve its aim and | | | | | |

- objectives through English 1 2 3 4 5
13. I will do my best to ensure the success of using English in Pre-school 1 2 3 4 5
14. The success of English use in the Pre-school programme will be determined by:
- a. The attitude of parents towards the use of English 1 2 3 4 5
 - b. The attitude of learners towards the use of English 1 2 3 4 5
 - c. The attitude of teachers towards the use of English 1 2 3 4 5
 - d. The attitude of pre-school administrator towards the use of English 1 2 3 4 5
 - e. The attitude of JPN's support system for learners and teachers (e.g. training, books, materials, etc) 1 2 3 4 5
 - f. The attitude of public towards the use of English 1 2 3 4 5

Theme C. Thoughts related to English in Pre-School

- 1. I know very little English 1 2 3 4 5
- 2. English to me is an academic subject 1 2 3 4 5
- 3. I am not interested in English 1 2 3 4 5
- 4. I am not interested in teaching using English 1 2 3 4 5
- 5. English is a difficult subject 1 2 3 4 5
- 6. I am willing to learn to teach using English 1 2 3 4 5
- 7. Teaching using English in pre-school is useful:

 - a. For personal development 1 2 3 4 5
 - b. To enhance thinking skills 1 2 3 4 5
 - c. To improve language skills 1 2 3 4 5
 - d. To create awareness of other people and cultures 1 2 3 4 5
 - e. For conceptual development 1 2 3 4 5

Theme D. Knowledge and training in teaching using English in Pre-School

- 1. I know very little about the methodology of teaching using English 1 2 3 4 5
- 2. I have pre-service training in teaching using English 1 2 3 4 5
- 3. I have in-service training in teaching using English 1 2 3 4 5
- 4. I get adequate support and guidance from the:

 - a. State Education department 1 2 3 4 5
 - b. National Unity/Pre-School department 1 2 3 4 5

- 5. I have attended special induction course on using English in Pre-school 1 2 3 4 5
- 6. I have found the in-service course to be the most useful 1 2 3 4 5
- 7. My current situation in teaching using English can best be described as "desperate" 1 2 3 4 5
- 8. I am willing to be formally trained to teach in English 1 2 3 4 5
- 9. I need help in teaching using English in Pre-school 1 2 3 4 5
- 10. I need help in the form of:

 - a. Short-term in –service courses 1 2 3 4 5
 - b. Workshops that provide hands-on experience 1 2 3 4 5
 - c. Materials, task-sheets, teaching modules, etc 1 2 3 4 5
 - d. Regular contact with specialists for consultation and collaboration 1 2 3 4 5
 - e. Degree programme 1 2 3 4 5

- 11. If you could suggest something about teaching in Pre-school using English, what would you say?