

Using Phonetics to Teach Pronunciation and Spelling to Young Learners

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Introduction

Chapter 1

I have done my internship at South Breeze School, which is an English medium school, in its junior section. I had started my internship on 16th January 2012 and it ended on 16th April 2012. I worked there as a teaching assistant of a senior teacher named Rajashree Sarker. I used to take the class KG- 1. The students were very small and it was not an easy task to teach them. In my internship report, I would like to focus on three major areas which I noticed when I was teaching there, they are- using phonetics to teach new vocabulary, their correction system and the class room setting.

16th January 2012 was my 1st day at school as an intern and that day when English class started I got surprised because what my senior colleague Ms. Rajashree and students were saying I did not understand. It happened because they were not using alphabets for spelling they were using phonetic sounds. I myself studied in a Bengali medium school and college and never learned phonetic sounds. I got scared and started thinking that how can manage to teach them in this way. But it took 4 days to learn and I also managed myself to teach them in this way. I had difficulties while teaching by using phonetic sounds. It was interesting to me that kids were learning sounds but not alphabets. According to the school authority in this way students' pronunciation will improve quickly. They also think that if a student learns the sounds first it also helps them to increase their spelling skill, after hearing a new word which they do not know they can even spell it. It seemed interesting to me and I also agree that in this way their pronunciation got better.

Another thing which I noticed while teaching in the school that is correction system of the teacher. As I mentioned before I was in the junior section, KG- 1, the students were small and sometime they made mistakes. When they made any mistake, I noticed that Ms. Rajashree wrote the word once and students used to write it three times. According to the school authority in this way they will not make the same mistake again. As I was new there, sometimes I did not know the system. Sometimes while monitoring the class or checking the copies if I noticed someone making a mistake, I used to ask the student to read it for the second time if the student is able to say the right word then I told him to rub the wrong word and write the right word. But I was scolded by my colleague Ms. Rajashree for doing this as it was not the system. I disagree with Ms. Rajashree and think that self- correction is a better option. And if the students are able to correct themselves then it is good.

Chapter- 2

Literature Review

2.1. Theories of pronunciation:

Victor Spiers (1900) in his research on *Phonetics in Class* mentioned, “The use of phonetics as an aid to the acquisition of the pronunciation of a foreign tongue implies two things:

1. The teacher shall have made a study of phonetics as applied to the language he is teaching, and shall have a good pronunciation.
2. He shall make such use of his knowledge in his class work as he shall think best calculated to assist his pupils in acquiring a good.” (p. 54).

There is a general thinking that the children should learn alphabets first and then pronunciation. But it should be practiced from childhood. Alexander Melville Bell mentioned that there is a difficulty when we pronounce a foreign language. Even it is problematic when we try to make understand our language to another foreigner. It happens only because learners do not have Phonetics training. Usually adult learners try to imitate the language but generally they fail to do that because it is easy to imitate in the childhood but difficult task in adulthood. In the childhood the organs are in the process of adjusting to pronunciation and they can pronounce whatever they hear. But in adulthood the organ is already adjusted for the pronunciation. Phonetic level has all the features that are needed for pronunciation of the sound (p. 23).

Scovel (1969) childhood is the best time for learning a foreign language; on the other hand, it is difficult for the adults (as cited in Fledge, p. 443). According to him Even if adults

start learning a foreign language may be they can learn the language but they are not able to use the foreign accent (as cited in Fledge, p. 245).

Colley F. Sparkman in his book *The Value of Phonetics in Teaching a Foreign Language* mentioned that no one is accepted to a foreigner without a good pronunciation. That person will always be an outsider for them. He mentioned that at least minimum good pronunciation is required so that they can accept foreigners with open arms (p. 227).

Freed (1995) in agreement with Sparkman points out, phonetics is beneficial for Second Language Acquisition because Phonetics focuses on the study of fluency, which is an important aspect of pronunciation. A person who uses the term 'fluent', in reference to oral communication skills of a given person, does in intuitively, and most likely refers to combination of speaker attributes- the flow of language, intonation and rhythm, speed, accuracy (as cited in Simoes, p. 87).

