

Report On
Fostering Effective Alphabet Instruction Techniques for Nursery Level
Kids: A Scenario of Greenwoods School

By

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An internship report submitted to the Department of English and Humanities in partial
fulfillment of the requirements for the degree of Bachelor of Arts in English

Department of English and Humanities

Brac University

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Declaration

It is hereby declared that

1. The internship report submitted is my/our own original work while completing a degree at Brac University.
2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material that has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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Letter of Transmittal

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Subject: Transmittal letter about the report.

Dear Sir / Madam,

This is my pleasure to display my entry-level position and provide details regarding the Recruitment and Selection Procedure at Greenwoods School, for which I was appointed by your direction.

I have attempted my best to finish the report with the essential data and recommended proposition in a significant compact and comprehensive manner as possible.

I trust that the report will meet the desires.

Sincerely yours,

Bushra Azmi

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Date: 09-07-2023

Acknowledgment

I would like to begin by conveying my sincere gratitude to Almighty Allah for giving me the power and capacity to finish the report by the due date. In addition, I would like to thank my parents and extend my appreciation to my honorable supervisor, Mrs. Nazah Farhat, for all of her help and advice in preparing the report. I also want to express my heartfelt thanks to the principal of Greenwoods School as well as the on-site supervisor Mrs. Nazmun Nahar for allowing me to work at this school and believing in me. Additionally, I want to thank my fellow employees who supported me throughout my internship and gifted me with many lifelong memories. Moreover, I am also grateful to all of the honorable faculties of BRAC University for whom today I can complete my undergraduate journey.

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List of Acronyms

ELT	English Language Teaching
CLT	Communicative Language Teaching
GTM	Grammar Translation Method
DM	Direct Method
ALM	Audiolingual Method
PBLT	Project-Based Language Teaching
PBL	Project-Based Learning
TBLT	Task-Based Language Teaching
IWB	Interactive White Board
TTT	Teacher Talk Time
STT	Student Talk Time

Chapter 1

Introduction:

Teaching was my dream job from childhood. I grew up seeing my father as a teacher. That inspired me to major in applied linguistics and ELT which would be a pathway to becoming a teacher in the future. As a student of ELT major, I got the opportunity to do an internship where I could be able to explore as a teacher. I got the opportunity to do my internship at Greenwoods School, situated in Mohammadpur. The medium of instruction here is both in Bangla and English. This school is one of the reputed and oldest schools in town. I feel very fortunate that I was able to work over there as a full-time teacher during my 3 months internship journey.

The first day of my internship as a teacher was started February 20, 2023. It was a fantastic opportunity for me to work with young students and be a part of such a prestigious school. I was also fortunate to have Mrs. Nazmun Nahar as my on-site supervisor, who helped me get used to and survive the new environment by guiding me through each step. Additionally, I met several incredible colleagues who quickly helped me learn the school's rules, procedures, and culture. I was appointed as an English teacher. As an intern teacher, I have been given the responsibility of taking three or four classes in a day along with the preschoolers. I intensely observed that the school follows an eclectic approach with a focus on (CLT) communicative language teaching to make the students communicatively competent along with (GTM) Grammar translation method, as it is a Bangla and English medium school. Every student is capable and has something to contribute, based on the school's fundamental belief. As a result, it offers inclusive education and has a small number of special needs kids who are always cared for and loved by the teachers, which has greatly contributed to their personal growth. The teachers go above and beyond to modify and prepare different materials, lesson

plans, and assessment methods that are more effective for them rather than just treating them as a part of the general classroom and requiring them to memorize the contents. Even though these children are in the same classroom as other students, they are treated with more care and support.

With the primary goal of providing "quality Education" to establish a stronger basis for the nation's future generation, this school was founded in 2006. I had the honor to complete an internship at this school, where I was given the responsibility of instructing young students at the PG and nursery levels. My main goal during this internship was to research and put into practice efficient teaching methods for presenting the alphabet to these enthusiastic and curious brains. This report is an overall outcome of my 3 months internship experience. I learned a lot of theories and teaching strategies for English as we were given hands-on tasks to become future English teachers. This study mainly tries to summarize my experiences, and learned theories, offer helpful feedback, and organize and focus the instructional strategies that encourage early language and literacy development in preschoolers.

Basic Objectives of the School:

- Students will be able to think critically and write on their own.
- They will be able to invent new things, research, and implementation of their ideas.
- They will be fluent in speaking and communicatively competent.
- Build proper advancement in four language skills to use in different areas.
- Grow ideas about academic writing structures and make them proficient with different real-life skills. For example- students can be able to figure out the variation between the topic and ideas and be able to generate new ideas accordingly, able to make paintings, stitch, creative writing, etc.

- Built leadership skills by involving them in several leadership activities.
- Communicate somewhat accurately using their learned grammar rules. Although fluency may vary sometimes. They will also gain confidence in a public presentation.
- Develop reading strategies like- scanning, skimming, and summarizing. Students with the help of these strategies can apply these in every case for reading academic texts.
- Develop listening through practicing listening tasks so that they can be perfect speakers afterward.

Importance of alphabet instruction effectively in early childhood:

Early Childhood education is the most important component of determining children's social, cognitive, and emotional development. The teaching of the alphabet is especially important during this crucial period because it prepares a foundation for future literacy and language development. Teaching the alphabet was not that important earlier rather than influencing the child to memorize the shapes and sounds of the letters. However current studies encourage engaging the little kinds in various interactive techniques and method-based instruction of alphabets, which would be beneficial for the development of further cognitive skills and make them competent in the acquisition of English as a second language. I am stating some key points below that will explain why this topic is important to take into account in new research:

- 1. Building Language Foundation:** The alphabet is the fundamental unit of the English language. Young learners can develop phonemic awareness, or the ability to identify and regulate specific sounds in spoken words, by being exposed to letters and their corresponding sounds at a young age. Further on, this opens the door for increased reading and writing skills.

- 2. Fostering Communication Skills:** Learning the alphabet helps kids realize that written symbols represent spoken words, which creates a new pathway for communication. By encouraging children to express themselves vocally and through creative writing, effective alphabet training helps children acquire self-confidence and enhances their communication abilities.
- 3. Stimulating Cognitive Development:** The cognitive development processes of recognizing patterns, sequencing, and retention of memories are all involved in learning the alphabet. Children's ability to solve problems and think critically thinking is improved by participating in alphabet-related activities.
- 4. Encouraging Curiosity and Exploration:** Young children have a natural interest in their surroundings. Effectively teaching the alphabet taps into this natural curiosity by incorporating hands-on activities, games, and visual aids. Such interactive teaching strategies encourage children to explore and consume new ideas by creating an enjoyable and engaging learning environment.
- 5. Establishing a Love for Learning:** Children's attitudes toward learning in the future are significantly influenced by their early educational experiences. Effective alphabet instruction promotes a strong connection with education, generating a lifetime love of learning and an ambition to learn new things.

6. **Enhancing Social Skills:** The teaching of the alphabet often takes place in a group environment like our school. So that the kids learn co-working and feel encouraged to observe other friends. This social connection helps them to acquire the interpersonal skills necessary for developing strong bonds in both academic and social contexts, such as sharing, listening, and cooperating with the teachers and other children.

7. **Cultivating Multilingual Abilities:** Learning the alphabet might be the first step toward learning different languages in today's multicultural environment. Early and effective exposure to letters and sounds from many languages helps youngsters accept linguistic diversity and may lead to multilingualism.

In conclusion, I would like to add that, effective alphabet instruction for young children is crucial because it paves the way for future academic success and personal development. Teachers can build an adequate basis of language and literacy abilities and nurture a generation of enthusiastic learners by implementing and engaging the learners with innovative methods of instruction.

Chapter 2

Review of the existing literature:

2.1 Introduction:

A thorough analysis of different strategies and ways of teaching the alphabet at the nursery level is provided in the following sections. We'll look at how well each strategy promotes the

growth of young readers and writers using data from relevant research studies. I'm going to organize this chapter dividing into three parts.

Part 1: Different Methods and Approaches of Teaching alphabets effectively: This part contains the Phonics method of alphabet instruction, the Whole Language Approach, Constructivist Teaching method, Content and Language Integrated Learning (CLIL), the Grammar Translation Method (GTM), The Direct Method (DM), The Audiolingual Method (ALM), the Communicative Language Teaching (CLT), Project-Based Language Teaching (PBLT), Music Instruction in leaning alphabets, using Mnemonic Devices, Learning alphabet through Embedded instruction, Eclectic approach- their origin, features, and influence in language teaching and learning.

