

TEACHERS' PERCEPTIONS REGARDING THE TWO-YEAR PRE-
PRIMARY CURRICULUM FOR ENHANCING LITERACY SKILLS
IN CHILDREN AGED 4-5 YEARS IN BANGLADESH

By

Md Abdul Mumin Musabbir

Student ID: 23355003

A thesis submitted to Brac Institute of Educational Development in partial
fulfilment of the requirements for the degree of
Master of Science in Early Childhood Development

BRAC Institute of Educational Development
BRAC University
September 2025

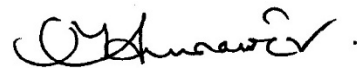
© 2025. Md Abdul Mumin Musabbir
All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis 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 thesis does not contain material which 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.

Student's Full Name & Signature:



MD ABDUL MUMIN MUSABBIR
Student ID: 23355003

Approval

The thesis/project titled “Teachers’ Perceptions regarding the Two-Year Pre-Primary Curriculum for Enhancing Literacy Skills in Children Aged 4-5 Years in Bangladesh” submitted by

1. Md Abdul Mumin Musabbir (Student ID-23355003)

of Summer, 2023 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of Master of Science in Early Childhood Development on July 23, 2025.

Examining Committee:

Supervisor:
(Member)

Ferdousi Khanom
Senior Lecturer, ECD Academic Program
Brac Institute of Educational Development
Brac University

Program Coordinator:
(Member)

Ferdousi Khanom
Senior Lecturer, ECD Academic Program
Brac Institute of Educational Development
Brac University

External Expert Examiner:
(Member)

Nafisa Anwar
Senior Lecturer, M.Ed. Department
Brac Institute of Educational Development
Brac University

Departmental Head:
(Chair)

Dr. Erum Mariam
Executive Director
Brac Institute of Educational Development
Brac University

Ethics Statement

Title of Thesis Topic: “Teachers’ Perceptions regarding the Two-Year Pre-Primary Curriculum for Enhancing Literacy Skills in Children Aged 4-5 Years in Bangladesh.”

Student name: MD ABDUL MUMIN MUSABBIR

1. Source of population

Government Pre-Primary Teachers in Dhaka, Bangladesh.

2. Does the study involve (yes, or no)

- a) Physical risk to the subjects - no
- b) Social risk- no
- c) Psychological risk to subjects - no
- d) discomfort to subjects- no
- e) Invasion of privacy- no

3. Will subjects be clearly informed about (yes or no)

- a) Nature and purpose of the study- yes
- b) Procedures to be followed- yes
- c) Physical risk- n/a
- d) Sensitive questions- yes
- e) Benefits to be derived- yes
- f) Right to refuse to participate or to withdraw from the study- yes
- g) Confidential handling of data- yes
- h) Compensation and/or treatment where there are risks or privacy is involved- yes

4. Will Signed verbal consent for be required (yes or no)

- a) from study participants- yes
- b) from parents or guardian - n/a
- c) Will precautions be taken to protect anonymity of subjects? - yes

5. Check documents being submitted herewith to Committee:

- a) Proposal- yes
- b) Consent Form- yes
- c) Questionnaire or interview schedule- yes

Ethical Review Committee:

Authorized by:

(chair/co-chair/other)

Dr. Erum Mariam
Executive Director
Brac Institute of Educational Development
Brac University

Abstract

This qualitative research focused on the pre-primary teachers' perspectives of Two-Year Pre-Primary Curriculum (2022), facilitating literacy development for 4–5 years children in Bangladesh. Considering that literacy is a foundation of lifelong learning, the study questioned what teachers make sense of curriculum, how they do it and how this way of unpacking develops in classrooms. Data was collected through one focus group discussion (FGD), six in-depth interviews (IDIs) and two times same classroom observations at the government primary schools purposively selected from Dhaka. Results showed that teachers recognized early literacy as crucial to children's cognitive and linguistic, and social-emotional development. They liked that the curriculum is well-organized and age-appropriate, with a focus on songs, rhymes, storytelling and picture-based learning. However, other systemic barriers, like overcrowded classrooms, insufficient teaching-learning materials, insignificant parental engagement, and insufficient facilitation ability, hampered the effectiveness of the literacy component.

The research points out that the curriculum's aims reflect those of national and international policy on early childhood education (SDG 4.2), but it is ultimately predicated on teacher readiness, motivation and support to deliver on its promise. Supporting the professional development of teachers in phonological awareness, vocabulary development and emergent writing through sustained professional development is important to support quality provision. Supplying teaching and literacy resources as well as providing smaller class sizes and better classroom facilities would add value to the children's learning. Additionally, promoting parent awareness and involvement through community-based literacy programs can establish

a supportive home environment that promotes the maintenance of literacy development in children. The study also suggests that teacher feedback should be taken into account in future revisions of the pre-primary curriculum with a view to making it more context sensitive and ready to apply. High-quality large-scale studies of early literacy instruction and children's outcomes should be conducted in the future to expand knowledge for policy development.

Overall, this study adds to the early literacy debate in low-resource contexts in showing that well-designed curricula only work when implemented with systemic support, teacher professional development and linkages among teachers, parents and schools.

Keywords: Pre-primary curriculum, early literacy, teacher perceptions, professional development, classroom practice

Dedication

The thesis is dedicated to my beloved father, Md. Abdul Hakim and my mother, Johora Khanom, to whom I owe my life and the light of education.

Acknowledgement

I want to express my sincere gratitude to my supervisor, Ms Ferdousi Khanom, Senior Lecturer and ECD Academic Lead at the BRAC Institute of Educational Development, BRAC University, for her unwavering support and invaluable guidance throughout the completion of this thesis. Her contributions were instrumental in shaping this work. I am also deeply thankful to Ms. Sakila Yesmin, Senior Lecturer at the same institute, for her thoughtful review of the research tool guidelines.

In addition, I extend my heartfelt appreciation to the esteemed Early Childhood Development (ECD) faculty members, Ms. Syeda Fareha Islam, Ms. Jessica Helen Corraya, Ms. Farasha Khan, Ms. Riffat Jahan Nahreen, Ms. Areefa Zafar, and Mr. Mostak Imran for their continuous encouragement, generous support, and constructive feedback throughout my academic journey. I would also like to recognize Mr Mujahidul Islam and Mr Ashik Rahman for their ongoing support throughout the ECD course. This is my great opportunity to convey my gratitude to the honourable External Expert Examiner, Ms. Nafisa Anwar, Senior Lecturer, M.Ed. Department, Brac IED, to provide me with valuable feedback. In addition, I would like to convey my regards to Dr.  Erum Mariam, Executive Director, BRAC IED, Syeda Sazia Zaman, Programme Head and Ms. Nahid Parvin, Senior Manager, BRAC IED, for their continuous inspiration for the successful completion of my MSc degree in ECD.

I am particularly grateful to all the participants in this research. Their enthusiastic involvement and cooperation played a vital role in the successful completion of this study. I sincerely appreciate the continuous support provided by the respected authorities of the BRAC Institute of Educational Development and the National Curriculum and Textbook Board (NCTB). The financial, academic, and administrative assistance extended by these institutions has been truly invaluable. I am also deeply thankful to my honourable teachers and dear batchmates of ECD Batch-19, whose unwavering encouragement and genuine cooperation have been a constant source of strength and inspiration throughout the ECD program.

Finally, I would like to express my sincere appreciation to my family, especially my wife, Dilruba Sharmin, and my daughters, Alisha Shahreen and Alvina Mehreen. Their patience, sacrifices, and unwavering support, despite the time I had to spend away from them, have meant the world to me. I am truly thankful for their love and encouragement throughout this memorable journey.

Title Page

The thesis titled ‘Teachers’ Perceptions regarding the Two-Year Pre-Primary Curriculum for Enhancing Literacy Skills in Children Aged 4-5 Years in Bangladesh’

Submitted by

Md Abdul Mumin Musabbir / Student ID: 23355003

Type of Research

Qualitative Research

Projected Graduation Date

01 October 2025

Supervisor

Ferdousi Khanom

Senior Lecturer

MSc. in ECD

BRAC Institute of Educational Development

BRAC University

Table of Contents

Declaration.....	ii
Approval	iii
Ethics Statement	iv
Abstract.....	v
Dedication.....	vii
List of Acronyms	xii
1. Chapter 1: Introduction and Background.....	1
1.1. Introduction.....	1
1.2. Statement of the Problem.....	2
1.3. Purpose of the Study	4
1.4. Significance and Justification of the Study.....	5
1.5. Research Questions.....	7
1.6. Operational Definitions.....	8
2. Chapter 2: Literature Review.....	9
3. Methodology.....	16
3.1. Research Approach.....	16
3.2. Research Participants.....	17
3.3. Research Site.....	17
3.4. Participant Selection Procedure.....	18
3.5. Data Collection Methods	19
3.6. Data Analysis Technique	19
3.7. Validity of the Research Tool.....	20
3.8. Ethical Issues	20
3.9. Limitations of the study	21
4. Findings and Discussion	21
4.1. Findings	22
4.1.1. Demographic Information.....	22
4.1.2. Theme 1: Teachers' Perceptions about the Importance of Early Literacy for children aged 4-5 years	23
4.1.2.1. Sub-theme 1: Understanding of Early Literacy Skills in the Pre-primary Context	23
4.1.2.2. Sub-theme 2: Perceived Value of Early Literacy for Child Development.....	24
4.1.3. Theme 2: Role of Curriculum in Promoting Literacy.....	26
4.1.3.1. Sub-theme 1: Effectiveness of Curriculum Content in Developing Literacy Skills ...	26
4.1.3.2. Sub-theme 2: Effectiveness of Literacy Skills.....	28
4.1.3.3. Sub-theme 3: Usefulness of Learning Materials and Classroom Activities	30
4.1.4. Theme 3: Classroom Practices in Literacy Instruction	32

4.1.4.1. Sub-theme 1: Observing and Assessing Literacy Skills	32
4.1.4.2. Sub-theme 2: Teacher Support and Professional Development Needs.....	34
4.1.5. Theme 4: Challenges in Implementing the Literacy Component	36
4.1.5.1. Sub-theme 1: Resource Limitations.....	36
4.1.5.2. Sub-theme 2: Classroom and Student-Related Challenges.....	36
4.1.5.3. Sub-theme 3: Parental Engagement and External Factors	37
4.1.5.4. Sub-theme 4: Infrastructure and Institutional Support.....	37
4.1.5.5. Sub-theme 5: Training and Professional Development Gaps	38
4.2. Discussion.....	38
5. Conclusion	45
6. Recommendations.....	47
7. References.....	48
A. Appendices.....	56
A.1 Research Tools – IDI Guidelines for Teachers (in English)	56
A.2 Research Tools – IDI Guidelines for Teachers (in Bangla)	57
A.3 Research Tools - FGD Guidelines for Teachers (in English)	58
A.4 Research Tools - FGD Guidelines for Teachers (in Bangla)	59
A.4 Research Tools – Classroom Observation (English)	61
A.5 Research Tools – Classroom Observation (Bangla)	64
A.6 Consent Form for Teachers (English).....	67
A.7 Consent Form for Teachers (Bangla).....	68

List of Acronyms

ECD	Early Childhood Development
FGD	Focus Group Discussion
IDI	In-Depth Interview
NCTB	National Curriculum and Textbook Board
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization

1. Chapter 1: Introduction and Background

1.1. Introduction

Early Childhood Development (ECD) is primarily known as the foundation of lifelong learning, and literacy is a part of early childhood education (UNESCO, 2016). A significant breach in quality has been addressed through the introduction of the two-year Pre-Primary Curriculum 2022, implemented for students aged 4–5 years across Bangladesh. This curriculum consists of print concepts, reading, writing and phonological awareness (vocabulary and print knowledge) (Neuman & Roskos, 2012). Around the country, it is already being provided for 5-year-olds, and the 4+ program is being piloted at 3,214 schools with plans to offer it in another 5,000 in 2025.

The criticality of the role transition to effecting reform in this effort cannot be overstated: teachers' beliefs and practices will affect how reform is enacted (Sheridan et al., 2009; Fives & Buehl, 2012). While the curriculum is designed to ensure that children are nurtured in their literacy, numeracy and socio-emotional competencies in a conducive environment (NCTB, 2022), whether this vision will be realized depends on how it is implemented within schools. According to Fullan (2016), even sensible reforms can run into trouble if they fail to take the realities on the ground into account. Overcrowded classes and insufficient resources for personalized contact in Bangladeshi schools (Ahmed et al., 2021) lead to unequal distribution of opportunities between rural–urban splits in access to resources (Nath & Chowdhury, 2014).

Teacher preparation is also a challenge, with many pre-primary teachers entering the profession without having received training in early literacy pedagogy. The evidence indicates that a focus on staffing in conjunction with ongoing professional

development and induction or mentoring is essential to improving practice and student outcomes (Zaslow et al., 2010; Piasta et al., 2012). In Bangladesh, systems-based training deficiencies still exist (BANBEIS, 2020). Poor parental involvement leads to restricted opportunities at home for children to practice skills, even though there is strong research evidence about the importance of this for literacy development (UNICEF, 2019).

1.2. Statement of the Problem

Early literacy is widely acknowledged as the foundation of lifelong learning for academic success and future social development. Acknowledging this, the Government of Bangladesh introduced a Two-Year Pre-Primary Curriculum in 2022 to support children aged 4–5 years so that they are ready for school and can acquire essential literacy skills. The paper is reliable with SDG 4.2, where it has been stated ‘to provide all children access to Early Childhood Pre-primary Education’ (UNICEF, 2023). The impact of the curriculum will greatly depend on teachers’ beliefs and their implemented practices in classrooms.