2.2. Theories of Spelling and Vocabulary:

Ernest Horn commented on the way of giving instruction in teaching phonetics to learners, "There is considerable evidence to suggest that well planned instruction is sound-to-letter and letter- to- sound associations in appropriate relation to other learning procedures may be of benefit both in spelling and in reading" (p. 424). He also mentioned that, ".....pupil who has been taught to relate sounds and written symbols can arrive deductively at the spelling of most words that he can pronounce." Moreover, Zalmon Richards, the first president of National Art Education Association (NEA) supports that the capacity to spell words can be improved further through phonetic instruction, and phonetics is a great solution for reading difficulties.

Chomsky (1970) "It has been suggested that the greater correspondence of orthography to phonetic deep structure can be used in teaching spelling" (p.304 & 305).

It is a general notion that for reading habit can play an important role for increasing vocabulary knowledge. According to Anderson and Johnson vast reading habit is useful for gaining vocabulary (as cited in Greenwood, p. 258).

2.3. Theories of Motivation:

Teachers should concentrate on motivation and they should also know about their students' motivation because it is helpful for teaching as Pintrich (1994) mentioned (as cited in Brooks, p. 17).

Anita Kwiatkowska (2008) mentioned in her research on *Ideas on Classroom Management in YL Classes* "nothing works better for students than a decent amount of praise. When it comes to kids however feel free to praise them all the time for the smallest things they do or say properly. They might not be able to understand "very good", "great" or "excellent" but they will surely get "bravo", "super" or "perfect". Thumbs up, clapping hands and a huge smile on a teacher's face will definitely help the kids realize that they did a great job and made you pleased. Create a way of rewarding your students as well. Draw smiling faces, stars or use stamps or stickers to show your appreciation. Put up posters on the walls with the students names to keep record of their good work. Never stoop to bribery or material rewards. Sweets or mascots may make the young learners do quietly what you order but once you forget the reward or want to quit the tragedy will follow."

Dennis Coon and John O. Mitterer think punishing students is a mistake for the teachers because students actually do not learn anything by being punished. Most of the time, it is noticed that the students are repeating the same thing again and again (p. 241).

2.4. Theories for ALM:

Hockett (1959) thinks if any task is being practiced by the students again and again then it is easy for them to remember the topic (as cited in Richards & Rodgers p. 52).

According to Fries (1945), by practicing any exercise again and again it is easy to remember but it is not useful for learning a foreign language by grammatically and phonologically (as cited in Richards & Rodgers p. 52).

In the school I noticed, teachers focused on teaching writing and reading not on speaking. So students were being good at reading and writing but they were not able to speak in target language which is English. In that case according to Brooks (1964) at first a language should be learned for speaking and after that for reading and writing. Speaking is more important than reading and writing because at first a child learn to speak not to write or read (as cited in Richards & Rodgers p. 55).

2.5. Theories of error corrections:

Usually when students make mistake then teachers correct it, but Makino (1993) thinks teachers should correct students' errors only then when the students are not able to identify their errors (as cited in Ali, p. 340).

Classroom setting is an important factor for young children. Usually they do not feel like going to school every day, if the classroom is decorated in such a way that can attract

young children. Pianta (2000) said Children's activities and their behavior with their teachers and their peers depend on classroom setting (p.377).

2.7. Theory of multicultural education:

Diaz's (1999) point of view is usually the schools try to continue the multicultural education but usually it is difficult for the teachers because in one class all the students are not from the same community and group. It is difficult for the teacher to continue the multicultural education, so that here the concept of multicultural education becomes blurry (as cited in Davenport, p. 361).

To solve this problem Sandy (1970) offered to celebrate some specific cultural programs for those students who are from the different groups (as cited in Gibson, p.97). But Pettigrew (1974) is trying to say that there is no evidence where majority of the people are arranging such cultural programs for developing multicultural education by which minority group of people can come forward (as cited in Gibson, p. 82). Groper (1974) thinks that in such multicultural classes students are given the notion that their 'own' norm and other cultures' customs are standard for both cultures (as cited in Gibson, p.372). It means that in such classes, no kid can think that his or her culture is superior to others' cultures.