Part 2: Role of Teachers in effective alphabet instruction: displays the impact of the teacher's role and student motivation along with the teacher's motivation in the case of successful alphabet instruction.

Part 3: A comparative study between the traditional approach and current approach of teaching the alphabet: discusses a comparative analysis of traditional teaching approaches and current method-based techniques of teaching the alphabet to diagnose the effective way.

2.2 Part 1: Different Methods and Approaches of Teaching alphabets effectively:

The framework for young learners' language and literacy development begins by teaching them the alphabet, which is an essential element of early childhood education. When teaching the alphabet to young children, it's important to use interesting teaching strategies that take into account their cognitive capacities and learning preferences. This section looks at a

variety of methods and approaches used in teaching the alphabet, each with its history, unique characteristics, and effects on effective instruction.

Teachers have a wide range of options when creating their alphabet teaching approaches, which include conventional approaches like the Phonics Method and the Grammar Translation Method to more modern ones like Constructivist Teaching and Content and Language Integrated Learning (CLIL) Content and Language Integrated Learning. Additionally, strategies like embedded instruction, music instruction, and mnemonic devices add an element of creativity and connection to the learning process as well as engage young minds to develop a passion for language and reading.

This study of the literature discusses the history and unique features of each method, highlighting how it differs from other approaches in terms of early language learning and alphabet recognition. The review looks to give educators relevant information that will help them choose the best teaching methods for their nursery-level classrooms. This review aims to improve alphabet instruction by developing a deeper awareness of the various approaches and their potential applications, promoting successful and enjoyable early learning experiences for young children in nursery school.

2.2.1 Phonics Method:

The Phonics Method is a systematic way of teaching reading and spelling that has origins in the 17th century and developed in the late 19th and early 20th centuries. This approach discusses how letters and sounds relate to one another. It focuses on combining individual letter sounds to create words and understanding them using phonetic patterns. Children learn the basic skills of interpreting through phonics education, enabling them to read and write on their own. Children can recognize and pronounce words by understanding letter-sound

correspondences, creating an effective foundation for reading comprehension and language development. Teaching young students, the relationship between letters and their matching sounds is a key component of the phonics approach. Adams' (1990), highlighted the value of phonics learning for the development of reading skills, indicating that, explicit and systematic phonics instruction had an effective impact on children's decoding skills and reading comprehension. Furthermore, phonics-based techniques improve young children's spelling abilities because they allow them to use their knowledge of sound-symbol correspondences (Johnston & Watson, 2005).

2.2.2 Whole Language Approach:

In the 1970s the Whole Language Approach emerged as a response to the limitations of traditional phonics-based instruction. Children are encouraged to learn through participation in meaningful language environments, which promotes language learning as a natural process. Through this approach, Children are introduced to rich literature, storytelling, and real-world experiences as part of the entire language approach. Also, it promotes language acquisition naturally instead of explicitly teaching phonics. It places more emphasis on meaning, context, and language use. It encourages early reading comprehension and vocabulary development by involving kids in interesting literature. The complete language approach places a strong emphasis on teaching language through relevant contexts, like stories and practical situations. According to Goodman (1986), this method promotes reading passion and natural language acquisition. As a whole language approach may not explicitly teach letter-sound correspondences and phonemic awareness, some research has noted possible difficulties with relying solely on it (Ehri et al., 2001).

2.2.3 Constructivist Teaching:

The constructivist approach to teaching emerged from the concepts of Swiss psychologist Jean Piaget. During the 20th century, it gained popularity in the field of education, especially in early childhood education. Active learning is a key component of constructivist teaching which highlights hands-on experiences and interaction with the environment. It promotes problem-solving techniques. Children can interact with letters and sounds using constructivist teaching techniques. Children develop stronger bonds with the alphabet by exploring and discovering letters in relevant circumstances, which improves their memory and understanding of letter-sound correlations. According to Piaget's theory of cognitive development (Piaget, 1954), constructivist teaching strategies focus on active learning, in which learners gain knowledge via practical work. Children build on their prior knowledge to make sense of new information. Constructivist methods for teaching the alphabet help kids in interactive activities that let them learn the sounds of the letters.

2.2.4 Content and Language Integrated Learning (CLIL):

The demand for integrating language instruction with academic material resulted in the development of (CLIL) Content and Language Integrated Learning. It has been widely used in many countries' language instruction programs. Letters and sounds have been integrated into numerous subject-based activities as part of CLIL's alphabet training. Learning the alphabet is made more interesting and relevant for kids by the use of CLIL. Children are inspired to study the alphabet in the context of real-world circumstances. Here, combining language skills and understanding promotes holistic language development. It involves including letters and sounds in different topic areas like science, music, and art in the context of alphabet training. According to research by Coyle (2007),

CLIL is an effective and interesting method for young children since it supports language development while also improving topic learning.

2.2.5 Grammar Translation Method (GTM):

The Grammar Translation Method has been an essential element of standard foreign language training. The main goals of GTM are translation and recollection of grammar. It's also necessary to practice reading and writing in the target language. GTM can be modified to teach basic grammatical structures connected to the alphabet, however, it is generally used to teach foreign languages. Activities and drills help improve letter recognition and phonemic understanding. Regarding usage in early childhood education, the Grammar Translation Method has been used to teach basic grammatical structures connected to the alphabet. While the primary goal of this approach is translation and memory, parts of GTM, such as drills and repetitive exercises, can be used to develop letter recognition and phonemic understanding.

According to Brown (2007) and Richard-Amato (1988), the Grammar Translation Method (GTM) is a traditional way of teaching languages that emphasizes learning and translating grammar rules and vocabulary. While GTM is primarily intended for studying foreign languages. Now, many of its elements can also be applied to teach young children the alphabet. Some applications and current practices based on GTM are discussed in the below:

- Letter-Sound Correspondence: For practicing alphabet training, GTM can be used to teach letter-sound correspondence. By displaying letter names and related sounds in both the learner's native language and the target language, GTM can effectively help in the formation of letter-sound correlations.
- Acquisition of vocabulary: GTM can be modified to teach words associated with the alphabet, such as objects that start with each letter. Children can learn and memorize

vocabulary terms through translation and repetition, which improves both their language skills and their understanding of the relationships between letters and words.

- **Activities and Repetition:** Letter recognition and pronunciation can be improved with GTM's emphasis on activities and repetition. Repeating exercises that improve learners' understanding of letter recognition and the sounds will help them develop their phonemic awareness and flawless pronunciation.

- **Memorization Techniques:** To help students in memorizing language, GTM provides a variety of methods for remembering, such as rhymes and chants. When used to teach the alphabet, these methods can help children recall the names and sounds of the letters.

It is important to be aware of multiple limitations, such as how little emphasis GTM puts on speaking and other communication skills, even though it has some benefits for teaching the alphabet. To meet the individual requirements of the students at the nursery level, teachers can adapt and include some GTM concepts into an improved and balanced method.

2.2.6 Communicative Language Teaching (CLT):

As a response to the limitations of techniques like GTM, the approach of communicative language instruction (CLT) emerged. While learning a language, the focus remains on participation and communication. The most important interaction tasks that CLT builds are conversations and role-playing. It encourages students to apply their language skills in real-life situations. CLT is a kind of language teaching approach that really pushes the learners to communicate in the target language. In terms of young learners, it encourages them to communicate by using the letters and sounds they are being learned in the classroom. This continuous practicing of letter sounds really helps the youngsters to build phonemic

awareness from their childhood. As we know that, in CLT, practicing conversations and achieving a good communicative competence has always been emphasized. Research by Richards & Rodgers (2001) (Richards & Rodgers, 2001) focused on how essential it is to give students meaningful communication tasks in a language classroom.

2.2.7 Project-Based Language Teaching (PBLT):

The principles of project-based language teaching and learning is a constructive idea of building foundation of a language. PBLT, basically promotes task or project-based language learning according to the real-world settings. In this method children are tending to rely like the idea and practices as it is designed in a way that, children are being inspired to learn their assigned letters, sounds through making various interesting projects, like creating alphabet books, coloring different real-life object and associate them with different letter sounds. By actively participating in activities like forming words and letter recognition, kids get a greater understanding of the alphabet. Project-based language learning focuses on tasks that provide opportunities for students to use their linguistic skills in everyday situations. Making alphabet books where children actively participate in word building, letter recognition, and storytelling are just a few of the alphabet-teaching activities that could be a part of PBLT.