While the intervention has literacy learning as its aim, little has been said about how teachers enact these intentions in their curriculum. For instance, practices like shared reading, phonological awareness practice or interactive story are inconsistently used and, in some cases, may hinge on teacher preparedness as well as class size or resource availability (Cabell et al., 2021; Neuman & Moland, 2019; Hossain et al., 2023). Therefore, it is important to consider classroom practice when describing the discrepancy between intent and implementation in order that targeted professional development or resource support can be offered.

Teachers' belief plays a vital role in interpreting and implementing curriculum intents in classrooms (Skibbe et al., 2022; Aslam et al., 2021). Teachers need to be addressed seriously, as classroom practices hardly correspond to the planned curriculum objectives of Bangladesh, where teacher education is fragmented and pedagogical styles are wide-ranging (Ahmed & Kabir 23). Effective teaching of literacy comprises shared reading, phonological awareness (Catts & Kamhi, 2005; Fowler et al., 2011), and storytelling practices, but there appears to be little knowledge on the practices at the pre-primary education level in Bangladesh.

And then there are structural and contextual barriers to bringing the curriculum to people. Quality of literacy instruction is poor, and personalized instruction delivery is not possible, mainly in the case of children with limited exposure to literacy (Islam et al., 2021) due to crowded classes, lack of adequate materials, and inadequate infrastructure. But teacher preparedness is an issue, as most of the pre-primary level teachers are not trained for their specific role in delivering early literacy skills such as phonemic awareness, vocabulary building and emergent writing (Rahman et al., 2022; Banu & Siddiqua, 2020). Also, challenges in rural versus urban schools are more impaired by disproportionate training and support (Begum et al., 2021; Rashid & Haider, 2023). Teachers are often reported as working in isolation or with insufficient support and feel disempowered and/or left with damaging instructional practices. Feedback on professional development (e.g., workshops, mentoring and joint lesson planning) could promote teacher preparedness to minimize the deficit distance, resulting in increased fidelity of curriculum enactment. Teachers' perspectives also contribute to determining the cultural and developmental appropriateness of literacy activities for diverse students. So, whatever seemed inappropriate in regards of

material or activities, teachers had the power to modify and remove, which could in turn affect the effectiveness of a curriculum (UNICEF, 2023; Haque & Nasrin, 2022).

Literature all over the world has shown that communication between teachers and policymakers is critical to make curriculum responsive and flexible (Zhang et al., 2020; Darling-Hammond et al., 2019). Teacher voices are rarely heard in policy decisions for Bangladeshi schools. Such documentation contributes systematically to more profound curricular reform and the reduction of the gap between policy and practice. The possibility of evaluating the effectiveness of curriculum is also hampered by weak M&E. Outcome indicators would not be sufficient in themselves; understanding teachers' and students' experience is important to responding to underlying forces driving inequality for early reading (Hossain et al., 2023).

1.3. Purpose of the Study

This study explored pre-primary teachers' perception about the Two-Year Pre-Primary Curriculum (2022) and its influence on developing literacy skills among 4–5-year-old children in Bangladesh. As early childhood education is considered the foundation of life, teachers' points of view should be studied to learn about the implementation of the curriculum. In relation to the research, it explored teachers' perceptions of how much the curriculum addresses critical literacy, such as listening, speaking, early reading and early writing skills, since teachers' beliefs inform operating curricular aims (Skibbe et al., 2022; Ahmed & Kabir, 2023). It examined how teachers implemented literacy aims through daily classroom practice in terms of instructional strategies and activities, materials for learning, and teaching routines (Cabell et al., 2021; Aslam et al., 2021), recognizing that curriculum fidelity is required to produce outcomes (Neuman & Moland, 2019). The study factored in the

challenges posed to literacy instruction, such as overcrowded classrooms, lack of materials and resources, minimal parental involvement, and multilingualism, which are associated with quality preparation to implement teacher support (Islam et al., 2021; Banu & Siddiqua, 2020; Rahman et al., 2022; Darling-Hammond et al., 2019). In looking at these factors, the study attempted to connect curriculum planning directed toward literacy practices and classroom practice and to identify why some literacy outcomes are so difficult to obtain.

It also shows the importance of integrating teachers' point of view within in-service education and opening up spaces for them to share their experience with policy making rather than having a one-directional communication strategy which the Bangladesh government had (Hossain et al., 2023; Haque & Nasrin, 2022). From this analysis, we identified information associated with the similarity between curriculum design and enactment, as well as some of its strengths and weaknesses (Zhang et al., 2020). Implications for international early literacy efforts in low- and middle-income countries that face similar realities are considered. In recording perceptions about teachers and the process of learning, classroom practice, barriers to implementation progress and teaching professionalism preparedness needs the evidence has been laid out to inform the provision of teacher training, curriculum change or as a focus for resource investment. Finally, it offers a teacher-informed view of the manner and extent to which the Two-Year Pre-Primary Curriculum prepared children for literacy in Bangladesh, while equipping them with essential pre-primary competencies for primary school and ensuring equitable access to quality early childhood education.

1.4. Significance and Justification of the Study

This study aims to attempt the betterment or development of ECE with reference to literacy skills at 4–5 years in Bangladesh. Given national initiatives to invest in high-

quality early childhood programs that are available universally, there is a need to address issues and ensure the sustainability of the implementation at scale.

Teachers are central in the implementation of policy curriculum in classroom practice. Even though textbooks tell us what to do, teachers have their own interpretive processes about how to adopt and enact such instructive guidelines in daily teaching practice (Neuman & Moland, 2019; Zhang et al., 2020). Their perspective analysis offers policy makers and other stakeholders a way of considering whether the curriculum is sustainable, although learning is unlikely to occur in rural schools if teacher morale is low and performance is poor (Skibbe et al., 2022).

Early reading is a well-established precursor to academic-related behaviors and socially positive play (Cabell, et al., 2021; Kim & Pilcher, 2023). In a country like Bangladesh, because of and with its resource constraints, is that that there are add-on early setbacks, nothing but enhanced prospects for educational inequality make high-quality literacy instruction more inescapable. It is, therefore, of great importance to assess the degree to which the new curriculum promotes basic literacy skills if education were to develop equitably.

This current study also answers a gap in the previous literature. Evaluation studies of early childhood programs have been conducted in Bangladesh, though relatively few studies that focused specifically on teachers' perceptions of the Two-Year Curriculum and its implementation within their classrooms (Hossain et al., 2023; Ahmed & Kabir, 2023). Previous work has generally concentrated on access or general quality metrics, without considering what is being delivered for literacy. This paper, on the other hand, offers us a peek at teachers lived realities and, by doing so, permits insight into

what typical classroom practices look like day after day, instructional successes, encounters and compromises.

Curriculum implementation is heavily affected by structural and contextual challenges. Overcrowded classrooms, inadequacy of teaching apparatus, unsuccessful Teachers' training and Socio-culture diversity influence the quality of literacy instructions (Islam et al., 2021; Banu & Siddiqua, 2020). Some pre-primary teachers have said that they are undertrained and trained in outdated early literacy pedagogy (Rahman et al., 2022; Aslam et al., 2021). Determining how to identify the support and resources that teachers most need can also guide those who are developing teacher education and professional programs to be relevant, curriculum-sensitive, and sustainable.

There are also implications for policymakers and curriculum developers, according to the study notes. To reform education and foster its implementation into the classrooms (Haque & Nasrin, 2022), strategic approaches in seeking teacher feedback could contribute. To ensure that children have access to quality early pre-primary education and acquisition of foundational literacy skills by five years of age, this is in line with SDG 4.2 (UNICEF, 2023). The findings from this study impact national and international efforts to build accessible, equitable, high-quality early learning environments.

1.5. Research Questions

The key research questions for this study are as follows:

- a) What are the perceptions of pre-primary teachers on fostering literacy skills in 4- to 5-year-old children through the implementation of the two-year pre-primary curriculum?

- b) How do teachers implement the literacy components of the curriculum in their classrooms?
- c) What factors do teachers encounter when delivering literacy instruction within the two-year pre-primary curriculum?

1.6. Operational Definitions

1.6.1. Perception

Perception is how the mind structures and interprets sensory data, effectively making it meaningful (Goldstein, 2020). The interpretation is affected by prior memory, experience, expectations and cultural background, due to which the same inputs can be interpreted differently for different people. In this study, the term perception is exemplified by teachers' views about the literacy competence of 4 to 5-year-old pre-primary children in Bangladesh.

1.6.2. Teacher

Teachers' abilities to facilitate learning by providing supportive and engaging classroom environments are a critical factor (Hattie, 2009). They advise, inspire, teach and encourage students to succeed academically as well as personally. This study concentrates on teachers and their perceptions of the Two-Year Pre-Primary Curriculum, as well as how they perceive it to impact the development of literacy with four-and five-year-old children.

1.6.3. Pre-primary Curriculum

A pre-primary curriculum is a coherent plan of learning outcomes, teaching

approaches and developmental goals for young children (Kelly, 2019; Neuman & Powers, 2020). They include early literacy, number sense and social-emotional development, and they are introduced in child-centered, age-appropriate ways. For this study, the curriculum context on literacy skills of 4- to 5-year-olds was a major focus (Priestley & Biesta, 2020; UNESCO, 2016).

1.6.4. Literacy Skills

Literacy comprises reading, understanding, and writing for the kind of knowledge that constitutes the basis of academic achievement and learning throughout life (UNESCO, 2017). Early skills, such as phonological awareness, vocabulary and understanding of stories, are very good predictors of reading success later on (OECD, 2019). This study explored teachers' perspectives on the role of the curriculum in promoting literacy skills in young children aged 4-5 years.

1.6.5. Children

Children actively construct knowledge through interaction with their environment and the people around them, developing cognitively, socially, emotionally, and physically (Berk & Meyers, 2023). Early childhood is a critical period that shapes future learning and well-being. This research explored teachers' views on how the Two-Year Pre-Primary Curriculum fosters literacy skills in 4- to 5-year-old children in Bangladesh.

2. Chapter 2: Literature Review

Early childhood education (ECE) programs that enforce early literacy have gained much interest worldwide. Many countries, such as Bangladesh, have therefore introduced two-year full curricula for children aged 4-5 years (UNESCO, 2022). It is

important to understand teacher attitudes and interactions with these curricula as their beliefs and attitudes powerfully shape the effectiveness of curriculum adoption (Skibbe et al., 2022; Ahmed & Kabir, 2023).

In this study, the literature on the relationship between teacher beliefs and early literacy instruction was reviewed. The barriers to successful literacy integration in pre-primary were also analyzed. In addition, the literature on building teacher capacity through contextualized literacy training was reviewed. The review targeted literature sources that advocate the improvement of literacy through materials and family involvement.

The literature was reviewed in four primary thematic areas: Teachers' Views on the Importance of Early Literacy (ages 4-to-5), Curriculum and Literature, Classroom Instruction Practices for Literacy, and Challenges with Implementing the Literacy Component.

Definition of Literacy in Early Grades

The skill of reading in literacy is an active emergence that corresponds to the development of language skills for the most part (Christie & Roskos, 2009). We construct our languages in interaction with others. The child's cognitive development is so much conditioned by the strength of his or her language. Children are given precious opportunities to learn language with their peers and also to use what they have learned in a variety of contexts and experiences. Social interactions, friendships and involvement with the environment play a role in developing children's language skills. For Vygotsky, active participation in the social world is how a child learns. From observing what the adults do and following instructions, they learn to work through tasks. Vygotsky called a child's capacity to do so his developmental level, or

ZPD (Zone of Proximal Development). The full realization of this ZPD is contingent upon the support and structure that adults, who are interacting with the child.

The components of reading and writing foundations are addressed as follows. It is also a key skill which helps people to gain knowledge, communicate clearly, and participate effectively in society. Literacy development starts from a young age, which provides a foundation to use the language in listening, speaking, reading, writing and reflecting on knowledge (Sharifah Nor Puteh & Aliza Ali, 2013). Our definition of literacy includes print literacy, reading and writing skills, and digital literacy, the ability to locate, analyze, and create information using technology.

Literacy is defined as “the ability to read and write,” while play is described as “free engagement in fun activities.” In the social constructionist view, young children’s literacy can occur naturally through play. Before the mid-20th century, it was believed that play should be conducted apart from the school environment (Hall 1991, p. 3). As Hall (1987) notes, teachers were making literacy a matter of their own authority and their inscriptions on the bodies of students, but there could be only negative effects from this. According to research of the past quarter century, however, there is a more positive relationship between play and literacy learning (Mardell et al., 2016).

Researchers contend that play facilitates emotional, social and cognitive development for children (Bodrova & Leong, 2010), and a play-based environment rich in literacy experiences provides opportunities to develop early literacy skills. Socialization is an important factor through which children learn through authentic, real experiences.

Play enables children to learn “independent of formal teaching but in authentic and meaningful learning environments” (Mielonen & Paterson, 2009). Literacy skills are predominantly the acquisition of language competencies (Christie & Roskos, 2009). Language, in and of itself, is an object that results from interaction with other people.

Language is embedded in a child's cognitive development. Play provides an important setting for children to learn language from their peers and use it in a variety of contexts. Children develop language competency through peer interaction, friendships, and interaction with their environment. Vygotsky believed children learned through active participation in social experiences. They acquire problem-solving skills by watching and imitating adults while receiving directions. To Vygotsky, this is what a child can do for themselves at that moment in time, which he refers to as the Zone of Proximal Development (ZPD). The full implementation of this ZPD depends on the quality of interaction and the support that he gets from adults.