Chapter 3

My Experience

As a part of my graduation at BRAC University, I was supposed to do internship or thesis; I decided to do internship, because according to me, that work experience will help me in my future. I did my internship at South Breeze School from 16th January 2012 to 16th April 2012. South Breeze School is an educational institution located in Dhaka, Bangladesh. The medium of instruction is the English language. Founded in 1986 by Principal Zeenat Chowdhury, the original campus was located in Dhanmondi. In 2000, the campus was relocated and in 2004 a new additional section was opened in Uttara.

The school follows the British GCE syllabus and the students are taught for Ordinary level (O-level) examinations conducted by Edexcel International. The school has been one of the leading institutions in Bangladesh in terms of O-level results since 1990, when the first batch of student graduated from. ("Face book," 2008).

There I used to work as a Teaching Assistant (TA) of a senior teacher of the infant section of the school, named Rajashree Sarker, she was the class teacher of kindergarten (KG) 1, and there I had 18 students. They had three major subjects- Bengali, English and Math, and they also had drawing and music course. They had only one teacher for all subjects. I have learned from Ms. Rajashree that how to manage the time for all three subjects. I noticed she tried to take all the three subjects in one day. That was problematic but she tried to make it happen.

3.1. Teaching Vocabulary to young learners:

I started to teach them sounds like- [it], [ig], [ink], [ing] etc. I taught them to make words and sentences by using these sounds. I used to write words and sentences on the board and while writing I told students to help me so that they got involve in the class. When I had to give example of any word to make them understand, I used a sentence by using their names, such as- "*ink*"- *Pink- Fabiha is wearing a Pink dress today*, "*ing*"- *dancing- Mahira is dancing like a doll*. This is only for making them happy and concentrate on their class. When I wrote words then I used to draw pictures beside the words, and they had to draw the pictures in their copy and also had to color it.

The students were taught opposites, '*good- bad, tall- short, fat- thin*' etc. in the same way. While teaching in the school, I noticed most of the students liked to draw and paint, usually they tried to finish their class work fast because they wanted to spend more time on drawing and painting.

I took spelling classes for both English and Bengali. When Pohela Boishakh was near then I taught those spellings which were related to Pohela Boishakh when Pohela Boishakh was near. Such as- Boishakhi fair, dance, song, red, white, summer.

Usually in these ways students used to learn new words but beside this, they had some story books, usually those books used for reading. When they used to read the story they did not know all the words and then they asked their teacher the meaning of the word. In this way they used to learn new words. As I mentioned Anderson and Johnson's point of view regarding this in my literature review that they think reading is a good source of knowing new words (as cited in Greenwood, p. 258).

In the class most of the time different techniques of ALM (drills in the class) were being used. According to Hockett (1959) by practicing again and again the same thing can bring perfection (as cited in Richards and Rodgers, p. 52), it is mentioned in the literary review part. But Fries (1945) thinks, in this way students do not learn grammar and phonology (as cited in Richards and Rodgers, p. 52), it is mentioned in the literary review part. According to Brooks (1964) students should learn how to communicate with the use of target language before they learn to read and write (as cited in Richards and Rodgers, p. 55), it is also mentioned in the literary review part. It is allowed to use first language Bengali in the class. I used both English and Bangla for teaching them. Phonetics was used in the class as well.

3.2. Teaching Writing to younger learners:

In my teaching period in the South Breeze School, I saw Ms. Rajashree made the students to write paragraphs. She used to write paragraphs on the board and the students copy it to their class work copy. They do not need to memorize the paragraph; teacher's intention was to give a concept on the certain topic.

On special cultural occasions Ms. Rajashree used to teach the writing paragraph. For example- when 13th February came, which is known to us as Pohela Falgun, on that day she wrote a paragraph on *Boshontokaal* in Bengali and the day after they wrote the same thing in English, The Spring Season. The paragraph was long, students got nervous when they were writing and over all it was a messy situation. No one was writing in a proper way. Both Ms. Rajashree and I were getting angry but could not lose our temper. If we did that, students would have gotten more nervous. Finally, they were done with their writing, and we ended up

with it that day because if we tried to teach them they would not get them as they were pressurized. Sometimes when kids are nervous they did not want to come to the school, to control this situation teachers used to tell them that the next day will be the fun day, they would have party on that day, if someone did not come then he or she would have to miss it. And the magic was, next day all the students came to the school for fun. In this way students did not get scared of coming to school. According to Pintrich (1994) it is a teacher's duty to find out the motivation of students' (as cited in Brooks, p. 17). It is mentioned in the literary review.