2.2.8 Direct Method (DM):

The Direct Method emerged as an efficient replacement for grammar-translation methods. The main focus of DM is on oral communication, fluency in the target language, and speaking and listening skills. While DM generally is used to teach foreign languages, certain elements, like the use of real objects and visual aids, can be adapted for young children to aid

in their acquisition and retention of letter sounds and recognition. Oral communication and participation in the target language are vital components of the Direct Method.

2.2.9 Audio-Lingual Method (ALM):

The Audio-Lingual Method was created as a method to instruct military personnel in foreign languages during World War II (source: internet). ALM emphasizes oral practice and repetitive drills to develop language skills, specifically pronunciation. The regular chanting and pronunciation drills used by ALM can support young learners' determination to perform drills and oral practice to improve their language abilities. The ALM method can be used to improve letter sounds in alphabet instruction through repetitive chanting and speaking tasks.

2.2.10 Music Instruction:

Songs, chants, and rhymes are all successful methods to teach the alphabet through musical instruction. Studies by Hickey (2010) and Stambak & Valenzuela (2018) have shown that music-based activities improve young learners' phonological awareness and memory retention, making them an appealing way to teach letter sounds and recognition.

2.2.11 Mnemonic Devices:

Mnemonics are memory supports that use creative metaphors to help kids remember letter names and sounds. Mnemonic techniques make it easier to acquire the alphabet and construct words, according to research by Pressley & Levin (1983). For young children learning the alphabet, mnemonic tools like acronyms or images might improve learning.

2.2.12 Embedded Instruction:

Teaching the alphabet is effortlessly integrated into practices and daily activities in embedded instruction. The effectiveness of embedded instruction in developing early literacy abilities has been noted in studies by Justice et al. (2006) and Dickinson et al. (2018) (Justice et al., 2006; Dickinson et al., 2018). For instance, introducing letter recognition activities into mealtimes or playtime can help children learn the alphabet in a fun-based naturalistic setting.

2.2.13 Eclectic Approach:

The eclectic approach is a teaching methodology that incorporates a variety of language teaching approaches and techniques instead of following a single strategy. By combining different elements from various methodologies, teachers can meet the needs, context, and learning goals of their students. This strategy gives teachers the flexibility to adapt their teaching strategies according to the particular requirements of learners at the nursery level because it allows them to combine their preferred approaches. To provide an engaging and unique learning environment, teachers might apply whole language techniques, phonics instruction for letter-sound correspondence, and multimedia tools to alphabet teaching. Each student might have a preferred technique of learning. This method gives the teacher and students the freedom to choose or combine different strategies as they consider suitable. To fully involve children in the sounds and shapes of the letters when teaching them, it may be important to use interactive activities, stories, songs, and games. Teachers can also address possible challenges in the alphabet learning process using this approach. For instance, if some of the students struggle to recognize letters, the teacher may effectively reinforce letter knowledge using mnemonic devices or visual aids. According to Richards and Rodgers (2001), this method is really helpful for the teachers and also this approach best meet the needs and goals of their learners.

2.3 Part 2: Role of Teachers in Effective Alphabet Instruction:

Teacher is the founder and backbone of a nation. To become a successful teacher is not so easy. Even it is more difficult in terms of being a junior level teacher. Because, managing children is quite tough job rather than managing the adult students. Becoming a successful instructor of a child requires some level of skills set of a teacher, like: his/her patience, commitment, knowledge and ability of pampering the children, teaching skill etc. In terms of effective fostering of alphabet instructions, a teacher must have to have specialized expertise and creativity to handle the child. Teachers are the pioneer of building foundation of language and literacy skills from the very childhood, and that is the most crucial stage of education life. This section of the literature review will focus on the importance of a teacher's role in founding future language and literacy skills and proficiency by providing necessary aids and stimulating learning environment. Through a study of academic research, I want to draw attention to the valuable elements of effective methods of alphabet instruction that help children develop their knowledge of the alphabet.

2.3.1 Teacher as a Facilitator of Active Learning:

Teachers are our first facilitator to provide a fruitful learning ambiance and opportunity after our family. In the pre-school session they facilitate the young learners to learn the alphabet effectively providing proper guidance and help. According to Vygotsky's social constructivist theory (Vygotsky, 1978), teachers are the initial and essential factor to facilitate students' learning. All the tasks and activities the students performed in their institutions are being managed by their assigned teachers. According to Vygotsky (1978), teachers' guidance and

support play an important role in developing active learning opportunities to encourage young children's language development and early literacy skills.

2.3.2 Creating a Print-Rich Environment:

Participation in a print-rich environment is a necessary component of effective alphabet instruction. Teachers stimulate students to learn about letters and words in real-world contexts by decorating the classroom with alphabet posters, labels, and storybooks. Children's letter recognition improves with an introduction to written language, and they get an understanding of how letters are used in written communication (Bus et al., 1995). They discovered that children's early reading abilities and letter recognition were significantly improved by a print-rich environment.

2.3.3 Variation and Individualized Instruction:

Each child has different abilities and difficulties when learning the alphabet. Successful teachers adapt their lessons according to the needs of individual students. This diversity makes sure that every kid needs the support and materials according to their need to develop their alphabet skills. To effectively serve different learners and meet their distinctive learning needs, Tomlinson (2001) recommended diverse instruction.

2.3.4 Using Multisensory Techniques:

Multisensory experiences that integrate different senses in the learning process are beneficial for young learners. When teaching the alphabet, teachers might include tactile, aural, and

visual elements. For instance, children can repeat letter sounds, trace letters in the sand, and recognize letters in visual representations. According to Kuczek et al. (2018), multisensory approaches strengthen letter-sound connections and memory retention. According to Kuczek et al. (2018), the use of multimodal techniques improved letter-sound recognition and remembering and had a beneficial impact on effective alphabet learning.

2.3.5 Nurturing a Positive and Supportive Learning Environment:

The participation of kids and their learning procedure are significantly affected by the atmosphere of the classroom. Effective teachers create a welcoming and encouraging learning environment that helps the kids to become passionate about learning naturally. A positive classroom environment can increase students' enthusiasm and interest in learning, according to Rimm-Kaufman et al (2000).

2.4 Part 3: A comparative study between the traditional approach and current approach of teaching the alphabet:

In recent years, traditional approaches to teaching the alphabet to preschoolers have been replaced by more modern, research-based techniques. The purpose of this section of the literature review is to compare and contrast old and modern approaches to teaching the alphabet. By reviewing relevant studies and research, I want to bring out the advantages and disadvantages of each strategy, providing data that the present strategies are more successful in the development of early language and literacy.

2.4.1 Traditional Approach of Teaching Alphabet:

Memorization of letter names and shapes by repetition is a common practice of the traditional method of teaching the alphabet. Letter cards or charts are often given to children to help in memorization and recognition of the letters (Gokhale, 1995). Even though this approach has always been commonly used, it has several shortcomings when it comes to establishing phonemic awareness as well as alphabet acquisition. The importance of understanding letter-sound connections was minimized in favor of learning in the traditional method of teaching the alphabet, said Gokhale (1995).

2.4.2 Current Approaches:

On the other hand, modern methods of teaching the alphabet are supported by research and rely on engaging children in meaningful educational activities. To encourage alphabet recognition and phonemic awareness, modern teaching strategies include elements of phonics training, whole-language strategies, and multisensory methodologies (Blevins, 2006; Dickinson & Tabors, 2001). The importance of phonics instruction with modern methods, which helps letter-sound correspondence and early reading skills, was highlighted by Blevins (2006). To improve language development and alphabet knowledge, Dickinson and Tabors (2001) proposed whole language approaches that include letters learning in relevant contexts, such as stories and discussions.

2.4.3 Effectiveness of Current Approaches:

According to research, modern methods of teaching the alphabet are more successful in encouraging young children's language and literacy development. Children who get phonics education better understand letter-sound relationships, and this improves their reading and writing abilities (National Reading Panel, 2000). The development of children's vocabulary

and language understanding is improved by whole language techniques (Morrow, 2010). Alphabet training becomes more memorable and pleasant for kids through multisensory strategies (Hodgson & Parris, 2004). Plenty of proof showing the positive impact of systematic phonics education on children's decoding skills and reading comprehension has been found by the National Reading Panel in 2000. Whole language techniques enhance children's love of reading and facilitate basic language development, according to Morrow (2010).