Teachers' Perceptions about the Importance of Early Literacy for children aged 4-5 years

Early literacy is of paramount importance in Bangladesh and serves as a cornerstone for academic intelligence, cognitive development, and learning progression, academic achievement and future academic life (UNESCO, 2016). Other components of early literacy skills, including vocabulary development, phonological awareness and print knowledge, are critical for school readiness as well as long-term avoidance of dropping out (Neuman & Roskos, 2012). It is in this light that the Government of Bangladesh launched the Two-Year Pre-Primary Curriculum, 2022, to enhance the lifelong-learning process and children's basic literacy skills between the ages of 4 to 5 (NCTB, 2022). Attention to early literacy is also important for the achievement of Sustainable Development Goal (SDG) 4.2, which aims to ensure that all boys and girls have access to quality pre-primary education by 2030 (UNICEF, 2023). Two further, but hardly less important, considerations, both of which have been frequently observed in earlier studies (Aslam et al., 2021; Hossain et al., 2023) regarding the instructional decision-making of pre-primary teachers, are the need for and fit for the

curriculum to child development. Results from Bangladesh are equally mixed at this point, some teachers welcoming the stronger emphasis on literacy as reflective of high policy commitment, whilst there was poor clarity about curriculum and a lack of intervention fit with children's developmental levels in some (Banu & Siddiqua, 2020; Haque & Nasrin, 2022). Literature also examined the science of reading and how it was being taught in classrooms. High-quality early literacy teaching is grounded in rich language experiences, play-based activities, and developmentally appropriate scaffolding (Neuman & Moland, 2019; Cabell et al., 2021). However, in the classrooms, it is a very poor culture where teachers make them memorize such depressing songs, with the others taking creative initiatives without resources (Islam et al., Rahman et al., 2022). There was thus a wide variation in the type of literacy programmes being developed and served as an impetus for teacher in-service and support that would enable effective literacy programming. The second of the instructional materials also plays a critical role in shaping literacy instruction. Developmentally and contextually responsive engaging curriculum resources are at the heart of children's motivation and learning (Neuman & Moland, 2019; Cabell et al., 2021). But in Bangladesh, there were shortages of such materials and inequities in their distribution. Because of resource constraints, teachers, especially in remote areas, are often forced to resort to unplanned or skip the planned literacy work (Rahman et al., 2022).

Role of Curriculum in Promoting Literacy

The teacher is the cornerstone of successful implementation of any curriculum because his or her attitudes determine how curriculum goals are translated in classrooms (Fullan, 2007). Evidence shows that if teachers consider a curriculum to be relevant and of value, they will use pedagogies which are compatible with their

purpose (Ahmed et al, 2020). Given the situation in Bangladesh, it was found that, although pre-primary teachers are largely supportive of literacy instruction, they tend to voice the belief that there is a mismatch between what the curriculum dictates and children's overall readiness. Initial studies of the Two-Year Pre-primary Curriculum 2022 show favourable congruence with context-appropriate literacy outcomes, but there is no previous research on teacher satisfaction and perceived efficacy (NCTB, 2022).

Ongoing professional development is an important factor in teachers' preparedness to deliver effective early literacy instruction that is effective. Conduct of research revealed the effectiveness of continuous, on-the-job training in building teachers' confidence and teaching practices (Rahman et al., 2022; Darling-Hammond et al., 2019). But in Bangladesh, CPDs are usually few and highly theoretical with little practical hands-on support or follow-up; hence, they have practically less contribution to classroom teaching (Aslam et al., 2021; Islam et al., 2021).

The activities have enabled more effective literacy instruction, such as mentoring, shared planning of lessons, and peer observation (Skibbe et al., 2022; Darling-Hammond et al., 2019). But this kind of collaboration is rare in the pre-primary teachers' system of Bangladesh, giving rise to the isolation of teachers and a lack of equitable practice patterns (Haque & Nasrin, 2022).

Classroom Practices in Literacy Instruction

The successful incorporation of literacy into the early childhood classroom depends on a thoughtful design of curriculum and teachers implementing practices. Related research from low- and middle-income settings has also found that teachers struggle to incorporate child-centered, play-based approaches to literacy because of the

pressure to produce immediate academic results (Naudeau et al., 2011). In Bangladesh, the pre-primary level education is primarily based on memorization processes rather than involving interactive literacy (Shahjamal & Nath, 2008). Although the 2022 curriculum promotes phonological awareness, storytelling and the development of literacy-rich school environments (NCTB, 2022), this success depends mostly on teachers' practice. Hasan and Khan (2023) observed that teachers in both rural and urban schools, storytelling were not interested when they told stories to the children. Support for and involvement of families and community are also critical to assist children's literacy outside school (Hossain et al., 2023); however, teachers often have difficulties engaging parents because they are either uninformed or underprepared about how learning continues at home (Ahmed & Kabir, 2023). Besides, due to overcrowded classes of students and a lack of appropriate teaching materials (Parser 2008), teachers are incapable of utilizing interactive methods properly. With little professional growth available, teachers soon run out of new practices to use and revert to old ones. Tackling these systemic barriers is key to making it possible to meet the curriculum's literacy goals.

Challenges in Implementing the Literacy Component

A range of systemic and contextual barriers continues to limit effective literacy instruction in pre-primary settings. Common obstacles include overcrowded classrooms, shortages of instructional materials, and irregular teacher training opportunities (UNESCO, 2021). These problems are particularly acute in rural and disadvantaged areas of Bangladesh, where weak infrastructure further constrains teaching and learning (Rahman & Akter, 2019). Further, large curricular loads and strict schedules make it challenging for teachers to achieve the literacy target, given the number of hours (Begum & Farooqui, 2022). Furthermore, it is asserted that

societal expectations related to keeping the educational standard high at the cost of educationally appropriate practice tend to contribute to widening the gap between the policy agenda and what happens at school (Kabir, 2020).

A similar issue is fidelity of implementation, or the extent to which teachers adequately and correctly implement a curriculum as it is intended. According to Zhang et al. (2020), fidelity is influenced not only by teachers' knowledge but also by classroom conditions, including class size, resources, and school support. Teacher practices to implement the literacy experiences: Overcrowded and material-poor environments in Bangladesh commonly force teachers into curricular adjustment or reduction (Hossain, Ahmed, et al., 2023), which is a threat not only to consistency but also quality of instruction.

The linguistic and cultural diversity in Bangladesh compounds the challenges of teaching literacy. Teachers experience difficulties in reconciling children's home languages with those of the formal curriculum as they must follow it due to some reputed issues (Ahmed & Kabir, 2023; Banu & Siddiqua, 2020). This multilingual ecology highlights the significance of responsive pedagogy and local adaptations to the standard curriculum that would enable equitable literacy learning experiences (Haque & Nasrin, 2022).

3. Methodology

3.1. Research Approach

The qualitative research method was used to investigate and understand teachers' perspectives regarding the effectiveness of the 2-year Pre-primary Curriculum (2022) to enhance children's literacy forms at the age range of 4-5 years in Bangladesh. This study sought to investigate and gain insight into teachers' personal experiences, beliefs

and conceptions about the implementation of the Two-Year Pre-Primary Curriculum. During the process, it did not use statistics, but it focused on collecting rich descriptive data by reviewing the Pre-primary Curriculum 2022 document, conducting in-depth interviews and focus groups, and class roving. The aim was to further understand teachers' individual perspectives to interpret how the curriculum impacts and influences young children's literacy development. This process made it more visible how teachers see, interpret and experience content, structure, instructional strategies and assessment tools of the curriculum, related to early literacy skills with young children.

3.2. Research Participants

The pre-primary teachers working with the 2-Year Pre-primary Curriculum (2022) in Dhaka city were participants in this research. Participants must have a minimum work experience of 1 year with Two-Year Pre-primary Curriculum. The purpose of this requirement is to help ensure that reviewers bring enough knowledge about the design and content of the curriculum, as well as its pedagogical strategies, to appreciate what a high-quality implementation should look like. The research also attempted to involve teachers through professional experience, training background and academic qualifications.

3.3. Research Site

The study was conducted in selected government primary schools with pre-primary sections in Dhaka City. The aim was to ensure that the Two-Year Pre-primary Curriculum (2022) was implemented, and literacy skills were addressed properly. The institutions were purposively selected. That helped illustrate how factors such as the

level of infrastructure quality, whether there were opportunities for teacher training and to what degree communities were involved could shift teachers' perceptions about their work and how they worked through the curriculum.

The research sites were real-life settings where the live realities of the practicalities, challenges and opportunities of enacting the Two-Year Pre-primary Curriculum, particularly in terms of its impact on young children's literacy development in Bangladesh, were exemplified.

3.4. Participant Selection Procedure

The current study used a purposive sampling technique to select the participants considered likely to provide insightful, relevant and diverse perspectives in relation to the implementation of the Two-Year Pre-primary Curriculum 2022 in Bangladesh. Specific attention was drawn to the potential effect on the literacy of 4–5-year-old children. The pre-school teachers from the government primary schools in Dhaka city were selected as the study population. Selected teachers met the following criteria:

- ❖ Experience: Teachers with at least one year of expected teaching experience in pre-primary classes with the revised two-year curriculum.
- ❖ Curriculum Training: Those who received the official training or orientation on the Pre-primary Curriculum 2022 dissemination training.
- ❖ Consent to participate: Only teachers who consented to an in-depth interview and FGD (Focus Group Discussion) were included in the study, and also agreed to support the researcher during classroom observation.

A total of 6 (six) teachers from 6 (six) government primary schools of Dhaka city were identified for conducting IDI. Furthermore, 6 (six) more teachers were chosen to perform FGD (Focus Group Discussion). Furthermore, one government primary

school was chosen to observe the classroom twice. This sample size was judged sufficient to achieve a wide variety of opinions on how the curriculum should impact early literacy skills.

3.5. Data Collection Methods

Data was gathered using in-depth interviews (IDIs), FGD (Focus Group Discussion) guidelines and classroom observation. A total of 6 (six) teachers participated in the IDIs. They responded based on a set of interview guidelines, which were developed in alignment with the research questions. Participants' responses were documented for subsequent analysis. One classroom was observed 2 times.

3.6. Data Analysis Technique

In the study entitled “Teachers’ Perceptions about Two-Year Pre-Primary Curriculum to Improve Literacy: A Case study of children aged 4-5 years in Bangladesh,” the authors mainly used content analysis as their strategy for data analysis. This method was particularly appropriate for research because it enabled a systematic process of searching, analysing and interpreting patterns or themes within the qualitative data in relation to the research questions. In relation to Research Question (a) another use of thematic analysis is to help illuminate underlying themes, beliefs and experiences regarding teachers’ opinions about literacy skill promotion. These could become sources such as “importance of early literacy”, “child-centred teaching approach” and “impact on perceived curriculum”, which would show the way in which teachers accepted their roles and how they valued the impact of the curriculum on literacy development.

For the research questions (b) and (c), content analysis also provided insight into the way literacy instruction is carried out by teachers, as well as factors influencing this process. Codes were coded from diverse sources, including interviews, focus group discussions and classroom observations to reflect various dimensions of instructional strategies, teaching materials, formative assessment procedures, as well as practices tailored for children's developmental stages. In addition, we detected barriers and facilitators such as class size, lack of training, limited resources and degree of parent engagement that were further clustered into overarching themes. By comparing themes across participants, the researcher was able to understand shared and individual experiences and gain a full understanding of how teachers implemented the curriculum in real classroom contexts, the obstacles or supports that affected literacy instruction.

3.7. Validity of the Research Tool

In order to validate the research instruments, the questionnaires were reviewed by experts who are members of the faculty of the BRAC Institute of Educational Development, BRAC University (BRAC IED). A pilot study was also conducted in the meantime, in which three persons of similar characteristics to the target population were handed each questionnaire. According to their comments, ideas and proposals, the questionnaires were revised as required. This integrated process of expert review and pilot testing contributed to the face validity and reliability of the study measures.

3.8. Ethical Issues

This research was carried out with full adherence to the ethical guidelines and protocols established by the BRAC Institute of Educational Development (BRAC

IED) for the protection, dignity and confidentiality of all participants. The following ethical standards will be followed throughout this research:

- ❖ Consent will be obtained from the Ethical Committee of BRAC IED, BRAC University.
- ❖ Respondents were recruited to participate through a voluntary process Request for verbal or written consent was made.
- ❖ Participants' identities were treated as confidential and anonymous.
- ❖ All details of the study, including communication, were transparently communicated.
- ❖ The dignity and respect of the participants were emphasized.
- ❖ No other studies were extracted; only data for this research were included.

3.9. Limitations of the study

The researcher's background as a curriculum developer and creator of teaching resources at the pre-primary level may have affected data interpretation. To account for this, the researcher focused on key research questions and used teachers' views as the central lens of investigation. Moreover, this study was conducted only in and around Dhaka city, and the sample size was very small, possibly may not simple reproduction of everything to give a complete idea about it.

4. Findings and Discussion

This chapter was divided into two parts. The first part, titled 'Findings,' shared the information gathered using three qualitative methods: in-depth interviews, focus group discussions, and classroom observations. The second part, 'Discussion', interpreted the data analyzed about existing literature and the researcher's reflections. This part ended

with a conclusion and offers recommendations derived from the results, along with a detailed discussion of the data collected, codes, and themes.

4.1. Findings

The objective of this study was to explore teacher perceptions of the 2-year pre-primary curriculum and its contribution to promoting literacy learning among 4–5-year-old children in Bangladesh. To accomplish this, the research involved analysis of the Pre-primary Curriculum 2022, six in-depth interviews and a focus group discussion with teachers responsible for pre-primary children, as well as double observations at a pre-primary classroom.