In the same way the students learned to write the paragraphs on- Ekushey February, International Mother Language Day, Sheetkaal, The Winter Season, Pohela Boishakh. The students felt very scared when they had to write Bengali, it is bit tough for them, and they take longer time to write. There is no option for skipping Bengali because it one the compulsory subjects. To me it is very important that kids are taught Bengali from a very early age, it is a good initiative. They need to learn both English and Bengali. Usually, the students are used to take one and half to two hours to copy these paragraphs, because generally they wrote small words or sentences, paragraphs were lengthy and difficult for them.

The students were also taught making sentences with different words like- box, dog, car & mom. First they wrote the sentences on their own in the copy. After that Ms. Rajashree asked all the students one by one to tell sentences with these words again. Students were not allowed to copy sentences from others and in this part I and Ms. Rajashree also participated with them. All of them were saying sentences after finishing their part Ms. Rajashree used to say "Nabila miss will say the sentence with car", after I finish I say the same about Ms. Rajashree. We were participating with them so that they also participated in a happy mood.

One thing surprised me that they should learn making sentences first and then Paragraphs but here students were learning paragraph writing first and then make sentences.

3.3. Teaching Grammar:

One day my colleague Ms. Rajashree was sick and she did not come to school, that day I was supposed take the class. That day I taught them, making sentences with 'can'. First I asked one by one student what they can do. For example, one of the students named Mahira said, "I can dance", and then I write on the white board- Mahira can dance. Another student named Mudassir said, "I can make rocket" and in the same way I again write on the board- Mudassir can make rocket. I used their names because in this way they got involve in the class work and they wanted to see their names on the board and that was the reason everyone participated in this. I wrote eighteen sentences as there were eighteen students in the class. That week I also taught the students making sentences by using 'this & that'. First I made them understand in Bengali, 'this' means 'eta' and 'that' means 'ota'. After that most of them were able to say sentences like- this is a copy, this is a book, this is a toy, that is a fan, that is a bird that, is a chair etc. They also learnt use of *here and there* which is known as 'adverb of location', when they were supposed to say the thing is here and that is there. It was in English.

3.4. Error Correction:

If they wrote the wrong spelling, on the other side of the copy I corrected it this way- first wrote "c" means correction, once I had to write the spelling and they had to write it thrice. I did not like the correction system, as I had mentioned it before that teacher wrote the correct spelling in the other side of the copy and students wrote it thrice. There is no system of

self correction, which I prefer most. I wanted students to do that. But still sometimes I tried to do that. In my opinion, self correction makes students more perfect. I know self correction is bit difficult at their age, but I noticed that they could do it very easily, that is the reason I prefer self correction for them. In this case I agree with Makino (1993), that students should get the chance of correcting their errors by their own (as cited in Ali, p. 340).

3.5. Motivating Young Learners:

Students got 3 days of holidays (3rd, 4th & 5th February, 2012), so from the office teachers got notice to give students Home work for English, students were supposed to make words with phonemes in the middle position. They were supposed to make words like- *mat*, *hat*, *rat*, *bat*, *cat* etc. and the H.W. was not marked assignment, but I told them it will be marked, so that they take it seriously and do it properly. Here one point was noticeable, that phonetic sounds were taught but for teaching it teachers were using their mother tongue, where we knew if mother tongue is being used then it can hamper in learning second language, but the fact is here this is being proved wrong.