2.4.4 Integration of Technology Makes Teaching Techniques Exciting:

Nowadays, technology has become popular as a useful tool in alphabet instruction. Children's interest and excitement for learning are evoked by educational apps, interactive software, and digital resources (Penuel et al., 2009). The use of technology offers unique and versatile learning experiences that are designed according to the requirements and growth of each student. The advantages of using technology to help the growth of early literacy and increase language development have also been highlighted by Penuel et al. in 2009.

Chapter 3

Implementing Theories into Practice

3.1 My Experience as an Intern Teacher

I feel very lucky that I have completed my 3 months internship journey successfully at Greenwoods School. This school was established to help the students in many ways. Since there is both English and Bangla medium of instruction, students got the opportunity to explore both conducts. As education is the most crucial basic necessity, their goal is to provide education at every door. The school was founded in 2006 to offer inexpensive

educational activities. They are the supplier of private secular education through their excellent, scalable educational model. To help students progress to a higher level of education, these schools adopt a comprehensive approach to lifelong learning. Pre-primary education is now being promoted by this school in addition to primary education which is recognized by the government. Pre-primary education used to be intended for members of the upper class. But now they have created an equal opportunity by offering a pre-primary program along with primary education. They also have other developmental plans like their ADP (Adolescence Development Program), which will start from class 6 to higher secondary level. So, the aim of establishing this school was to cover the necessity of education in a wide concern.

During these 3 months, I got the opportunity to teach the English language as well as literature in grade levels 3 and, 4 along with working in the preschool session in nursery and PG level. The school mainly focuses on the Communicative Language Teaching (CLT) approach to teaching English to the learners. The age level of the students was between 11 to 13 years as they are all within the grade level PG to standard 5. Along with regular kids, the school also had a few special needs students who were assisted as needed and treated exactly like other students. However, it should be mentioned that the school is not an inclusive one, and I was not given any formal instructions on how to teach such students.

The arrival and departure times of the teachers were 7:30 am and 2:30 pm respectively though the duration for students was 8:00 am to 12:50 pm. All kids were required to attend an assembly on the ground floor as soon as they arrived at school. The majority of the students used to arrive at school by 7:45 a.m., thus it was a routine activity for them. After their assembly, which started exactly at 8:00 in the morning, students were all asked to come to their respective classrooms in rows to maintain order. All of the teachers were going to accompany them.

As I was appointed as an English teacher, I had to take 3 or 4 classes in a day. English is a subject that contains a total of 3 parts: comprehension, grammar, and creative writing part. There were two classes for comprehension, one for grammar, and two for creative writing each week. Even though it was challenging and exhausting to check 50/60 copies every day while attending fifteen classes per week in the beginning, eventually I learned how to manage the situation. Along with that, very often I was assigned to the elementary level. In PG a nursery level the class hour was long 3 hours. We were assigned two teachers at a time for one section, because, it is quite tough to manage young children instead of upper-grade level. We were supposed to teach all the subjects within 3 hours along with the allocated activities. Students' tiffin time was included within this time. There are specialized training and instructions for working in these preschoolers' sections about various activity designs, materials, lesson plan tasks, feedback, etc. As I was working as an intern, they didn't train me but allowed me to observe everything intensely. Thus, thoroughly observing the little kids I found my topic very interesting to enlighten as I am a kid-friendly person and love to explore early childhood development and child psychology. So, I think this topic will somehow allow me to explore my favorite subject.

I was a little anxious on my first day because dealing with teenagers was not an easy task. To my utter delight, though, I was able to maintain their attention and successfully conduct my classes. I quickly developed a strong bond with my students, and they started to show me affection. Their affection and respect helped me to manage my anxiety and nervousness. I quickly learned that by showing a good attitude and motivation, I was able to quickly capture their attention and encourage them to do their work within the allotted class time.

3.2 Overall observation as an intern:

The school is a primary school with a preprimary system of education. This school started its journey in 2006 with few students and teachers. Now the school is blessed with more than 1500 students in total Bangla and English medium sections. There is a total of 30 assistant teachers along with the Chairman and Principal to generate the administrative section. There are two mediums of instruction as I have mentioned before. So, the classes are held in two corresponding shifts, like the morning shift which starts from 8 Am to 10.30 Am, and then the day shift starts from 12 to 2.30 Pm. The name of the principal of the school is Zaharul Lalam Khan. My onsite supervisor was Mrs. Nazmun Nahar. Her current designation is coordinator as well as assistant teacher. In terms of teacher recruitment, the minimum educational qualification they asked for was at least graduation completed from any discipline. I have joined as an intern teacher but I had taken classes according to their choice. As my preference was to take only English classes, my supervisor appointed me as English language teacher of class 4, English literature teacher of class 3 along with religion teacher of class 1, and computer teacher of class 4.

The instructor informed me that they try to see all the students equally, and try to make the environment discrimination free. That is why they also allow the special needs child to get admission at the school. But as a teacher sometimes I found it critical to deal with, as they all are kids. As a teacher, I have tried that students can get a learning-friendly environment and feel free to ask any queries they have. They have 3 floored school buildings with 15 classrooms. Generally, they have a total of 7 periods to complete in a day. For the preschool section, it is 3 hours within one classroom under two teachers' supervision and instructions. The classroom was well accommodated for the students to arrange the seating. They used to follow row and column system seating arrangements so that the teacher could interact with all the students accordingly. Another attractive initiative of the school I found is that the wall of

the classrooms is decorated with so many colorful pictures, and posters, and also with new vocabulary every day they found, with new projects about various topics of science. I highly appreciate these initiatives and I must say that this decorative atmosphere helps the students to grab their attention to study. They use a board to write new vocabulary and also, and they have to do a project at home called 'Good wills', where each of the students has to write about a good habit on a decorative paper with a colored pen and keep that in a jar. For example: 'I wash my hands regularly', 'I plant trees, etc. This is another very good practice I would say and this practice inspires them to do good things more and more. Moreover, I observed that the students were asked to bring objects which are related to real life. This term and activity are called 'Realia', for example, vegetables, fruits, fish, etc. to be labeled with the name and brought into the class. These can also be called authentic materials of learning as they are associated with real-life learning objects. Which helps them to be introduced to real-world practice. To emphasize creativity, the students used to art many colorful pictures and posters and have their creative writing below the picture. Along with the creativity these activities give them the feeling of ownership and help them to become responsible. All the materials they used for the preprimary level are authentic and designed by the teachers and board of directors.

After graduating from the primary level, students may not be able to study at the secondary level here, but the authority is planning to start the secondary level very soon. They have been provided with the lesson plan, a teacher's manual, and an evaluation form and they are supposed to complete it following the plan. The teachers' salary is only 12000-15000 per month and all the special training has to be given from time to time. This is the overall piece of information about the school. Now I am moving on to the classroom observation which I observed internally.

3.3 Classroom Observation, Findings according to the theories:

I have mentioned before that, personally, I have taken 4 classes and very often I observed the PG and nursery level students. As I am writing my report precisely on alphabet instruction of preschoolers, I am going to continue my classroom observation discussion to keep the emphasis on nursery and PG grade levels. Thus, the class of youngsters started with a pre-task elicitation. First, I had to start by asking for the student's attention and then recitation the surah, and then finishing with an exercise. After that, the other instructor divided the students into some groups by giving interesting names like flowers' names, and fruits' names. Every group has its group leader who leads the team members to do some exercises and activities. All the activities were run smoothly by continuous active monitoring of us. There were smooth transitions between activities and the time allotted for the activities were appropriate. In the very beginning, they did interesting recitations and sang songs, and drills which must help them to achieve leadership skills as well as public speaking skills. After that, we asked them to go to the mainstream. These two classes are multimedia classroom as various visual representation is required for this group of students. Basically, in these two classes, we had to focus on elementary education by introducing them to the basic objective of the English language which is, proper alphabet instruction along with enabling them to recognize the letter sounds properly, write the letters, and have a conversation to become communicatively competent to be a future expert in the English language. Along with this, we had other objectives in this section like pushing them to achieve leadership skills, good manners, empathy, etc. So, according to the claim of my selected topic, I will thoroughly discuss the effective alphabet instruction procedure we have followed in our school for preschoolers.