The results have been presented in 4 major thematic areas:

1. Teachers' Perceptions about the Importance of Early Literacy for children aged 4-5 years
2. Role of Curriculum in Promoting Literacy
3. Classroom Practices in Literacy Instruction
4. Challenges in Implementing the Literacy Component

4.1.1. Demographic Information

Six pre-primary school teachers were interviewed through in-depth interviews (IDIs), and six other pre-primary school teachers participated in Focus Group Discussions (FGDs) from different government primary schools of Dhaka city for the present study. The interviewees were composed of five females and one male, aged between 31–36 years. All teachers have a master's degree, indicating they are very well educated. All participants in both IDIs and FGDs possessed an experience of between 10–12 years working experience in early childhood education. Upon joining, all

teachers received 15-day pre-primary training. A total of two teachers had done a Master of Education degree, and four received the Diploma in Primary Education (DPED).

4.1.2. Theme 1: Teachers' Perceptions about the Importance of Early Literacy for children aged 4-5 years

To gain a deeper understanding of the participants' perspectives on the early literacy theme, 1 has been divided into several sub-themes. These sub-themes aim to explore teachers' knowledge regarding early literacy development in pre-primary settings and their understanding of what constitutes early literacy skills for children aged 4-5 years.

4.1.2.1. Sub-theme 1: Understanding of Early Literacy Skills in the Pre-primary Context

The majority of teachers stated in IDIs and FGDs that early literacy is composed not just of reading and writing but also of listening, speaking, letter recognition ability, visual perception skills, and expressive self-expression. They also gave significance to play, oral storytelling, rhymes, picture reading and verbal engagement as important for language development and in readiness for primary school. They highlighted play, storytelling, rhymes, picture reading and verbal interactions as key in developing the language skills needed for primary school. One teacher explained,

“Early literacy is the basis of language development, which naturally develops by means of communication and interaction, such as listening to one another, speaking to one another and letter interpretations, forming

connections with expression. It contains important skills for primary school readiness (In-depth interview#1, 25-06-2025)."

The teacher also stressed that the structured language experiences in pre-primary school set children up for academic success later. Play and verbal interaction were recognized as fundamental to language acquisition. One teacher explained that early literacy is more than reading and writing; a child's ability to use words, interpret pictures and make meaning of sounds. (In-depth interview#2, 26-06-2025). One teacher emphasized,

"Early reading ability helps to build the confidence of the children to make them successful in primary school (FGD, 25-06-2025)."

Most of the teachers added that it also assists children in following directions, speaking clearly and engaging in classroom activities. One of them emphasized storytelling, picture reading and rhymes for developing the vocabulary and language (In-depth interview#5, 28-06-2025), as well as frustration about that individual learning needs are neglected. Small-group activities and visual aids can be used to promote engagement, she also recommended.

4.1.2.2. Sub-theme 2: Perceived Value of Early Literacy for Child Development

Most teachers emphasized that early literacy was vital for children's overall development, and not only academically but also in terms of communication, self-assurance, emotional regulation and engaging with others. The rest of them said that storytelling, rhymes, group games, and picture-based activities were also perceived as supporting curiosity, empathy, and critical thinking. One teacher explained,

“Literacy has bearing on more than academic growth, giving children the tools to articulate their needs, follow instructions and make sense of the world around them (In-depth interview #1, 25-06-2025)”.

It develops a child’s thinking, social skills and value formation leading to the total personality of the children (In-depth interview #3, 27-06-2025). Most teachers also recognized that early literacy contributes to the reduction of inequalities by offering disadvantaged children’s equal opportunities. They did notice that when children have a strong literacy base are more involved and emotionally expressive, related to rhymes, group play and how these activities help the regulation of behaviour, which leads to the development of trust (In-depth interview #5, 28-06-2025).

Two teachers echoed the same comments that the Two-Year Pre-Primary Curriculum (2022) has been valued by teachers regarding structuring its sequence, where listening and speaking are given importance during the first year and reading and writing during the second year (In-depth interviews #1 & #2, 25-26-06-2025). Some of them had a few positive comments about features such as phonemic awareness and storytelling, but the rest of them also criticized the inflexible construction of lessons, too great reliance on textbooks that nations often already have access to, and inconsistent quality between regions. One teacher favoured using interactive and creative ways to respond better to different learning preferences (In-depth Interview #4, 27-06-2025). Within the focus group discussions, most of the teachers reportedly came to a consensus that 'pre-primary education for literacy skills is important because it contributes significantly in terms of intellectual and social development' (FGD, 25-06-2025), although this was stated with reference to variation between locations and available resources.

In general, documents viewed early literacy as the output for academic success and character development. Although teachers viewed the curriculum as a good base, they stressed the importance of flexibility, support resources, and teacher support to ensure successful implementation.

4.1.3. Theme 2: Role of Curriculum in Promoting Literacy

To better comprehend the teachers' knowledge and viewpoints, the second theme has been divided into several sub-themes. The following section presents an analysis of the findings associated with this theme:

4.1.3.1. Sub-theme 1: Effectiveness of Curriculum Content in Developing Literacy Skills

Drawing on in-depth interviews (IDIs) and a focus group discussion (FGD), all teachers viewed early literacy to contain themes of letter recognition, sound awareness, attentive listening, and clear expression as being integral to cognitive development of communication skills or school readiness. Majority of the pre-primary teachers were positive about the organized two-year pre-primary curriculum and developmentally appropriate activities like songs, rhymes, storytelling and picture-based work. Some teachers observed that it could wind up emphasizing phonemic awareness more or offer more flexibility in the face of students who learn at different rates. Classroom practices consisted of flashcards, drawing, and local stories; however, large class sizes, limited training provision, restricted resources, and the lack of teaching assistants impeded instruction. One Teacher reported that, “The programme has provided a good grounding for literacy; however, the following changes are necessary before full effectiveness can be

achieved: manage class sizes, preparation of teachers' materials and parents' engagement (In-depth interview#1, 25-06-2025)."

As one teacher put it, "Literacy provides a foundation for cognitive development and makes children more confident in their ability to communicate (In-depth interview#1, 25-06-2025)". She appreciated the sequence of the curriculum, calling it step-by-step, but was hoping for more focus on phonemic awareness. Another teacher expressed, "Song, rhymes and storytelling can contribute to listening and speaking skills, but large classes and a lack of flexibility in the use of such methodology hinder their effectiveness (In-depth interview#2, 26-06-2025)."

One of the teachers reiterated during the focus group that she supported her lessons on a weekly curriculum and at the same time used self-developed materials. She said,

"I use the curriculum, but I add stories and name games and picture vocabulary cards. All of these are excellent ways for children to acquire vocabulary naturally. I watch children during classroom discussions, see who can answer questions and pay attention to the way they pick up and put down books or writing tools. Some children have no home-based literacy support, and this hinders their progress (FGD, 25-06-2025)."

Three teachers in the focus group discussions reflected comparable perspectives on the impact of the curriculum on promoting early literacy, yet they raised significant challenges to this. One teacher stated, "The curriculum is good in terms of learning through play, but we need more audio-visual materials to support listening and speaking (In-depth Interview#4, 27-06-2025)." Another teacher stated, "I have received only one training on how to teach emergent reading or phonics; it is very

much all by trial and error” (In-depth Interview #5, 28-06-2025). Together, they stressed “the most challenging thing was the overcrowded classroom and also the limited things, such as no books or a reading corner, etcetera.” As one teacher concluded, “I need reduced student teacher ratio, regular capacity building programs and community sensitization on how to support home-based learning (In-depth Interview#6, 29-06-2025)”.

4.1.3.2. Sub-theme 2: Effectiveness of Literacy Skills

Most of the teachers under Sub-theme 2 highlighted that literacy skills must be interactive and age-appropriate, utilizing rhymes, songs, storytelling, role-play, flashcards and multisensory games. They appreciated visual presentations, small-group work and culturally relevant materials, but raised concerns like overcrowded classrooms, lack of flexibility or poor parental engagement. Assessment was predominantly observation, workbook checking and individual interaction, but teachers requested improved tools for phonological awareness and differentiation. The teachers largely agreed that professional development, classroom libraries, smaller classes and more family engagement are needed to improve literacy instruction. One teacher emphasized the importance of literacy approaches that are both fun and age-appropriate for children. She shared,

“At this age, children do best to learn through play-based and interactive approaches. Typically, I rely a lot on rhymes and songs or story role play for building vocabulary and sentence patterns. The program is based on literacy is supportive, but we need flexibility to do things like puppet shows or actual storytelling (In-depth Interview#1, 25-06-2025).”

During the focus group conversation, one teacher said,

“I start with a morning circle, while doing speaking and listening games, then do letter recognition games using flash cards. Such multisensory experiences are enjoyable and engaging in learning/teaching (FGD, 25-06-2025).”

One of the teachers also underscored the importance of visual and oral inputs for literacy learning; she described that she used charts, illustrations, and action songs in facilitating listening and speaking learning (In-depth Interview #2, 26-06-2025). Children do better when words are practised in groups and with a response to an image, she said. She said that if the curriculum is rigid, while it does provide structure to learning, she tends to adjust based on children's rhythms and interests. The same opinions were seen among the discussions in the FGD. One of the teachers highlighted,

“Children are going to talk a lot more and feel confident working in small groups of their peers. But there's a major challenge: class sizes are too big for every child to get enough speaking time (FGD, 25-06-2026).”

One teacher reported that she dominated the children with letter-matching games, usage of clay in writing alphabet letters, and storytelling by showing pictures in order to get them into reading literacy (In-depth Interview #3, 27-06-2025). Despite her appreciation for the curriculum's emphasis on storytelling, she said its lack of flexibility to incorporate local relevance often diminished children's engagement. To monitor her students' participation, she used observations, reviewed the tasks in their workbooks, and dialogued with them one-on-one to check vocabulary use and felt that further development in phonological awareness and differentiated teaching would improve her efficacy.

Three teachers also mentioned the importance of culturally responsive resources and a print-rich classroom for the development of literacy, citing, for example, alphabet

charts, flashcards and role-play corners that facilitate spontaneous conversation and storytelling (In-depth Interviews #4–6, 27–29-06-2025). They also emphasized the importance of implementing high-quality, research-based techniques, such as literacy games and formative assessment tools, plus greater family involvement, since many families have difficulty supporting early literacy at home. Among the points made was that ongoing professional development, classroom libraries and smaller class sizes are needed for optimal use of literacy strategies.

Witnessed group storytelling and peer interactions increased empathy and cooperation (Classroom observation, 20-06-2025). The reports also reaffirmed that the curriculum is a key contributor to literacy. Interactive activities like phonemic awareness games, picture reads, or group storytelling are targeted at developing early reading and listening and speaking skills in consonance with curricular objectives.

4.1.3.3. Sub-theme 3: Usefulness of Learning Materials and Classroom Activities

Under Sub-theme 3, the IDI and FGD findings revealed that most teachers identified interactive materials like picture books, flashcards, rhymes and storytelling as very important for making literacy teaching interesting and accessible. Classroom observation supported the activities. While the curriculum was a guide, teachers were left to rely on all sorts of improvised materials due to uneven access to resources. All but a few enumerated difficult obstacles, such as scarce funds, overcrowded classrooms and weak parental participation. Enhancements in resource supply, ongoing training and increased community involvement were recommended to improve literacy learning. One of the teachers stated,

“For young children, having literacy skills helps them learn to recognize letters, understand sounds and express themselves, which are the building

blocks of learning for their entire life. It was appreciated that the curriculum covered various learning tools, such as picture books, flashcards and flip charts. These materials are very useful as they constrain abstract concepts for children (In-depth interview #1_25-06-2025).”

It was observed that active engagement through group effort, oral storytelling and drawing activities (Classroom observation 30-06-2025). Teachers reported using many adaptive classroom strategies that mirrored adaptive practices with flashcards, storytelling and small-group curriculum in the regional language. ‘I use flashcards and picture reading activities in groups to keep the Children attentive’ (In-depth interview #1, 25-06-2025), one of the teachers said. Observations verifying the group-based, hands-on learning and teaching, such as drawing and letter recognition (Classroom observation, 20-06-2025).

All the teachers emphasized the use of storytelling, flash cards, role playing and games to enhance the listening, speaking and imagination abilities of children (FGD 25-06-2025). As one teacher reported, “Although we are guided by a curriculum content outline, inadequate resources force us to use locally made posters, rhymes and drawings. The scarcity of books and other teaching materials constrains literacy (In-depth interview #2, 26.06.2025).” But, in classroom observations, it was observed that differentiated activities and small learning corners facilitated literacy engagement (Classroom Observation, 30-06-2025).

In one teacher interview, for instance, a teacher noted that classroom exercises should engage hands-on and stimulate participation that keeps the children’s attention. I scheduled literacy sessions around songs, finger plays and drawing exercises, which are part of the curriculum but need to be tweaked based on children’s interests.

One teacher stated, “More visual and tactile materials would give children a better learning experience; however, we are lacking resources because of the budget. For some children, it is hard to engage without their parents' help at home (In-depth Interview#4, 27-06-2025).” It was felt that visuals may distract them from participating in physical activities (Classroom observation, 30-06-2025). As one teacher noted during the focus group discussions, “The suggested activities of the curriculum are good, but sometimes we need to make and/or improvise our own materials. A print-rich classroom atmosphere containing books, storyboards and a literacy corner allows the children to practice literacy skills in their own time. The shortage of school facilities, high teacher-pupil ratio and low parental participation are the major challenges (FGD, 25-06-2025).”

In the in-depth interview, one of the teachers mentioned that refining literacy outcome also involves more quality teaching materials, training and community involvement activities to support learning outside the classroom (In-depth Interview#6, 29-06-2025).

4.1.4. Theme 3: Classroom Practices in Literacy Instruction

The third theme has been broken down into distinct sub-themes in order to more effectively understand the teachers' knowledge and perspectives. The subsequent section provides an analysis of the findings linked to this theme.