The students who could complete the class work quickly, properly and also kept great participation in the class; they got 3/ 5 stars or happy face on their hand or in the copy. Those students tried to do their work quickly to get all the smiley. A student named Ayaz who was very slow in writing, could not finish his class work on time, he also tried to complete the work fast to get stars or happy faces. I think it was positive re- enforcement. Once they were appreciated, they will try doing well again in the future. Even if students could give answer of any question which was not even taught by the teacher, then the teacher appreciated the student. Once my senior colleague Ms. Rajashree asked students '*do you know how trees*

make food for them?' one of the students named Warish said- *'they get food from their fruit'*, he couldn't answer properly but he at least tried, for that me and Ms. Rajashree both said 'excellent Warish and also we clapped for him. I think this kind of appreciation makes students more active to participate in the class. On the same day in the reading class, when students were reading properly, they were appreciated by saying "excellent, very good or good".

In my literary review part I have mentioned about Anita Kwiatkowska's (2000) theory that she mentioned in her research in 2008 that teachers should praise students and it is useful if the students are young. I also noticed that praising students is really important to motivate them in their studies.

I have learned that for making students come to the school, they are needed to be shown some positive reinforcement, such as- teacher has to say, next day we will have fun together, we will study less. The study actually not made less; it is a trick to make them come to the school.

Another problem was that they were kids and they tried to make noise and some of them were naughty, I had to be strict and sometimes angry to control them. Sometimes I also had to give them punishment, such as- standing up in the class, not having Tiffin in the Tiffin time, detention after class etc. The punishment worked well in the first two weeks but after that they started doing the same thing again as said by Dennis Coon and John O. Mitterer mentioned in the literary review (p. 241).

3.6. Religious & Cultural aspects:

As an intern in 'South Breeze School', I noticed that working here as a 'Teaching Assistant' was a good opportunity to learn a lot of things from a senior colleague like Ms. Rajashree. In this one month I noticed one thing, below class 1 there was no assembly, but Ms. Rajashree who was Hindu and used to start the class with saying the 'Kalema taiyeba', which did not take place in any other junior class, that was the thing which impressed me a lot. But at the same time the fact is noticeable that, all the students in the class were Muslim so that she can pray 'Kalema Taiyeba', if there was a student who is not Muslim and that student would not be able to take part in this session. After saying the prayer sometimes students do nursery rhymes, which was a great fun for them.

There I noticed that all the cultural programs were being celebrated in a festive mood. It started with *Pohela Falgun*, which was on 13th February, 2012. All the teachers were instructed to wear red, yellow or orange color *saree*, it was an order from the management. And teachers also told students to wear yellow dress on that day. I was very happy when I entered the school, all wearing yellow, red or orange. I was happier when I entered to my class room KG- 1, most of the girls wearing yellow *salwar- kameez*, one of them was wearing yellow *saree*, and they also put flowers in their hair. Boys wore yellow *panjabis*. Everyone was in a festive mood on that day. *Pitha Utshab* was held on the same day at our school. The students of class 1 and 2 brought different types of homemade *Pithas*. The teachers put all the *Pithas* on the table and junior students came to see those and they took whichever they liked. One of the senior teachers named Shirin also told them how to make those Pithas. But the most boring part of this was, regular class was also held on that day. They got to know about

the *Pohela Falgun* and also know about lot of *Bangldeshi Pitha*. So I can say, this year 13th February kids enjoyed a lot.

The next day it was 14th February, 2012, which is known as Valentine's Day. On that day, teachers and students were told to wear red dress. Everyone did so as they were instructed, it was also fun.

Then 21st February 2012, which is International Mother Language Day, it was a holiday. But the next day the teachers and students were supposed to wear Black and white dress, and students were supposed to come with a flower. All the students wore black and white dress and brought flowers. That day, assembly was held where a prayer uttered for the language martyrs and after that all the students and teachers sang the song *Amar vaier rokte rangano ekushey February.....* After that a mini Shahid Minar was made for the children to put flowers on.

When the month of April came preparations for Pohela Boishakh took place. Songs and dance rehearsals were going on. Students also made a Nobo-borsho view card with the help of the class teacher. They drew pictures, color it and write Shuvo Nobo-borsho in the card. I think it was a good initiative, so that students get to know about their culture from the very young age. And the card which they were making on their own made them feel good after.