As I have taken so many classes during those 3 months, I am talking about an overview of all the experiences. In terms of classes 3 and 4 students are supposed to use the textbook suggested by NCTB called, 'English for Today'. So, as a teacher of the 3rd and 4th standards,

after finishing the elicitation part, I started the class according to my lesson plan. In terms of comprehension, for example, I showed them the picture and asked the students to guess what can be a storyline. This activity is called inferring. Then I used to read out the story and tried to grab their attention by asking questions about the story. I think this strategy will help to ensure about if they are listening properly or not. As they are not advanced-level learners, as a teacher I used to read aloud repetitively. And then, several times I asked the students to make small groups like: 'Buzz Groups', and asked them to read loudly. At this time, I tried to shuffle the stronger and weaker students so that I could make sure that there was a strong student in each group who could help the other weaker students to read. Monitoring was actively done by me while the students were reading. It was the moving round of discrete monitoring. Afterward, I used to move to the other exercise. Then I tried to engage them in any writing exercise according to the topic. Here I tried to follow another strategy I changed the seating arrangement and made the students sit in 3 different rows back-to-back so that they could not copy each other. According to a study "Seating Arrangement in an English Language Classroom: Traditional or Otherwise?" Nayeem, Mohammad. It is shown that different and interesting kinds of seating arrangements can affect different classroom situations. There can be a teacher-student-centric traditional classroom or can be a student-teacher-centric modern setting of a classroom. In the traditional arrangement, students do not find the class interesting. Instead of traditional settings in modern seating arrangements, students feel very comfortable and become more likely to make the class interactive (Nayeem, Mohammad, 2015). For example, Horseshoe position, seating in a small buzz group, face-to-face seating, etc like I tried different styles in my classrooms. Then I used to move around and check the writing uniquely and quickly like each of the students moved to the teacher and held the copy in their chest so that I could instantly and quickly check their writing. Feedback and corrections are not given in front of the class. I used to write the

correct answer on the board after everyone had finished and I said, "Please make sure the correct answer". Basically, as a teacher, I focused on self-correction from the students. I found this technique efficient as the students will not become embarrassed by following this technique. Which is very important to keep the classroom interactive and friendly. Providing feedback to learners for any skills means explaining what they have done correctly or not. Giving feedback can be considered the most efficient way of assessment. So, any feedback should be integrated in a manner so that students can find ways of improvement rather than get offended. According to the article "Assessment and Feedback Practices in the English Language Classroom", The majority of students preferred written evaluations. On their preference for speaking abilities, students had different viewpoints. Teachers only provided verbal comments to students in the classroom, and it was discovered during the observation that this only happened occasionally. Teachers suggested adding speaking and listening test topics to the national assessment program. (Rahman, M. F., Babu, R., & Ashrafuzzaman, M. 2012). I think as an English teacher I tried to cover all 4 skills: reading, writing, speaking, and listening which indicates the practice of CLT (Communicative Language Teaching) instead of GTM (Grammar Translation Method). Because the primary concern of CLT is identifying learners' needs which is the basic demand in the case of these learners. Also, there can be two categories of communicative approaches: notional and Functional. Notional refers to the practical uses of language and Functional means grammatical categories of language. Here, I had to use the mother tongue sometimes, as well as the target language, and I had to maintain the teachers' talk time and students' talk time appropriately. So, I would like to claim that the two approaches of CLT have been accomplished. The article "A Comparative Study on the Methods and Practices of English Language Teaching in Bangla and English Medium Schools in Bangladesh" claimed that The National Curriculum and Textbook Board changed the English curriculum for primary and secondary schools in the 1990s to address the

continued decline of English language teaching standards. The responsible authority adopted the Communicative Language Teaching (CLT) methodology in place of the traditional grammar-translation method after a top-down procedure. Since then, the CLT has become the standard way of teaching English in Bangladesh's Bangla medium schools. Translations from English to Bangla, reading aloud, assigning individual assignments to students, and memorizing grammatical rules are all standard activities in both Bangla and English medium schools. Furthermore, several CLT strategies using L1 for giving instructions, silent reading, and explaining new vocabulary in English are used in English medium schools, according to the findings. Warming up activities, techniques for presenting new vocabulary, pair, and group work, and peer correction are all CLT techniques that are infrequently used in both types of schools. (Md. Rashed Khan Milon, Md. Rabiul Alam and Md. Rabiul Hossain, 2017).

In this school, there are arrangements for special remedial classes to handle slow learners. Also, every Thursday they have the recap class where the students are not introduced to any new topic, they are supposed to revise the previous lessons. Along with the activities they are supposed to do co-curricular activities like song, dance, drill painting, etc. All of these keep the students active and concentrated. These kinds of activities are not generally performed in Government primary schools. As the students of this school are specially treated, they enjoy coming to school and do not remain absent generally. Co-curricular activities are recognized by the Nigerian Ministry of Education as a means of fostering in students a sense of leadership, self-discipline, and confidence. Lastly, I want to share about the classroom atmosphere. Because students' attention span and engagement in a class depend mostly upon maintaining the classroom atmosphere and environment. Externally it was too good with so many colorful posters and paintings. There was a precaution against mosquitoes, also they were provided with proper sanitization and a washroom. So, I would say that they are blessed

with overall maximum materials. Also, another thing I noticed was that the height of the board was according to the student's eyesight preference. Again, this is appreciable I must say, and also the use of technology was particularly creative with the engagement of active participation of the students.

3.4 Putting Theories into Practice to Incorporate the Effective

Teaching Techniques of Alphabet:

I will give a thorough overview of effective alphabet instruction techniques in this part. These approaches are based on the ideas and studies already mentioned, and aim to actively engage young students, develop phonemic awareness, and encourage meaningful alphabet identification. Each strategy will be presented with real-world examples as these are used in Greenwood's school. A thorough explanation will be given of how it helps young children at the nursery level to develop their language and literacy skills efficiently.

Comprehensive Overview of Effective Teaching Techniques:

3.4.1 Phonics-Based Activities:

As phonics-based alphabet learning helps in the development of letter-sound relationships in kids, phonics instruction is an essential component of alphabet teaching. Children can understand the connection between letters and the sounds they stand for by using phonics-based activities in their learning. For instance, in our school, we use a "Sound Sorting Game" to teach the students. Children are given a set of picture cards that represent various objects for this game. Based on the first letter sound, they are supposed to organize the cards. For instance, they combine all the images that begin with the letter "m" (such as the moon, the monkey, and the mouse). This activity strengthens connections between sounds and letters

and improves phonemic awareness. Young learners can learn letter-sound associations in a systematic and structured way through phonics-based activities. According to my observations, I want to claim that children can improve their reading and writing skills by actively participating in sound sorting games and other phonics-based activities. Adams (1990) pointed out the value of phonics instruction for nurturing the development of young learners by enabling them to understand letter-sound relationships and effectively decode words.

3.4.2 Using Alphabet Books and Stories:

Another effective approach to alphabet instruction in a meaningful context can be possible through alphabet books and stories. The alphabet becomes more interesting to kids when it is presented in interesting stories with colorful illustrations. For example, in our school's PG and nursery, we used an initiative named "Alphabet Adventure Story," in which the instructor would read aloud an alphabet adventure story once a week, with each letter indicating an exciting feature of the journey. For example, "A" might stand for "Ali the Adventurer," and "B" might stand for "Bella's Balloon Ride." While making connections between letters and interesting characters and experiences, kids become fully immersed in the story. I think alphabet stories and books help children learn the letters in a fun and useful way. Children develop an enjoyable connection with the alphabet when letters are incorporated into engaging stories, which later develops a love of reading and a desire to learn more (Martin, 2006). According to Martin (2006), alphabet stories give children a meaningful framework in which to learn letters and words while also drawing their interest in reading.

3.4.3 Multisensory Activities:

Multisensory activities include all five senses in the learning process, which improves knowledge and memory. Different learning styles are taken into account by combining

alphabet instruction with sensory experiences. As an example, children in the game called "Sand Tray Letter Writing" use their fingers to trace letters in the sand. Thus, letter recognition is made easier by the physical act of forming each letter. The "Letter Playdough Mats" activity is a multi-sensory activity that was used in our classroom. To use this approach, we first need a letter playdough mat. Next, I or another instructor asked the students to select a letter playdough mat and show us how to make the letter using playdough. We explained to the kids how to roll the playdough into a long snake-like shape, then curve it to form the uppercase "A," for example if the chosen mat is "A." This game actively engages young students in learning about letters by incorporating physical and visual things, helping to develop their alphabet recognition, phonemic awareness, and overall early reading abilities. This practice is enjoyable and successful in developing kids' love for the alphabet since it combines play and learning. According to Dyslexia International (n.d.). Multisensory activities should be used while teaching the alphabet to children to support their different styles of learning and improve their educational experience.