4.1.4.1. Sub-theme 1: Observing and Assessing Literacy Skills

The majority of teachers mentioned that literacy development in children occurs through speaking, engaging with stories and participating in group reading. Formalized testing is not appropriate in relation to 4–5-year-olds because of their level of development. Rather, some teachers adopted a ‘watch-and-see’ strategy to measure

progress and grade levels in literacy activities for each child – how they join in their skills and involvement, particularly (In-depth Interview #6, 29-06-2025). Most teachers indicated that they encountered various obstacles in teaching. One teacher commented,

“Though we try to keep a schedule, due to child behavior and attention span, we need to modify it, and there were limited available resources (FGD, 25-06-2025).”

Challenging essential materials such as flashcards, storybooks and audio tools are not always accessible. Professional preparation was another topic of conversation. We were trained, but it’s not comprehensive training, or adequate in areas such as phonics and assessment (FGD, 25-06-2025). Most of the teachers also overwhelmingly agreed that improving literacy instruction depends on ongoing professional development and mentoring, as well as easier access to teaching materials. One teacher mentioned,

"The thing that I notice in the classroom is that most conversation surrounds music and what the values of music are. Listening and speaking come first before reading and writing. Curriculum is flexible and can be adapted to meet the child’s developmental level. I break up my literacy lessons into short, targeted components, such as phonics instruction, reading time and word-based games. I like to make lessons relevant using stories and real-life examples. But if teaching materials are not available, I prepare my own (In-depth Interview#2, 26-06-2025).”

In the classroom observation, it was observed that literacy development was carried out in a print-rich environment, which included posters, storybooks, and a reading corner, demonstrating teachers’ focus on listening, speaking, and recognition skills. Class seating design facilitated peer socialization and cooperation (Classroom observation, 20-06-2025 and 30-06-2025).

4.1.4.2. Sub-theme 2: Teacher Support and Professional Development Needs

In this sub-theme, the perceptions of teachers in terms of supporting provision towards literacy teaching, such as training, mentoring and use of instructional resources, are canvassed. The majority of teachers mentioned that ongoing practical in-service professional development was essential for efficient literacy instruction, as initial orientations had been overly theoretical. They stressed the importance of support with how to use teaching materials, lesson planning, assessment and catering for different levels of ability. The rest of the teachers' suggestions were specific workshops for phonics, oral language and locally appropriate strategies, as well as peer observation and expert feedback. There is a consensus among teachers that ongoing, context-tailored professional development would be very critical for the successful roll-out of the pre-primary learners' literacy curriculum. One teacher also emphasized the need for basic literacy skills, e.g., letter recognition, phonemic awareness and oral language for school readiness. She said,

“While I appreciate the good-hearted design of this curriculum. But I was given only one orientation, and it was primarily theoretical. I go on to note that there is still a visible lack of continued training or in-school workshops for effective teaching. I think it should have more ongoing practical trainings and demonstrations, such as in classrooms, to facilitate teachers' use of the curriculum effectively and confidently (In-depth Interview #1, 25-06-2025).”

One teacher said, “The curriculum is good-intentioned and well written, but it's hard to implement effectively without enough training. I am taking a trial-and-

error approach to my class, so I do not know if I am delivering the curriculum as expected (In-depth interview#2, 26-06-2025).” She also reported the need for mentorship and peer learning. “Regular feedback from our supervisors, or opportunities to see other teachers’ literacy lessons would make a great impact on my students’ class (In-depth interview#2, 26-06-2025).” She also noted the absence of reading materials to reduce printing and updated instruction plans that would support teachers in planning more linear, effective lessons for literacy. One teacher expressed her frustration that there is no direction on how to use teaching aids, although she has seen that teachers are not using some of the resources (for example, flashcards and posters) that are available (In-depth interview #3, 27-06-2025). One of them argued for capacity building to develop and produce low-cost, locally sourced materials, lesson plans and tests on students operating at different levels (In-depth interview #4; 27-06-20 25). One other teacher highlighted the need for continuous workshops on phonics, oral language, and Bangla phonemic awareness, as teachers did not have structured pre-service training on early literacy (In-depth interview #5, 28-06-2025). One of the teachers in the focus group discussion stated,

“When you don’t feel confident in using the techniques that are being laid out for you through the curriculum, it’s hard to teach literacy effectively.

Continued support and mentor feedback would be amazing for the implementation of the curriculum in terms of literacy skills effectively (FGD, 25-06-2025).”

4.1.5. Theme 4: Challenges in Implementing the Literacy Component

4.1.5.1. Sub-theme 1: Resource Limitations

Most teachers throughout the sample reported not having enough basic instructional materials such as storybooks, flashcards and visual aids to be able to give a creative instruction in literacy. As one teacher explained,

“Most of the time, I don’t have storybooks, flashcards or visual materials to use in teaching literacy. The curriculum is for creative learning, but without enough teaching-learning materials, experts find it a challenge to keep the children attentive (In-depth interview #1, 25-06-2025).”

4.1.5.2. Sub-theme 2: Classroom and Student-Related Challenges

The majority of the teachers opined that the important obstacles were overcrowded multigrade classrooms, diverse student levels and limited time available for teaching. Observations of the classroom on 20 and 30 June 2025 at Paikpara Government Primary School were presented as highly insightful to early literacy teaching practices in overcrowded pre-primary classrooms of 35 and 41 children. A few of the teachers also found it challenging to give each child personalized attention and keep track of their progress. One teacher noted,

“We have good, solid curriculum content, but there just isn’t enough depth of coverage. It is very difficult to follow closely the progress of children due to the heavy workloads and lack of standard evaluation tools (In-depth interview #2, 26-06-2025).”

Concurrent experiences in some 35-41 student classes were similarly challenging, limiting the ability to differentiate. I don’t encounter any problems (Classroom observation 20-06-2025 and 30-06-2025). Letter recognition, storytelling activities,

rhymes and drawing made evident teachers' panoramic interpretation of literacy: listening and speaking, expressing oneself through role play, song or story. Active student involvement notwithstanding, teacher feedback was hindered by the large class size.

4.1.5.3. Sub-theme 3: Parental Engagement and External Factors

This pattern of variation in parental involvement, however, lessened the opportunity to develop literacy. The majority of the teachers noticed that most parents didn't know how or didn't have the resources to support learning at home, which diluted their lesson plans. In multigrade conditions, this challenge was exaggerated. One teacher said,

“It covers a range of ages and levels in one room, so minimal help from parents is hard for the progression of the children. There is not so much change because I try to engage families, but it's hard to see changes if the children don't get support outside the classroom (FGD, 25-06-2025).”

The major findings after observing the classroom were that children with less home support needed more scaffolding in the classroom.

4.1.5.4. Sub-theme 4: Infrastructure and Institutional Support

Literacy activities were disturbed by overcrowded classrooms, insufficient seating and loud noise. Further, some teachers indicated that they had no regular supervision or guidance from institutional authorities, as well as a lack of follow-up for implementing those unimpressive techniques, forced them to depend on their individualized approaches that might not be consistent with curriculum requirements (In-depth interview #5, 28-06-2025; In-depth interview #6, 29-06-2025).

4.1.5.5. Sub-theme 5: Training and Professional Development Gaps

The one thing all teachers agreed on was that it had to be practical, context-specific training. Most included only short theoretical introductions, not hands-on workshops or mentoring and guidance on how to use teaching materials effectively. One teacher stated,

“Not too many of us were taught how to teach early literacy. Workshops needed to be offered more regularly, particularly those that concentrated on phonics and oral language-related development urgently (In-depth interview #5, 28-06-2025).”

4.2. Discussion

The results of this study notified teachers of the importance and centrality of early literacy in shaping overall child development and preparedness for school; a reflection which echoes reports from other parts of the world where literacy is recognized for its centrality in lifelong learning (UNESCO, 2016; Neuman & Roskos, 2012). They appreciated the Two-Year Pre-Primary Curriculum (2022) for its structured system and response learning of literacy, appropriateness to age and concentration on songs, rhymes, storytelling and picture-based learning. These include, among others, overcrowded classes, inadequate learning materials, low parental involvement and lack of sustained professional development. These contextual constraints restrict teachers' opportunities to successfully implement literacy goals embedded in the curriculum, a parallel of Fullan's (2016) claim that well-intentioned reforms fail when they are out of sync with local reality. The study, hence, indicates that while the curriculum is theoretically sound, it lacks impact simply because it is undermined by systemic and infrastructural limitations. This is in line with previous studies conducted in Bangladesh (Ahmed & Kabir, 2023; Rahman et al., 2022; Hossain et al.,

2023) which identified the same obstacles regarding early literacy policy and practice. So, the findings of the study carried the original hypothesis on how teacher perceptions and classroom environment play a crucial role in determining the quality and fidelity of curriculum implementation.

These findings are also important for informing the movement towards more convergence between curriculum and pedagogy. Findings suggest that increasing the level of expertise of teachers through ongoing, job-embedded professional development specifically in phonological awareness, oral language, and emergent writing could have a moderate to large positive impact on literacy achievement. In addition, the study highlights the need for adequate instructional materials and decreased class sizes while also ensuring ongoing mentoring/support for effective lesson implementation. These findings both confirm the necessity of locally relevant support systems and inform broader improvement strategies in education across Bangladesh. If used effectively, these findings could inform policymakers, curriculum developers and education planners to better tailor training curricula, enhance material dissemination and establish more effective school–community integration tied to access in bringing contextually relevant literacy instruction to all children. While there was some variation between observed results and those projected (due to constraints in the structural system), all of the findings indicate that substantial investment in teacher training and institutional support can result in change from the core intent and language levels that are considered indicative of Two-Year Pre-Primary Curriculum into credible literacy gains, thereby contributing to progress towards Sustainable Development Goal (SDG) 4.2 on early childhood care and

education programmes. Details of discussion on thematic basis have been given below:

Theme 1: Teachers' Perceptions about the Importance of Early Literacy for children aged 4-5 years

Teachers' definition, as generated in the data, was that early literacy comprised reading and writing as well as speaking, listening, letter recognition and comprehension and self-expression, which emerged from both teachers as In-depth interviews took place. To promote language and prepare children for primary school, they focused on play, storytelling, rhymes and picture reading. This was true in the classroom where children's storytelling and rhymes encouraged confident participation.

Teachers emphasized how early reading helps children socially, in their communication, self-esteem and emotional control, among other aspects of all-round development. "I feel that it helps the children to communicate their needs, follow instructions and understand their environment," one teacher explains. Similarly, FGD confirmed that being literate enhances the ability to network, curiosity and group learning. This was evidenced in the group play and rhymes where the children cooperated.

Most of the teachers also talked about the equity implications, noting that literacy-based approaches create equal learning chances even for poor children whose support is often restricted by large class sizes and lean resources. The rest of the teachers appreciated that the Two-Year Pre-Primary Curriculum (2022) was a step-by-step guide but criticized the curriculum as inflexible in its lesson planning and book-

dependent and noted an area variation in quality. To cater for the varying needs of the children, they wanted something more flexible and creative.

On balance, teachers felt that early literacy is important for children's readiness and development. But for the bridge between what we want students to accomplish within the curriculum and what happens in classrooms on the literacy learning front to be completed successfully, resources must be available, instructional strategies flexible, and teacher support increased.

Theme 2: Role of Curriculum in Promoting Literacy

Teachers perceived the Two-Year Pre-Primary Curriculum (2022) to be developmentally appropriate and organized for early literacy acquisition. As observed inside the classroom, pre-primary children had improved speaking and listening skills through activities like song, poem, story and picture-based exercises improved their cognitive ability. But effectiveness has often been compromised by high class numbers, inflexibility and a narrow phonemic emphasis. More parental involvement, improved training and smaller class size were mentioned as key.

Role play, letter games, clay making and picture storytelling were shown to be effective in the definition of literacy education as participatory, play-based. Despite overcrowding, which limited meaningful participation, the teachers often supplemented the program with multiple learning tasks and local stories. For better results, they emphasized the importance of classroom libraries, in-service training and smaller classes.

Picture books, flashcards and flip charts, as well as making ideas real by drawing them out or getting children to physically enact the concept, were viewed as necessary learning resources. The importance of a wealthy classroom environment for promoting individual practice was stressed in the FGD, and teachers were observed to improvise with posters and rhymes due to unavailability. Teachers who participated in the program learned that the promise of curriculum could only be achieved through more resources, ongoing training and support from the community.

While the program was seen as a good foundation in general, other contextual factors, such as class size, teacher readiness and support, resources and family engagement, determine how well it worked. Observations, focus group discussions and interviews suggest that flexible, resource-rich and supportive implementation is also critical.

Theme 3: Classroom Practices in Literacy Instruction

Teachers believed that learning to read and write was a gradual process that began with listening and speaking. During the observation, children were playing and participating in storytelling, rhymes and flashcards. But large class size, lack of resources and low concentration span are making it very difficult for teachers to teach well as they must manage lessons.

Teachers typically used interactive, play-based and culturally relevant methods, which included phonics, role playing and storytelling familiar to the village. Some teachers had even produced their own materials to compensate for the lack of them.

Another big worry is professional development. The orientations, the teachers said, were too theoretical and left them feeling unqualified to use literacy methods with

authority. Teachers wanted ongoing, hands-on training on phonics, oral language and Bangla phonemic awareness as well as peer learning with supervisor feedback.

In general, the curriculum is a step forward, but will work only if three things happen: smaller class size, easier access to resources and teachers' continual professional development that remains tied to practice. Without them, teachers don't always have to create things on the fly, which then inhibits how much the curriculum can help children to read and write.

Theme 4: Challenges in Implementing the Literacy Component

The study found that teachers faced challenges when implementing the literacy component of the Two-Year Pre-Primary Curriculum 2022. Yet a major obstacle remained: not enough storybooks, flashcards and visual aids that would make creative literacy exercises possible. Most materials are produced locally; however, not sufficient to compensate for the deficit of sources by the teacher. Classroom observations revealed that scarce resources were a barrier to multiple reading methods.

It was difficult to teach because the classrooms were filled with students at varying ages and levels of skill. One teacher said that she tried to help individual students or monitor their progress, but it is difficult to do with little time for teaching and huge workloads. It was pointed out that large group sizes often restrict engagement time for children and the ability to practice.

Parental participation was also minimal, particularly in multi-grade systems, which made it difficult for children to learn reading and writing at home. Poor infrastructure, including overcrowded classrooms, a shortage of seats, a noisy environment, and

weak supervision, forced teachers to use their own methods, not always in line with the prescribed curriculum.

Inadequate professional development made teaching reading and writing even more difficult. Most teachers had only minimal theoretical training and little practical exposure to phonics, oral language or how to use materials. They argued that on-the-job training, role-modelling and classroom demonstration should be further provided for confidence building and effectiveness.

Material- and structural-related issues, parents taking a professional perspective. Based on interviews, focus group discussions and observations, effective literacy instruction requires additional resources, fewer classes, development of a network of teachers and schools to support reading instruction throughout the country.

Synthesis

All things considered, the results show that teachers value early literacy and are positive about the two-year pre-primary curriculum for child development. They appreciated its organized, child-focused framework, but found substantial obstacles to using it, including overcrowded classrooms, limited materials, inadequate parent involvement and sparse teacher development. These findings support Fullan (2016), who proposed that the success of curriculum reforms depends directly on how well they have been supported for implementation. Without sustained investments for teacher training, infrastructure support and partnerships with parents, its potential to empower literacy in young children across the country, such as Bangladesh, may not be realized.

5. Conclusion

The study has demonstrated that pre-primary teachers in Bangladesh perceived early literacy as critical for children's school readiness, language development and cognitive skills. Literacy was seen as having to do with listening, speaking, recognizing letters and being able to tell own stories and communicate, with games and rhymes and picture activities as primary modes of learning. Interviews, FGDs and classroom observations all revealed that these methods help to build children's confidence as well as their cooperation and engagement in 4–5-year-olds. This demonstrates the importance of early literacy approaches that involve age-appropriate, interactive activities.

Most teachers found the Two-Year Pre-Primary Curriculum 2022 to be a well-structured and sequential plan to help children learn listening, speaking, reading and writing. People liked that the curriculum emphasized stories, songs and rhymes, phonemic awareness, since it helped get children ready for school, and learn language and cognitive skills. While the curriculum provides a clear roadmap for teachers, it was common to hear that classrooms reported having to deviate from lessons, especially due to the rate of development or when lessons were not locally clouded, illustrating a need for flexibility in both implementations.

The curriculum is valuable in a number of ways, but it could be more successful than it is if there weren't issues with the system. However, overcrowded classrooms, multiple grade levels, and short teaching intervals make it difficult to give every student the attention they need, and it is even harder for them to participate. The absence of storybooks, flashcards and other visual aids has made it even more difficult to teach literacy in a creative, hands-on mode. Classroom observations and

Teachers had consistently produced evidence that these attributes erode the competencies of the curriculum to fully immerse children in meaningful literacy activities (In-depth interviews #1–6, 25-29-06-2025; FGD, 25-06-2025; Classroom Observations, 20–30-06-2025).

Since, lack of professional development became a big issue. Most teachers received only brief, theoretical training and had no ongoing training, workshops, mentors or assistance with how to use instructional materials effectively. Teachers expressed needs for professional development around phonics, oral language, Bangla phonemic awareness, and differentiated instruction that applied to the specific context they worked in. They also sought opportunities to learn from one another and gain feedback from their supervisors. These findings emphasize the fact that without continued professional support, teachers must make do with what they can provide when it comes to improvising, thereby limiting the effectiveness of the curriculum in promoting early literacy.

Finally, the analysis reveals that systemic support must collaborate to achieve the aims of the curriculum. A structured curriculum is not enough for successful literacy instruction. An implementation strategy should be taken into consideration for the effectiveness of the curriculum for developing literacy skills of children aged 4-5 years old. It also requires smaller class sizes, adequate instructional materials, good facilities, robust parental involvement, and professional development that doesn't stop once you're on the job. Interviews, focus group discussions and class observations lead us to believe that these barriers must be removed if all children in Bangladesh are to have equitable, contextually relevant and high-quality early literacy experiences.

Without these kinds of inputs, the curriculum probably will not realize its full potential of teaching literacy, boosting confidence and preparing children for school.

6. Recommendations

Based on the study's findings and subsequent discussion, the following recommendations are suggested to improve literacy skills among children aged 4–5 years in Bangladesh:

- ❖ Teachers should be provided with targeted professional development on early literacy foundations (phonological awareness, vocabulary, and emergent writing) to strengthen their knowledge and classroom practices.
- ❖ More teaching aids should be provided to the pre-primary classrooms to ensure literacy component.
- ❖ Initiatives should be taken for adapting literacy components to accommodate diverse student needs, large class sizes, and varied abilities for more inclusive learning.
- ❖ A mechanism should be developed to raise awareness the parents through parents' meeting. In addition, teachers should encourage to create organized activities for parents and caregivers to participate in at home, such as family reading time, storytelling and community literacy events; to build upon what the children are learning with the teachers.
- ❖ Further studies should be conducted on enhancing literacy skills in Bangladeshi children aged 4–5 years and pursue nationwide, large-scale research on the issue.

7. References

- Aboud, F. E., & Yousafzai, A. K. (2015). *Very early childhood development*. The Lancet, 385(9980), 2252.
- Ahmed, M., Sattar, M. G., & Khan, N. (2021). *The state of pre-primary education in Bangladesh: Policy, progress, and challenges*. BRAC Institute of Educational Development.
- Ahmed, S., & Kabir, M. A. (2023). Teachers' beliefs and classroom practices in early literacy development: Evidence from Bangladesh. *Early Education Journal*, 34(2), 102–118.
- Ahmed, S., Haque, M. M., & Parveen, S. (2020). Teachers' perceptions and practices in early literacy development: A case study in Dhaka. *Asian Journal of Education and Social Studies*, 12(2), 45–54. <https://doi.org/10.9734/ajess/2020/v12i230316>
- Ahmed, S., Nasrin, S., & Kalam, M. A. (2021). Teachers' challenges in implementing pre-primary education curriculum in Bangladesh. *Journal of Education and Research*, 11(2), 45–60.
- Ametepeee, L. K., & Anastasiou, D. (2015). Special and inclusive education in Ghana: Status and progress, challenges and implications. *International Journal of Educational Development*, 41, 143–152.
- Aslam, M., Hossain, N., & Ahmed, R. (2021). Improving teacher professional development in low-resource contexts: Lessons from Bangladesh. *International Education Journal*, 20(1), 55–72.
- Aslam, M., Kingdon, G., & Rawal, S. (2021). Understanding teachers' beliefs and their impact on literacy teaching. *International Journal of Educational Research*, 109, 101870.
- BANBEIS. (2020). *Education Statistics Report 2020*. Ministry of Education, Bangladesh.
- Banu, L., & Siddiqua, A. (2020). Pre-primary education in Bangladesh: Quality and challenges. *Journal of Early Childhood Education Research*, 9(1), 45–61.
- Barnett, W. S., & Camilli, G. (2016). What makes a difference? The importance of quality in early childhood education. *Early Childhood Research Quarterly*, 37, 1–14. <https://doi.org/10.1016/j.ecresq.2016.05.005>

- Begum, H., Akhter, S., & Roy, P. (2021). Professional development needs of pre-primary teachers in rural Bangladesh. *South Asian Journal of Education*, 11(1), 67–79.
- Begum, H., Sultana, T., & Hossain, A. (2021). Equity and access in pre-primary education in Bangladesh. *Asian Journal of Education*, 41(3), 215–229.
- Begum, R., & Farooqui, S. (2022). Curriculum overload in pre-primary classrooms: A qualitative inquiry. *Bangladesh Education Journal*, 21(1), 77–89.
- Cabell, S. Q., Justice, L. M., Zucker, T. A., & McGinty, A. S. (2021). Emergent literacy: Foundations for early reading development. *Early Childhood Research Quarterly*, 54, 1–14.
- Cabell, S. Q., Zucker, T. A., & Justice, L. M. (2021). Core components of emergent literacy instruction in early childhood classrooms. *Reading Research Quarterly*, 56(1), 91–107.
- Christie, J. F., & Roskos, K. A. (2009). Play’s potential in early literacy development. *Young Children*, 64(2), 33–39.
- Christie, J. F., & Roskos, K. A. (2009). Play's Potential in Early Literacy Development. *Encyclopedia on Early Childhood Development*, 1–6.
- Darling-Hammond, L. (2017). *Empowered teachers: How high-performing systems shape teaching quality around the world*. Jossey-Bass.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291–309.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2019). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- Fives, H., & Buehl, M. M. (2012). Spring cleaning for the “messy” construct of teachers’ beliefs. *APA Educational Psychologist*, 47(2), 51–84.
- Fives, H., & Buehl, M. M. (2012). Spring cleaning for the “messy” construct of teachers’ beliefs: What are they? Which have been examined? What can they tell us? In K. R. Harris et al. (Eds.), *APA educational psychology handbook: Vol. 2. Individual differences and cultural and contextual factors* (pp. 471–499). Washington, DC: American Psychological Association.
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.

- Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.
- Goldstein, E. B. (2020). *Sensation and perception* (11th ed.). Cengage Learning.
- Haque, M., & Nasrin, S. (2022). Flexibility and contextualization in curriculum implementation: A study in Bangladesh. *International Journal of Early Childhood Education*, 28(1), 77–92.
- Haque, R., & Nasrin, S. (2022). Language diversity and early literacy instruction in Bangladesh: Challenges and prospects. *Journal of Multilingual Education Research*, 12, 34–49.
- Hasan, T., & Khan, N. (2023). Exploring early literacy instruction in rural Bangladesh: A case study of pre-primary classrooms. *International Journal of Early Childhood*, 55(2), 135–150. <https://doi.org/10.1007/s13158-023-00342-5>
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Hossain, M. M., Farzana, S., & Anwar, S. (2023). Early grade reading assessment and curriculum alignment in Bangladesh. *Asia Pacific Education Review*, 24(1), 123–136.
- Hossain, M., Akter, S., & Rahman, T. (2023). Parental involvement in early literacy practices: Evidence from rural Bangladesh. *Childhood Education*, 99(2), 120–128.
- Islam, M. S., Kabir, M., & Jahan, N. (2021). Overcrowding in classrooms and its impact on quality education in Bangladesh. *Bangladesh Education Journal*, 20(1), 34–49.
- Islam, M. T., Sultana, M., & Karim, R. (2021). Barriers to effective implementation of early childhood education in Bangladesh. *Educational Studies*, 47(2), 176–193.
- Jalal, F. (2014). Improving early childhood education quality in South Asia: Lessons for Bangladesh. *Early Years: An International Journal of Research and Development*, 34(4), 393–408.
- Jalal, F. (2014). Quality in early childhood care and education: Bangladesh context. *Asia-Pacific Regional Network for Early Childhood (ARNEC) Connections*, 9, 34–39.

- Kabir, A. H. (2020). Neoliberalism and education in the Global South: Challenges and possibilities in Bangladesh. *Policy Futures in Education*, 18(2), 238–255. <https://doi.org/10.1177/1478210319834214>
- Kelly, A. V. (2019). *The curriculum: Theory and practice* (8th ed.). London, UK: Sage.
- Kim, Y., & Pilcher, L. (2023). Foundational literacy in global contexts: Lessons from low-income countries. *International Journal of Early Childhood*, 55(1), 25–42.
- Mardell, B., Wilson, D., Ryan, J., Ertel, K., Krechevsky, M., & Baker, M. (2016). Towards a Pedagogy of Play. *A Project Zero Working Paper The Pedagogy of Play Research Team, July*, 1–17. <http://pz.harvard.edu/sites/default/files/Towards a Pedagogy of Play.pdf>
- McCoy, D. C., Yoshikawa, H., Ziol-Guest, K. M., Duncan, G. J., Schindler, H. S., Magnuson, K., & Yoshikawa, H. (2020). Impacts of early childhood education on medium- and long-term educational outcomes: Evidence from the experimental evaluation of Head Start. *Proceedings of the National Academy of Sciences*, 117(45), 28289–28296. <https://doi.org/10.1073/pnas.2011846117>
- Mielonen, A. M., & Paterson, W. (2009). Developing Literacy through Play. *Journal of Inquiry & Action in Education*, 3(1), 15–46.
- MoPME. (2022). National curriculum outline for pre-primary education 2022. Ministry of Primary and Mass Education, Bangladesh.
- Nath, S. R., & Chowdhury, A. M. R. (2014). Quality of pre-primary education in Bangladesh. *Dhaka: Campaign for Popular Education (CAMPE)*.
- Nath, S. R., & Chowdhury, A. M. R. (2014). State of pre-primary education in Bangladesh: Evidence from national household survey. *Educational Research*, 56(3), 243–258.
- National Curriculum and Textbook Board (NCTB). (2022). *Two-year pre-primary curriculum*. Dhaka, Bangladesh: NCTB.
- Naudeau, S., Kataoka, N., Valerio, A., Neuman, M. J., & Elder, L. (2011). *Investing in young children: An early childhood development guide for policy dialogue and project preparation*. Washington, DC: World Bank.
- Naudeau, S., Kataoka, N., Valerio, A., Neuman, M., & Elder, L. (2011). *Investing in young children: An early childhood development guide for policy dialogue and project preparation*. World Bank.