3.4.4 Introduction of Uppercase and Lowercase Letters:

It is essential to recognize both uppercase and lowercase letters for young learners. To keep the little learners, we used "Letter Matching Puzzles" at the PG and nursery levels to make the lesson fun and successful. It helps to grasp the attention span of the child. We used to provide them with sets of letter-matching puzzles as part of this approach. Each piece of the puzzle has an uppercase letter on one side and a lowercase on the other. Children were asked to put the parts together to create the full letter pair. Like, they link "A" with "a." According to (Seidenberg, 2017), Children can improve their letter recognition abilities and strengthen their understanding of the forms of letters by physically joining the letter pairs.

3.4.5 Multimedia Integration:

By using multimedia in alphabet instruction, it is very easy to grab children's attention and interest. such as educational motion pictures, interactive applications, and digital resources. In our school, we utilized the animated alphabet song video "Alphabet Song Video" as an example, which plays both uppercase and lowercase letters in a song. The video might include catchy music and colorful images of objects for each letter (such as "A" for apple). Children become fascinated by the multimedia elements used in alphabet instruction, which promotes a multisensory learning environment. Learning becomes more fun and enhances letter memory when auditory and visual information are combined (Dede, 2009).

3.4.6 Oral instruction for letter recognition:

Without a doubt, I would like to claim according to my experiences that, oral letter identification training is a powerful tool for engaging young students in the letter-formation process. Here I am putting some examples of how we used this technique in our school for preschoolers. Like: for the letter "D": we instructed "Start at the top and draw a straight line down. Then, make a half-circle starting from the middle of the line and curving to the left. There you have the letter 'D.'" Then to teach the letter "H": the instruction was "Start at the top and draw a vertical line down. Now, draw a horizontal line starting from the middle of the vertical line and extending to the right. You've just made the letter 'H.'" After that, if we tried to instruct for "P": " we stated that, start at the top and draw a straight line down. Now, make a small, circle at the top of the line, on the left side. You've just formed the letter 'P.'" These types of systematic and oral instructions help the students to become effective listeners as well as proficient writers. Additionally, by engaging the students in both auditory and kinesthetic learning methods, this strategy helps children memorize how to make letters. Children also learn letter-sound associations and phonemic awareness as they draw the letters

and listen to the spoken instructions. I have to admit that oral instruction in letter recognition can make learning the alphabet lively and fun.

The implementation of effective alphabet teaching techniques is essential in supporting nursery-level kids' early language and literacy development. By combining phonics-based activities, alphabet books and stories, multisensory experiences, and other effective methods I have discussed, teachers can create a comprehensive and engaging learning environment. These techniques promote meaningful alphabet recognition, phonemic awareness, and overall language skills. The integration of research-based and innovative teaching methods empowers nursery-level children on their journey to becoming confident and proficient readers and writers. Besides these effective techniques, there are some other factors behind the alphabet instruction for kids, which I will discuss in the next section of this chapter.

3.5 Some other factors facilitate effective alphabet instructions:

Integrating Theories into Practice.

Many factors that support the development of young learners' language and literacy skills and contribute to the development of an enjoyable learning environment are included in effective alphabet instruction. Teachers can optimize the instruction of alphabet letters by incorporating research-based theories into daily practice. In this section, I will examine some of the features that support efficient alphabet instruction in an English language teaching atmosphere for children.

3.5.1 Teacher-Student Interaction:

Since English is a second language in our context, it is essential to maintain an efficient Teachers' Talk Time (TTT) and Students' Talk Time (STT) in an English language

classroom. It even has focused more in terms of younger learners because they remain dependent largely on their instructors. Language teachers should be aware of when they are talking too much in class because it cannot be beneficial for the students, according to Harmer (2015). Also, most of the information provided in TTT should be understandable. As a result, I always tried to maintain this in my classes by motivating the students to participate more than I did. so that they can develop confidence and communication skills from an early age. I strongly believe that a positive atmosphere for learning can be created by effective teacher-student interaction. Teachers can address each student's different learning needs by interacting with them one-on-one and in small groups. The importance of social interaction in cognitive development is emphasized by Vygotsky's Social Development Theory. Vygotsky (1978) argues that teachers may facilitate learning by giving sufficient help while teaching the alphabet.

3.5.2

Elicitation is the process of randomly testing a learner's knowledge and attentiveness during a discussion by asking open-ended questions. During alphabet instruction, students are encouraged to actively participate and use imagination through the application of open-ended questions and elicitation strategies. For instance, in my classes, I might be asked some basic questions to my tiny learners like: Do you know what is the color of an Orange? Or do you like to eat Mango? This type of question helps to lead the session and can break the students' fatigue and dizziness. After taking the responses of the students I started the designated lesson teaching them the letter 'O' and corresponding letter sounds along with the word 'orange'. Elicitation additionally encourages students to participate actively in class. The significance of participating in active learning is emphasized by Piaget's Theory of Cognitive Development. Elicitation techniques encourage children to explore and understand the

alphabet's letters (Piaget, 1972). I also agreed with Krashen's input hypothesis (1982), which described this kind of input as (i+1), where "i" represents the learner's current language and "+1" represents the additional information delivered to them as well as to their prior knowledge. This elicitation process would have been much easier as there were projectors in the classrooms. So that, images and videos could be shown to the students for effective elicitation.

3.5.3 Classroom Management:

Effective alphabet instruction can only take place in a tidy, well-organized classroom, and an organized classroom is maintained by the teacher. I had no previous teaching experience before becoming an elementary school teacher in my internship journey, but I was able to learn and pick up different classroom management techniques over time. For example, in 3 hours of class time, I constantly tried to keep the preschoolers engaged with the tasks given to them because they were still too young for proper etiquette and behavior. I frequently used the active monitoring system during the tasks and activities to avoid any kind of distraction from the class. A suitable and conducive learning environment is established by effective classroom management techniques (Skinner, 1953).

3.5.4 Seating Arrangement:

The seating arrangement of the students in the classroom has a significant impact on how they interact with one another and with the teacher. By facilitating collaborative learning and communication, seating arrangements that promote interaction and teamwork among students may enhance alphabet instruction (Bruner, 1966). In terms of our school, we used the "Collaborative Clusters" arrangement for seating, which is arranging the desks or tables in small clusters. So that students can keep in touch and face-to-face with each other allowing

them to work in a team, enhance their communication skills as well as shape their social and cognitive behavior. In this system, during alphabet instruction, students can engage in cooperative activities, such as letter recognition games or letter-sound matching exercises, to reinforce their learning. So, here it is verified that setting arrangement is an influential agent of teaching and learning in English language classrooms. As a result, it is suggested that some variation in the seating arrangement in the language classroom can result in better student focus, interest, and engagement (Norazman et al., 2019).

3.5.5 Use of Whiteboard:

The whiteboard is an essential resource for any classroom. I am focusing on preschoolers, and in our school, the elementary classes were all multimedia-based, but only multimedia cannot be sufficient. There were also whiteboards adjusted to the children's eyesight. So that it can be used effectively as needed. The classroom's whiteboard was mainly separated into three sections: the left section was for class activities, the middle section was for the lesson's material, and the topmost section stated the date, day, the total number of students, those who were present, and those absent as well as the lesson plan. Such informative board-dividing techniques are useful for teaching various subjects in the classroom, according to Scrivener (2011). The class activity was written on the extreme left of the board. The board appears like this:

<u>Page –</u>	<u>Topic</u>
	<u>Name of the Lesson</u>
Class Activities:	Date:
	Day:
	Total:
	Present:
	Absent:

Figure 1: Effective use of whiteboard

I did not write too much as instructions, as often it makes the session boring. Rather, I would like to use whiteboards in writing the main ideas of the lesson and then I prefer oral instructions. To teach the young learner I used the whiteboard to draw interesting pictures related to the lesson to make the learners more engaged. Using the whiteboard efficiently allows teachers to make alphabet education interactive and visible, ultimately actively engaging students in the learning process. According to Gardner's Theory of Multiple Intelligences, people have different learning preferences. Whiteboards can be used to teach letter skills to visual learners (Gardner, 1983). According to Matthews-Aydinli and Elaziz's (2010) study on Turkish students, using an interactive whiteboard (IWB) had positive effects on learners, particularly in terms of inspiring them to learn.

3.5.6 Group and Pair Work:

Working in groups and pairs is an essential component of effective language instruction and learning. It makes the learning environment enjoyable while allowing students to actively engage in group activities (Alfares, 2017). During alphabet learning, collaborative tasks like group and pair work improve social learning and communication skills. In my classes often I tried to engage learners in various collaborative activities. This is inspired by (PBLT) project-based language teaching. In terms of tiny learners, it was quite difficult to assign them to group work activities, because they were not fully capable of understanding the procedure. So, I used to assign them to color a picture together or match the letter puzzle in groups. This activity helps to input the behavior of sharing, and communicating along with the letter recognition. During the group or pair work, I used to actively monitor them to ensure they were doing their job attentively. Bandura's Social Learning Theory suggests that Group and pair work facilitate learning from peers during alphabet instruction (Bandura, 1977).