- NCTB. (2022). *Two-Year Pre-Primary Curriculum*. National Curriculum and Textbook Board, Government of Bangladesh.
- Neuman, M. J., & Powers, S. (2020). *Challenges and opportunities for ensuring quality early childhood education and care*. UNESCO Education Policy Review Series.
- Neuman, S. B., & Moland, N. (2019). Book deserts: The consequences of income segregation on children's access to print. *Urban Education*, 54(1), 126–147.
- Neuman, S. B., & Moland, N. (2019). Book reading and development of oral language. *Child Development Research*, 2019, 1–12.
- Neuman, S. B., & Roskos, K. (2012). PreK–3rd: Challenging common myths about dual language learners. *Foundation for Child Development Policy Brief Series*, 14, 1–8.
- Neuman, S. B., & Roskos, K. (2012). The why, how, and what of early literacy instruction. *The Reading Teacher*, 66(6), 469–473.
- O'Sullivan, M. (2010). Educating the teacher teacher - A Ugandan case study. *International Journal of Educational Development*, 30(5), 377–387.
- OECD. (2019). *Starting strong VI: Supporting meaning making in early childhood education and care*. Paris, France: OECD Publishing.
- Organisation for Economic Co-operation and Development. (2019). *OECD Skills Outlook 2019: Thriving in a Digital World*. OECD Publishing.
- Penuel, W. R., Fishman, B. J., Yamaguchi, R., & Gallagher, D. J. (2007). What makes professional development effective? Strategies that foster curriculum implementation. *American Educational Research Journal*, 44(4), 921–958. <https://doi.org/10.3102/0002831207308221>
- Piasta, S. B., Connor, C. M., Fishman, B. J., & Morrison, F. J. (2012). Teachers' knowledge of literacy concepts: Relationships to classroom practice and student reading growth. *Scientific Studies of Reading*, 16(4), 344–374.
- Piasta, S. B., Justice, L. M., Cabell, S. Q., Wiggins, A. K., Turnbull, K. P., & Curenton, S. M. (2012). Impact of professional development on preschool teachers' conversational responsivity and children's linguistic productivity and complexity. *Early Childhood Research Quarterly*, 27(3), 387–400.
- Priestley, M., & Biesta, G. (2020). *Reinventing the curriculum: New trends in curriculum policy and practice*. London, UK: Bloomsbury Academic.

- Rahman, M. M., & Akter, N. (2019). Pre-primary education in Bangladesh: Current status and challenges. *Journal of Education and Development*, 3(1), 33–46. <https://doi.org/10.20849/jed.v3i1.544>
- Rahman, M. M., Alam, M., & Akter, F. (2022). Resource constraints in implementing pre-primary education in rural Bangladesh. *Asian Education Review*, 12(1), 1–12.
- Rahman, M. M., Hossain, T., & Sultana, S. (2022). Exploring teacher training needs for early literacy instruction in Bangladesh. *International Journal of Early Years Education*, 30(4), 512–526.
- Rashid, S. F., & Haider, S. J. (2023). Urban-rural divide in early childhood education in Bangladesh: A qualitative review. *Bangladesh Education Review*, 15(1), 21–35.
- Rashid, S., & Haider, M. Z. (2023). Challenges of achieving equitable access in early childhood education in Bangladesh. *Journal of Comparative Education*, 49(2), 87–102.
- Shahjamal, M. M., & Nath, S. R. (2008). An evaluation of the pre-primary education program in Bangladesh. *Education Watch Report*. Campaign for Popular Education (CAMPE).
- Sharifah Nor Puteh, & Aliza Ali. (2013). Preschool Teachers' Perceptions Towards the use of Play-Based Approach in Language and Literacy Development for Preschool. *Malaysian Journal of Learning and Instruction*, 10, 79–98.
- Sheridan, S. M., Edwards, C. P., Marvin, C. A., & Knoche, L. L. (2009). Professional development in early childhood programs: Process issues and research needs. *Early Education and Development*, 20(3), 377–401.
- Skibbe, L. E., Hindman, A. H., & Connor, C. M. (2022). Teacher knowledge and beliefs about early literacy: Impact on children's outcomes. *Early Childhood Research Quarterly*, 60, 133–145.
- Skibbe, L. E., Justice, L. M., Zucker, T. A., & McGinty, A. S. (2022). Early childhood teachers' use of evidence-based literacy practices: A multi-state study. *Early Childhood Research Quarterly*, 58, 1–12.
- Snow, C. E. (2016). Early literacy development and instruction: What science knows and what education does. *Harvard Educational Review*, 86(2), 232–250.

- Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2010). *Early childhood matters: Evidence from the Effective Pre-school and Primary Education Project*. Routledge.
- UN. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. United Nations.
- UNESCO. (2016). *If you don't understand, how can you learn? Global Education Monitoring Report*. Paris, France: UNESCO Publishing.
- UNESCO. (2016). *Investing against evidence: The global state of early childhood care and education*. Paris: UNESCO.
- UNESCO. (2021). *Global education monitoring report: Non-state actors in education*. <https://unesdoc.unesco.org>
- UNESCO. (2022). *Global education monitoring report: Education and early childhood development*. Paris: UNESCO.
- UNICEF. (2019). *A world ready to learn: Prioritizing quality early childhood education*. New York: UNICEF.
- UNICEF. (2023). *Building strong foundations: Early childhood education in South Asia*. Dhaka: UNICEF Regional Office.
- UNICEF. (2023). *Early childhood development and learning in South Asia*. New York, NY: UNICEF.
- UNICEF. (2023). *Early childhood development: Bangladesh*.
- United Nations Educational, Scientific and Cultural Organization. (2017). *Reading the past, writing the future: The role of literacy programmes in sustainable development* (Position paper). UNESCO.
- Vong, K. I., & Wong, M. (2014). Curriculum innovations in early childhood education: Challenges for practitioners in Macau. *International Journal of Early Years Education*, 22(4), 380–390.
- Vong, K. I., & Wong, M. Y. (2014). Learning to teach in the field: Practicum experience of Hong Kong student teachers. *Australian Journal of Teacher Education*, 39(6), 39–55.
- Weisberg, D. S., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Guided play: Where curricular goals meet a playful pedagogy. *Mind, Brain, and Education*, 7(2), 104–112.
- Whitehurst, G. J., & Lonigan, C. J. (1998). Child development and emergent literacy. *Child Development*, 69(3), 848–872.

- World Bank. (2022). Bangladesh education sector assessment: Strengthening foundations for learning. Washington, DC: World Bank.
- Zhang, S., Li, H., & Wong, J. M. S. (2020). Curriculum enactment in early childhood education: A review of research. *Early Childhood Research Quarterly*, 53, 36–52.
- Zhang, Y., Liu, X., & Zhao, H. (2020). Class size and student achievement: Evidence from early childhood education in China. *International Journal of Educational Research*, 104, 101–115.

A. Appendices

A.1 Research Tools – IDI Guidelines for Teachers (in English)

In-depth Interview (IDI) Guidelines for Teachers

Name:
Name of the
School:

Age:
Gender:

1. What do you understand by literacy skills for children aged 4 to 5 years, and why are these important at the pre-primary level?
2. How do you perceive the role of the two-year pre-primary curriculum in supporting the development of literacy skills in young children?
3. In your view, what aspects of the curriculum are most helpful or limiting in fostering early literacy development of the children?
4. Can you describe how you usually plan and conduct literacy activities in your classroom?
5. What types of teaching materials, strategies, or classroom practices do you use to teach reading, writing, listening, and speaking skills?
6. How do you assess or monitor the literacy progress of your students throughout the school year?
7. What challenges do you face when delivering literacy instruction using the two-year pre-primary curriculum?
8. What kind of support, training, or resources have you received or need to effectively implement the literacy components of the curriculum?
9. How do external factors such as class size, parental involvement, or school infrastructure impact your literacy teaching?

A.2 Research Tools – IDI Guidelines for Teachers (in Bangla)

শিক্ষকদের জন্য সাক্ষাতকার নির্দেশিকা

নাম:

বয়স:

বিদ্যালয়ের নাম:

লিঙ্গ:

১. ৪ থেকে ৫ বছর বয়সী শিশুদের জন্য সাক্ষরতা দক্ষতা বলতে কী বুঝায়?
প্রাক-প্রাথমিক স্তরে এটি কেন গুরুত্বপূর্ণ বলে আপনি মনে করেন?
২. দুই-বছর মেয়াদি প্রাক-প্রাথমিক শিক্ষাক্রমটি শিশুদের সাক্ষরতা দক্ষতা উন্নয়নে সহায়ক হিসেবে কীভাবে কাজ করছে বলে আপনি মনে করেন?
৩. আপনার দৃষ্টিতে, শিক্ষাক্রমটির কোন দিকগুলো শিশুদের প্রাথমিক সাক্ষরতা বিকাশে সবচেয়ে সহায়ক বা বাধাস্বরূপ?
৪. আপনি সাধারণত কীভাবে শ্রেণিকক্ষে সাক্ষরতা কার্যক্রম পরিচালনা করেন?
৫. শিশুদের পড়া, লেখা, শোনা ও বলার দক্ষতা শেখাতে আপনি কোন ধরনের শিক্ষাসামগ্রী, কৌশল বা চর্চা ব্যবহার করেন?
৬. সম্পূর্ণ শিক্ষাবর্ষ জুড়ে আপনি কীভাবে শিক্ষার্থীদের সাক্ষরতা দক্ষতার অগ্রগতি মূল্যায়ন বা পর্যবেক্ষণ করেন?
৭. আপনি দুই-বছর মেয়াদি প্রাক-প্রাথমিক শিক্ষাক্রম ব্যবহার করে সাক্ষরতা শিক্ষা প্রদানকালে কী ধরনের চ্যালেঞ্জের মুখোমুখি হন?
৮. শিক্ষাক্রমের সাক্ষরতা উপাদানগুলো কার্যকরভাবে বাস্তবায়নের জন্য আপনি কোন ধরনের সহায়তা, প্রশিক্ষণ বা উপকরণ পেয়েছেন বা প্রয়োজন বোধ করেন?
৯. শ্রেণির আকার, অভিভাবকদের সম্পৃক্ততা বা বিদ্যালয়ের অবকাঠামোর মতো বাইরের বিষয়গুলো কীভাবে আপনার সাক্ষরতা শিক্ষাদানে প্রভাব ফেলে?

A.3 Research Tools - FGD Guidelines for Teachers (in English)

Sl.	Name of the Teacher	Name of the Primary School	Gender
1.			
2.			
3.			
4.			
5.			
6.			

FGD Guidelines for Teachers

1. How would you define literacy skills for children aged 4–5 years, and why do you think these skills are important at the pre-primary level?
2. What are your overall impressions of the two-year pre-primary curriculum in terms of its effectiveness in promoting early literacy skills?
3. Which specific literacy components (e.g., storytelling, phonemic awareness, vocabulary development) do you find most helpful in your classroom practice? Why?
4. Can you describe how you usually implement literacy activities in your daily classroom routine?
5. What kinds of instructional materials or teaching aids do you use for literacy instruction, and are they sufficient and appropriate for your learners?
6. What challenges or barriers do you face when teaching literacy using the two-year pre-primary curriculum?
7. What support or training have you received to teach literacy effectively, and what additional support do you think is needed?

A.4 Research Tools - FGD Guidelines for Teachers (in Bangla)

ক্রমিক	শিক্ষকের নাম	প্রাথমিক বিদ্যালয়ের নাম	লিঙ্গ
1.			
2.			
3.			
4.			
5.			
6.			

শিক্ষকগণের জন্য ফোকাস দল আলোচনার নির্দেশিকা

১. ৪-৫ বছর বয়সী শিশুদের জন্য সাক্ষরতা দক্ষতাকে আপনি কীভাবে সংজ্ঞায়িত করবেন, এবং আপনি কী মনে করেন এই দক্ষতাগুলো প্রাক-প্রাথমিক স্তরে গুরুত্বপূর্ণ?
২. দুই বছর মেয়াদি প্রাক-প্রাথমিক শিক্ষাক্রমটি প্রাথমিক সাক্ষরতা দক্ষতা উন্নয়নের ক্ষেত্রে কতটা কার্যকর বলে আপনি মনে করেন? আপনার সামগ্রিক ধারণা কী?
৩. সাক্ষরতার কোন নির্দিষ্ট উপাদানগুলো (যেমন: গল্প বলা, ধ্বনিগত সচেতনতা, শব্দভান্ডার উন্নয়ন) আপনি আপনার শ্রেণিকক্ষে সবচেয়ে কার্যকর বলে মনে করেন? কেন?
৪. আপনি কীভাবে আপনার দৈনন্দিন শ্রেণিকক্ষে সাক্ষরতা সম্পর্কিত কার্যক্রম বাস্তবায়ন করে থাকেন?
৫. সাক্ষরতা শিক্ষা দিতে আপনি কী ধরনের উপকরণ বা শিক্ষাসামগ্রী ব্যবহার করেন, এবং সেগুলো কি শিক্ষার্থীদের জন্য যথেষ্ট ও উপযুক্ত?

6. দুই বছর মেয়াদি প্রাক-প্রাথমিক শিক্ষাক্রম অনুসরণ করে সাক্ষরতা শিক্ষা

প্রদানে আপনি কী ধরনের চ্যালেঞ্জ বা বাধার মুখোমুখি হন?

7. সাক্ষরতা দক্ষতা শেখানোর জন্য আপনি কী ধরনের প্রশিক্ষণ বা সহায়তা

পেয়েছেন, এবং আরও কী ধরনের সহায়তা প্রয়োজন বলে আপনি মনে করেন?

A.4 Research Tools – Classroom Observation (English)

Classroom Observation Checklist

Section A: General Information

Name of School	
Teacher's Name (Code)	
Date of Observation	
Time of Observation	
Duration of Observation	
Number of Children Present	
Observer's Name	

Section B: Physical and Learning Environment

Indicator	Observed (Yes/No)	Comments (if any)
Literacy-rich environment (posters, charts)		
Availability of storybooks and print materials		
Presence of a reading corner or book display		
Children's work related to literacy is displayed		
Child-friendly seating arrangement for group work		

Section C: Teacher's Literacy Instructional Practices

(Focus: Research Questions a & b)

Observable Behavior/Strategy	Observed	Comments (if any)
Teacher introduces and reinforces letter recognition		
Use of phonemic awareness activities (e.g., rhyming, games)		
Teacher reads aloud with expression and engages children in the story		
Teacher asks open-ended questions during literacy activities		
Children are encouraged to predict, retell, or discuss the story		

Observable Behavior/Strategy	Observed	Comments (if any)
Teacher uses songs, rhymes, or poems for literacy development		
Writing or drawing opportunities related to literacy are provided		
Literacy activities are aligned with the two-year pre-primary curriculum goals		

Section D: Child Engagement and Participation

Indicator	Observed (Yes/No)	Comments (if any)
Children show interest and participate actively in literacy tasks		
Children handle books and print materials confidently		
Children attempt to read/write or engage in pre-writing activities		
Peer interaction and collaboration during literacy activities		

Section E: Teacher Support and Instructional Approaches

(Focus: Research Question b)

Indicator	Observed (Yes/No)	Comments (if any)
Teacher differentiates instruction for children with varying abilities		
Positive reinforcement and encouragement are evident		
Use of mother tongue language to support comprehension		
Use of teaching-learning materials (flashcards, Letter cards, number charts, flip chart etc.)		

Section F: Observed Challenges and Constraints

(Focus: Research Question c)

Possible Challenge/Constraint	Observed (Yes/No)	Comments (if any)
Large class size affects individual attention		
Limited availability of teaching-learning materials		
Inadequate physical space or resources		
Time constraints for literacy activities		
Low student readiness or engagement		
Lack of training or clarity on curriculum implementation		

A.5 Research Tools – Classroom Observation (Bangla)

শ্রেণিকক্ষ পর্যবেক্ষণ চেকলিষ্ট

সেকশন এ: সাধারণ তথ্য

স্কুলের নাম	
শিক্ষকের নাম (কোড)	
পর্যবেক্ষণের তারিখ	
পর্যবেক্ষণের সময়	
পর্যবেক্ষণের সময়কাল	
উপস্থিত শিক্ষার্থীর সংখ্যা	
পর্যবেক্ষকের নাম	

সেকশন বি: ভৌত এবং শিখন পরিবেশ

সূচক	পর্যবেক্ষণ (হ্যাঁ/না)	মতামত (যদি থাকে)
সাক্ষরতা সমৃদ্ধ পরিবেশ (পোস্টার, চার্ট)		
গল্পের বই এবং মুদ্রিত উপকরণের প্রাপ্যতা		
রিডিং কর্নার অথবা বই প্রদর্শন		
সাক্ষরতা নিয়ে শিশুদের কাজগুলো প্রদর্শন করা হয়েছে		
দলগত কাজের জন্য শিশুবান্ধব বসার ব্যবস্থা		

সেকশন সি: শিক্ষকের সাক্ষরতা শিক্ষাদান পদ্ধতি

(ফোকাস: গবেষণা প্রশ্ন ক ও খ)

পর্যবেক্ষণযোগ্য আচরণ/কৌশল	পর্যবেক্ষণ (হ্যাঁ/না)	মতামত (যদি থাকে)
শিক্ষক বর্ণ চেনা শেখান এবং তা জোরদার করেন।		

পর্যবেক্ষণযোগ্য আচরণ/কৌশল	পর্যবেক্ষণ (হ্যাঁ/না)	মতামত (যদি থাকে)
ধ্বনিগত সচেতনতা বৃদ্ধির কার্যক্রম ব্যবহার করেন (যেমন: ছড়া, খেলা)।		
শিক্ষক আবেগ সহকারে গল্প পড়ে শোনান এবং শিশুদের গল্পে সম্পৃক্ত করেন।		
সাক্ষরতা কার্যক্রম চলাকালে শিক্ষক উন্মুক্ত প্রশ্ন করেন।		
শিশুদের পূর্বানুমান করা, গল্প পুনরায় বলা বা আলোচনা করতে উৎসাহিত করা হয়।		
শিক্ষক সাক্ষরতা বিকাশের জন্য গান, ছড়া বা কবিতা ব্যবহার করেন।		
সাক্ষরতা-সম্পর্কিত লেখার বা আঁকার সুযোগ প্রদান করা হয়।		
সাক্ষরতা কার্যক্রম দুই বছরের প্রাক-প্রাথমিক শিক্ষাক্রমের লক্ষ্যগুলোর সাথে সামঞ্জস্যপূর্ণ।		

সেকশন ডি: শিশুর সম্পৃক্ততা এবং ও অংশগ্রহণ

সূচক	পর্যবেক্ষণ (হ্যাঁ/না)	মতামত (যদি থাকে)
শিশুরা সাক্ষরতা কার্যক্রমে আগ্রহ দেখায় এবং সক্রিয়ভাবে অংশগ্রহণ করে।		
শিশুরা আত্মবিশ্বাসের সাথে বই ও ছাপানো উপকরণ ব্যবহার করে।		

শিশুরা পড়া/লেখার চেষ্টা করে বা প্রাক-লেখন কার্যক্রমে অংশ নেয়।		
সাক্ষরতা কার্যক্রম চলাকালে সহপাঠীদের সঙ্গে মিথস্ক্রিয়া ও সহযোগিতা করে।		

সেকশন ই: শিক্ষকের সহায়তা ও শিক্ষাদান পদ্ধতি

(ফোকাস: গবেষণা প্রশ্ন ক)

সূচক	পর্যবেক্ষণ (হ্যাঁ/না)	মতামত (যদি থাকে)
শিক্ষক ভিন্ন সক্ষমতার শিশুদের জন্য পাঠদানের পদ্ধতিতে বৈচিত্র্য আনেন।		
ইতিবাচক প্রশংসা ও উৎসাহ প্রদানের বিষয়টি স্পষ্টভাবে পরিলক্ষিত হয়।		
বুঝতে সহায়তা করার জন্য মাতৃভাষা ভাষার ব্যবহার করা হয়।		
শিক্ষাদান ও শেখার উপকরণ (ফ্ল্যাশকার্ড, বর্নকার্ড, সংখ্যার চার্ট, ফ্লিপ চার্ট ইত্যাদি) ব্যবহার করা হয়।		

সেকশন এফ: পর্যবেক্ষণকৃত চ্যালেঞ্জ ও সীমাবদ্ধতা

(ফোকাস: গবেষণা প্রশ্ন গ)

সম্ভাব্য চ্যালেঞ্জ/সীমাবদ্ধতা	পর্যবেক্ষণ (হ্যাঁ/না)	মতামত (যদি থাকে)
বৃহৎ শ্রেণিকক্ষের আকার ব্যক্তিগত মনোযোগকে প্রভাবিত করে।		

শিক্ষাদান ও শেখার উপকরণ সীমিত পরিমাণে আছে।		
পর্যাপ্ত স্থান বা সম্পদের অভাব।		
সাক্ষরতা কার্যক্রমের জন্য সময়ের সীমাবদ্ধতা।		
শিক্ষার্থীদের প্রস্তুতি বা অংশগ্রহণের কমতি।		
শিক্ষাক্রম বাস্তবায়নে প্রশিক্ষণ বা স্পষ্টতার অভাব।		

A.6 Consent Form for Teachers (English)

Title of the Thesis Proposal: Teachers' Perceptions regarding the Two-Year Pre-Primary Curriculum for Enhancing Literacy Skills in Children Aged 4-5 Years in Bangladesh

Researcher: Md Abdul Mumin Musabbir

Purpose of the research

I am conducting this research as a part of my master's degree requirement from the Institute of Educational Development (IED) - BRAC University. The aim of this research is to explore teachers' perceptions regarding the two-year pre-primary curriculum for enhancing literacy skills in children aged 4-5 years in Bangladesh.

Expectation from you

If you agree, you will be expected to share your perceptions, views, thoughts, and practices on teachers' involvement in enhancing the literacy skills of children aged 4-5 years in Bangladesh. The interview may take 60 to 90 minutes, depending on your response.

Risks and benefits

There is no risk to you for participating in this study; directly or indirectly, parents, children, and policy makers may benefit in the future.

Privacy, anonymity, and confidentiality

All information collected from you will remain strictly confidential. I would be happy to answer your queries about the study, and you are welcome to contact me.

Future use of information

Some of the information collected from this study may be kept for future use. However, in such cases, information and data supplied to other researchers will not conflict, or violate the maintenance of privacy, anonymity and confidentiality of information identifying participants in any way.

Right not to participate and withdraw

Your participation in the study is voluntary, and you are the sole authority to decide whether or against you participate in this study. Refusal to take part in the study will involve no penalty. If you agree to my proposal to participate in my study, please indicate that by putting your signature in the specified space below.

Name of the Teacher:

Name of the Researcher:

Signature of the Teacher:

Signature of the Researcher:

Thank you very much for your cooperation. For any further queries, please contact me at 01811250250.

A.7 Consent Form for Teachers (Bangla)

Title of the Thesis Proposal: Teachers' Perceptions regarding the Two-Year Pre-Primary Curriculum for Enhancing Literacy Skills in Children Aged 4-5 Years in Bangladesh

গবেষক: মোঃ আব্দুল মুমিন মোছাব্বির

গবেষণার উদ্দেশ্য

আমি ব্র্যাক বিশ্ববিদ্যালয়ের ইন্সটিটিউট অব এডুকেশনাল ডেভেলপমেন্ট (IED)-এ মাস্টার্স ডিগ্রির অংশ হিসেবে এই গবেষণা পরিচালনা করছি। এই গবেষণার মূল লক্ষ্য হলো বাংলাদেশের ৪-৫ বছর বয়সী শিশুদের সাক্ষরতা দক্ষতা বৃদ্ধির জন্য দুই বছর মেয়াদি প্রাক-প্রাথমিক শিক্ষাক্রম সম্পর্কে শিক্ষকদের ধারণা ও মতামত অনুসন্ধান করা।

আপনার কাছ থেকে প্রত্যাশা

আপনি যদি সম্মত হন, তাহলে আপনাকে ৪-৫ বছর বয়সী শিশুদের সাক্ষরতা দক্ষতা বৃদ্ধিতে শিক্ষকদের ভূমিকা সম্পর্কে আপনার ধারণা, মতামত, অভিজ্ঞতা ও চর্চা নিয়ে কথা বলতে অনুরোধ করা হবে। এই সাক্ষাৎকারটি আপনার উত্তরের উপর ভিত্তি করে প্রায় ৬০ থেকে ৯০ মিনিট সময় নিতে পারে।

ঝুঁকি ও উপকারিতা

এই গবেষণায় অংশগ্রহণের জন্য আপনার কোনো প্রত্যক্ষ বা পরোক্ষ ঝুঁকি নেই। তবে ভবিষ্যতে অভিভাবক, শিশু এবং নীতিনির্ধারকগণ এই গবেষণা থেকে উপকৃত হতে পারেন।

গোপনীয়তা, নাম প্রকাশ না করা ও তথ্যের নিরাপত্তা

আপনার কাছ থেকে সংগৃহীত সকল তথ্য সম্পূর্ণ গোপন ও নিরাপদ রাখা হবে। গবেষণা সম্পর্কে আপনার কোনো প্রশ্ন থাকলে আমি তা স্পষ্টভাবে ব্যাখ্যা করতে সদা প্রস্তুত আছি এবং আপনি যে কোনো সময় আমার সঙ্গে যোগাযোগ করতে পারেন।

তথ্যের ভবিষ্যৎ ব্যবহার

এই গবেষণা থেকে সংগৃহীত কিছু তথ্য ভবিষ্যতে সংরক্ষণ করা হতে পারে। তবে সেসব ক্ষেত্রে অংশগ্রহণকারীদের পরিচয় প্রকাশ পায় বা গোপনীয়তা ও বেনামীতা লঙ্ঘিত হয় এমন কোনো তথ্য অন্য কোনো গবেষকের কাছে প্রদান করা হবে না।

অংশগ্রহণ না করার ও প্রত্যাহারের অধিকার

এই গবেষণায় অংশগ্রহণ সম্পূর্ণরূপে স্বেচ্ছাসেবামূলক। আপনি অংশগ্রহণ করবেন কিনা, সে সিদ্ধান্ত নেওয়ার পূর্ণ অধিকার আপনার রয়েছে। গবেষণায় অংশগ্রহণ না করলেও কোনো ধরনের অসুবিধা বা ক্ষতির সম্মুখীন হতে হবে না। আপনি যদি আমার গবেষণায় অংশগ্রহণে সম্মতি দেন, অনুগ্রহ করে নিচের নির্ধারিত স্থানে আপনার স্বাক্ষর দিন।

শিক্ষকের নাম

গবেষকের নাম:

শিক্ষকের স্বাক্ষর:

গবেষকের স্বাক্ষর:

আপনার সহযোগিতার জন্য আন্তরিক ধন্যবাদ। ভবিষ্যতে যদি আপনার কোনো প্রশ্ন থাকে, তাহলে অনুগ্রহ করে ০১৮১১-২৫০২৫০ নম্বরে যোগাযোগ করুন।