3.5.7 Assessment and Feedback:

Regular assessments and constructive feedback help assess students' development as they receive specific instructions for enhancing phonemic and alphabet awareness. To improve learning outcomes, Hattie and Timperley's feedback model highlights the value of rapid and specific feedback. Giving youngsters feedback on letter recognition helps them strengthen their skills (Hattie & Timperley, 2007). Since the students that I'm talking about were little kids, I concentrated on actively moving around, checking the students' copies during their activities, and helping to correct any errors that they made immediately. As a result, students became more aware of their faults and they were able to quickly learn from them. Moreover, evaluation is a need in any kind of learning. Probably, this is not the students' requirement but this process is the course requirement. Evaluation helps the students to understand their position and also indicates where and how they need to improve. There are different kinds of assessments. Since the learners I am talking about are young, our school used to follow a

combination of summative and formative assessments. Summative assessment means evaluation will be taken through exams after learning all the things. In my plan, I will prioritize the overall performance of the students. This may help the students as the student's grades will remain unpredictable until the final exam. So, the students get the opportunity to take all the provided materials seriously. Where formative evaluation refers to continuous assessment. In terms of young learners, I support this type of evaluation. Because this assessment provides flexibility to the students. A student might be sick, or any kind of accident can happen. So, if they get the opportunity to be assessed continuously it will help them in another way and sometimes can save their grades.

3.5.8 Lesson Planning:

Effective alphabet training requires thoughtful and organized lesson planning. It makes sure that activities are suitable for kids' developmental stages, instructional materials are organized, and learning objectives are clearly stated. The necessity of meaningfully organizing information for facilitating learning is highlighted by Ausubel's Theory of Meaningful Learning. A clear explanation of alphabet principles in a thoughtful lesson plan can help learners establish connections to their existing knowledge (Ausubel, 1963). In our school, I saw the teachers mostly preferred to plan a lesson in a very descriptive way. Mostly, they tried to plan a lesson that only contained the key points like what, why, or how. They have a total of 5 steps in the lesson plan. The first one is opening, which refers to the opening of a new topic and warming up the students. Then introduce the students to the new topic and the materials related to the topic of the lesson. After that, the teacher aims to give guidance to the students according to the topic's requirements. This is the guided activity task for the students. Again, there is another activity plan in the lesson which is called independent activity. At this point, students are encouraged to do the task individually. Lastly, concluding

the class by giving a vibe about the next class is the last step or closing step of the lesson plan. This is how students got engaged with the lessons and different steps of the plan make the lesson interesting to enable to hold the students 'attention span. Here I am adding one of my lesson plans about the alphabet instruction:

Lesson Plan

Name of the teacher: Bushra Azmi

Topic: Alphabet - A - E along with making words using the Alphabet.

Proficiency Level of the students: (Kg 1, Class 1), Early beginners, Bengali Med.

Mother tongue of the students: Bangla.

Number of total students: 20

Total class time: 40 min

Objective of lesson: * To ---- develop intellectual abilities.

* To ---- acquire basic language skills:
like: listening, speaking, reading
and writing.


Learning Outcomes: * The students will be able to get
knowledge about alphabets.


* The students will be able to pronounce
the words using those alphabets.


Activities	Teacher's Role	Student's Role	Materials	Time
<p>Pre-task</p> <p>Introduction: Warm up and introducing the 5 alphabet in the board.</p>	<p>Teacher will ask the students, if they know how many alphabet are there in English language. Then she will tell the correct answer and introduce the first five alphabet with words and pictures.</p>	<p>The students will listen carefully to the teacher and look at the board and response accordingly.</p>	<p>marker and board</p>	<p>15 min</p>
<p>During-task:</p> <p>The teacher will provide a worksheet where students have to match correct words with the pictures.</p>	<p>The teacher will distribute the hand-made worksheet among the students. Then she will also draw the provided activity in the board and call the students to do the board task.</p>	<p>The students will match out the problem in the board with the teacher and then again they repeat that on their worksheet as well.</p>	<p>worksheet and board, marker.</p>	<p>15 min.</p>
<p>Post-task:</p> <p>Giving a interesting homework with allocated feedback of the previous task.</p>	<p>Teacher will ask them to draw an apple in home and color it.</p>	<p>Students will bring it in the next class.</p>	<p>—</p>	<p>10 min</p>


Worksheet-1


* Match the correct words with the pictures:

A - Apple — 

B - Bat — 

C - Cat — 

D - Doll — 

E - Egg — 

A well-structured lesson plan ensures that alphabet instruction is organized, coherent, and connected, promoting meaningful learning experiences for students. Last but not least, every teacher along with me, was bound to submit a concrete lesson plan each week to principal. After his cross-checking, we were allowed to bring that in class.

3.5.9 Parent-Teacher Meetings:

Regular communication with parents through meetings provides insights into students' progress and allows for collaborative support in alphabet learning. Theory into Practice: Bronfenbrenner's Ecological Systems Theory emphasizes the impact of family and community contexts on child development. Parent-teacher meetings foster a collaborative home-school partnership (Bronfenbrenner, 1979). Every three months, a Parent-Teacher Meeting takes place in our school so that parents and teachers can talk about their child's progress in school. Parents have an important role in their children's education. It is suggested that successful parental involvement in language learning has multiple benefits and may help the teacher in providing students with more effective instruction (Pena, 2000). The parent-teacher meeting was scheduled at the school during the weekends so that working parents were able to attend without any difficulty. We used to sit in a row face to face and write our names, classes, and subjects we were taking on cards that were placed on our tables when every instructor had to be there. Additionally, parents used to sign a paper that the class teachers carried with the names of the students on it along with feedback for the school's activities. This helped with the monitoring of the meeting, and after the parent-teacher session, the in-charge leader was going to organize a meeting of the teachers to go through the responses and issues of the parents.

Therefore, based on the parents' comments and feedback the school authority and board of directors wholeheartedly tried to solve the issues. For example, one parent mentioned his

daughter's slowness in everything and his hesitation to speak loudly to anyone. She was reserved and quiet, and her voice seemed quiet. Later, we teachers were advised to engage her more in all activities, such as asking oral questions, helping her read aloud during class, giving her changing seats with her, pushing her to write quickly, and so on. After doing these things, we observed some behavioral improvements in her after one and a half months; she became able to make friends easily participate in conversations willingly, ask and answer questions, and a lot of other things.

3.5.10 Co-Curricular Activities:

The school designed several extracurricular activities to support learners in discovering their hidden skills and areas of passion. A debating club, chess club, book fair, theatre class, annual sports and cultural program, field trip, Pitha Utshob, art camp, and many more activities are available as co-curricular activities. The activities are held every week, whereas the other festivals happen once a year like the annual cultural and sports day. The annual cultural day performance was held in the "Shuchona Convention Hall" for the students. In addition, children enjoyed a wonderful day at the annual sports with their friends, families, and teachers. In addition, the annual sports also took place where the children had an amazing day with their friends, family, and teachers. Moreover, the school had arranged the Pitha Utshob festival, Vegetable Day, where the students were asked to bring different pithas with proper colorful decorations and nameplates to share with their peers and teachers. Also, on vegetable day, all the students are required to bring colorful vegetables and make stalls. I think these activities promote great fun as well as help the children in many ways like social constructions, interactions, introducing different colors and different types of vegetables, and helping them to learn about Bengali culture through the Pitha Utshob. Besides academics, students loved to participate in these co-curricular activities which not only freshened their

minds but also helped them bring out their latent talents as well as released them from academic stresses.

3.6 Effective Alphabet Instructions for Special Needs Children

Children with special needs must be taught the alphabet using careful, individualized teaching strategies that fulfill their specific requirements for learning. Teachers may create a warm and supportive classroom that encourages successful alphabet learning by using research-based methods. Using relevant literature and research, this section discusses successful alphabet learning techniques for kids with special needs.

The topic of teaching alphabet skills to children with special needs draws interest in the field of special education. Several methods of instruction have been examined by researchers to help the alphabet learning process for special needs kids. As I have mentioned earlier, there were some special needs children in the school. According to my topics 'demand here, I am going to talk specifically about the kids I have experienced at the preschool level. There we 3/4 special needs children in the section I was appointed. Incorporating them into the effective learning process along with the other normal children is challenging, but the school had some research base adequate initiatives to enable them in effective learning procedures. For instance, here are some methods and techniques we used to follow in our school to teach young learners effectively:

- 1. Visual Aids and Hands-On Activities:** We were instructed to improve their letter recognition by using visual aids like alphabet charts or flashcards. To attract these learners and improve their letter formation skills, hands-on activities like letter tracing with interesting materials were also used. According to (Parette & Stoner, 2009), visual supports, such as diagrams and pictures, can improve the understanding

and memory of alphabet concepts for children with communication challenges or cognitive disorders

2. **Individualized Instruction:** It is most important to differentiate the special child first to aid them carefully as per their needs. We used to provide one-on-one or small-group instruction personalized to each child's abilities and needs. Individualized instruction is the essential component of providing support and monitoring their progress.
3. **Repetition and Reinforcement:** Furthermore, another technique we used to follow is repetition and reinforcement strategies. This is so beneficial for special needs children to retain alphabet knowledge. Constant practice and positive reinforcement can strengthen learning outcomes.
4. **Positive Reinforcement:** Implementing a system of positive reinforcement is very crucial. As a teacher, we tried to behave as best as we could and use verbal praise or symbolic rewards like chocolates, star marks, crown symbols, etc. to motivate and encourage special needs children during alphabet instruction.
5. **Being considerate of them:** As a teacher, it was our duty to become very considerate with the special needs children and permit them to perform according to their choice. Like in my section, the 3/5 special children were permitted to get the color, or puzzle games according to their choice. So that, they remain comfortable and feel less anxiety.

Research-based approaches and specialized strategies are essential for effective alphabet instruction for special needs kids. Additionally, using positive reinforcement can improve the success rate of alphabet learning for kids with special needs. The cultivation of meaningful and enjoyable alphabet learning experiences is essential to ensure growth and success in their

language and literacy development. This can be done by implementing research-based strategies while keeping consideration of individual differences.

3.7 My Personal Growth as an Intern:

Firstly, I would like to share my wholehearted gratitude to Greenwoods School, my beloved colleagues, and other staff who made my 3 months of internship journey so smooth and comfortable. I am also very pleased that I could explore there as a full-time teacher and their cordial reception allowed me to live with my dream job for the past 3 months. Along with all the duties of an intern teacher, I was assigned with few extra duties during various festivals and occasions at the school. For instance, during the Pitha Utshob and other national days like the 21st of February, I had to lead my students to the book stalls and look after them, Also I had to monitor their art competition and evaluate the artworks. In addition, a class teacher was not present during parent-teacher meetings, so I was required to preside over the session and do all other duties on her behalf. Also, I had departure duty after school once a week, when I had to see the children's cards of identification to give them over to their guardians. Along with these responsibilities, I also had to perform a daily morning duty that required me to be present early in the day to greet the teachers and students. Students had to be monitored during tiffin and a little break to avoid any sort of inappropriate behavior and activities. These extra duties apart from the regular responsibilities of a teacher helped me a lot to become more confident, build my leadership skills, and also brush up my communication skills to a great extent.

3.8 Some Challenges Faced During Internship:

During the period of my internship, I had to deal with a few difficulties. Firstly, I had difficulty keeping the attention of the young students for the first two weeks of class. However, once I managed to build a good connection with my students and had advice and support from my colleagues, I was finally able to manage the kids and grasp their attention almost until the very last minute. Offering them stars for any task they finished was extremely helpful in this situation.

Secondly, I find it challenging to maintain special needs children. As I didn't get any specialized training to manage their tantrum from the school very often, I struggled to manage them. In my section of PG, there were a total of 4 special children, sometimes it was quite difficult to handle them along with the normal children. I had to deliver the regular lesson to the normal students while also paying close attention to each of the special needs kids on an individual basis since they all had different levels of understanding. As a result, it was initially quite difficult for me to balance both lessons within the allotted class time, but after a few classes, I was able to figure out techniques and manage and balance them in a better way because then I understood my learners and their specific needs.

Thirdly, I learned a lot of teaching techniques and methods as an ELT major that I wanted to use in my lessons. However, as an intern, I was not permitted to do so. I had to stick to a curriculum plan, lesson plans, and resources created by the previous teachers. Later, when attending classes, I found several mistakes in the lesson plans and additional materials and reported them to the course coordinator and section supervisor. Finally, with the course coordinator's approval each time, I was allowed to make the modifications and include my responses.

Fourthly, children's lack of passion for creative writing was another difficulty I frequently faced. They would complain about writing lengthy essays and, more often they pretended like having no idea what to write. As a result, I started to talk about the topic with the students before they started writing, and they would then share ideas among themselves before finishing their work. These strategies helped me to overcome this difficulty. I would also provide some hints related to the topic so that they may use those words as a guideline for them.

Finally, another challenge I encountered was copy and script checking. I had a minimum of three courses each day in English Language in grades 3 and 4, which consisted of three components: comprehension, grammar, and creative writing. I had to check at least 40 to 50 copies per day as a result. Although it was not that hard for me to examine the copies for comprehension and grammar, the creative writing copies were much more challenging. I had to spend at least 15 minutes evaluating each work of creative writing. As a result, sometimes it was impossible to finish checking during class time and I had to take the copies home. This made me extremely frustrated. However, with the motivation of my on-site supervisor, I gradually found a way to complete my job within school time. In terms of the preschoolers, we were asked to finish all of their responsibilities within the allocated 3 hours.

Chapter 4

Recommendations

In light of the findings and factors described in this paper, several recommendations can be given to improve alphabet learning for young kids, especially at the nursery level. The goal of these suggestions is to develop an adequate and interesting learning environment that supports students' specific needs and facilitates effective alphabet learning.

First and foremost, I would like to suggest that alphabet materials be modified for children with special needs. For example, things like larger fonts for those with vision problems or touch-sensitive cards for physical difficulties. Then, making materials individualized ensures that all kids may actively participate in learning the alphabet.

Secondly, I believe that because of the hectic schedules, parents are becoming less involved in their kids' education. However, a child's parents undertake the most significant role in facilitating their education. The best way to encourage parental involvement is by giving them information about the alphabet curriculum and recommending at-home activities to reinforce learning. The relationship between homeschooling and school can be improved by regular parent-teacher meetings.

Thirdly, implementing activities that utilize alphabet knowledge in practical situations can be a fantastic idea to accelerate the effective learning process and ongoing development. A potential application of this strategy is helping kids identify objects in the classroom or find letters in the environment during a field trip.

Fourthly, it is essential to understand the role that play-based learning has a vital role in early children's development as I am suggesting this advice for young learners. I strongly believe that children learn the alphabet best when it is incorporated into fun and play-based activities.

Finally, I must say that teachers should be allowed to include items that they consider important for their students. Since every student is unique, every classroom is distinct from one another. There are numerous types of learners, thus teachers must develop individual strategies to meet the needs of each student. According to the demands of the students and the classroom, a teacher should have the flexibility to play a variety of roles, including facilitator, prompter, participant, resource, tutor, and controller. As a result, teachers should be given a certain amount of freedom to choose what will be most beneficial for the learners they are teaching.

Chapter 5

Conclusion

In conclusion, the foundation for young learners' language and literacy development has been established by skilled alphabet instruction. This paper emphasizes the need to develop an innovative and engaging learning environment that responds to the distinct needs of nursery-

level children and also examines various teaching strategies, ideas, and elements that enhance alphabet education.

It is impossible to overstate the importance of teaching young learners. It builds the foundation for a lifetime of learning by functioning as a stepping stone to the acquisition of reading, writing, and communication skills. This paper further explained the impact of methods of instruction on the teaching of the alphabet. We examined how specific instruction, visual aids, and adapted materials can promote active participation and create a positive learning environment. Alphabet instruction has become more interesting, meaningful, and relevant for young learners by including extracurricular activities, parent involvement, and positive reinforcement.

In light of these discussions, this paper provides useful suggestions on how to foster useful alphabet instruction for teachers, parents, and policymakers. Teachers and administrators may design an integrated educational setting that encourages young learners' curiosity, creativity, and love for language and literacy through the use of research-based strategies, individualized approaches, and an inclusive attitude. The success of alphabet instruction ultimately lies in the hands of dedicated and caring teachers who understand the value of creating excellent foundational skills in early childhood education. Young students can be inspired to become confident readers and effective communicators with the help of instructors who are dedicated to creativity and constant growth.

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