It is good that students are taught about the Bengali culture at their early age, I think it will help them to know about their culture and country. One thing here should be mentioned that if there was any indigenous student then that student would feel sad because he or she is not familiar with all these cultures and also not be able to participate with other students, it would be a difficult task for him or her. As Diaz (1999) mentioned that it is a difficult task for

the teachers to apply multicultural education in the class (as cited in Gibson, p. 341), it is also mentioned in the literary review. Sandy (1970) students who are from minority group for them some cultural programs should be arranged by the majority group (as Cited in Gibson, p.97) as it is mentioned in the literary review. Pettigrew (1974) but there is no such evidence of happening this (as cited in Gibson, p. 82).

3.7. Classroom Setting:

I took the class of KG- 1, and the setting was in the support of the students. As they were kids, they should be attracted to their classroom as in the literary review it is said by Pianta (2000) that children's success, activities and behavior totally dependent on classroom setting (p. 377). For that the classroom is decorated with such posters and also with the pictures which is drawn by the students. This made the classroom beautiful as well.

3.8. A Special Student:

There is a student called Mahad who is autistic, who used to write only 2 lines in 2 hours, which was very much frustrating for me and my colleague. Then I took the initiative to make him write, I sat beside him and spelt each and every word for him then he wrote, which was a tiring task for me.

3.9. Learning beyond syllabus:

The class ended with some question-answers round like, teacher asked students- *how many days make a week? What are the names of the days? How many months make a year and their names? What is the name of our national poet, flower, fruit fish, animal, etc? What is*

our national anthem? Who writes it? Which fruits have seeds, which ones have a few seeds, and which have many seeds? Bangla and English in both languages teacher used to ask the questions and students answer the questions together. I liked this session because the did not have any referred book to read where they can learn about those topics, but the class teacher Ms. Rajashree took the initiative to teach them about these on her own, according to her students should know more beside their institutional study. I really found it appreciable.

3.10. Students are progressing:

When 5th week of internship was running I have noticed four major things, and they were- students were able to understand command in English, they were trying to make sentences on their own, trying to read fluently and they were able to understand the sound and trying to write the spelling.

The teachers were allowed to give command students in both English and Bengali. But as their yearly session was coming to an end now they had to understand all the commands in English because, when they will go to KG- 2 then the teacher will only use English and they have to understand the teacher.

The students learnt how to make sentences. Teacher gave them some words which are up to their level like- Mom, Dad, Flower, Fruit, and Vegetable etc. and students were to make sentences by using those words. If they did not know any spelling we the teachers help them, if they were not able to make sentence in English first they used to say it in Bengali to their teacher and the teacher helped them to make it in English.

In the both reading class English and Bengali, when I joined then the students read everything by spelling each and every word. But now they learnt to read everything fluently. They were

not allowed to read each and every word by spelling. If they needed to spell it then they had to do it in their mind they were not allowed to pronounce it.

When I joined then I noticed, the teacher used to write all the words on the board but now the teacher dictate it to them, if needed the teacher spell the words if they did not know and after that students had to write it to their copy. Now students are able to understand the sounds and can write the spelling of the words on their own.

The students were progressing. This is a good. Now they tried to do their tasks on their own without their teacher's help.

Chapter 4

Problems I faced

It was my first experience of working as a teacher in a school. At first I was not happy when I met the assistant head mistress Tanjima madam and she said me to join as a Teaching Assistant in the junior section. But I wanted to join in the senior section. When I entered the classroom first day I was nervous, the way of their teaching English was totally different from the other schools. I was new in this profession, so that I was facing two major problems- I was teaching primary level students, they were just little kids, when I used to teach them I had to come to their level and had to make them understand. Another major problem I faced when I started teaching English is that they use phonetics instead of alphabets to teach vocabulary.

They did not learn alphabets but phonemes which was problematic for me. As I did not know phonetics I faced problems while teaching English. Because if I say “I n g” they do not understand, I had to say “I na ga” for pronouncing “angma”. On the first day I had trouble to make them understand the pronunciation. Later on a senior colleague Ms. Rajashree told me that they pronounce it in that way.

When all the teachers got appointed in South Breeze School in the junior section as teacher at first they have to attend a workshop for phonetic sounds, as the students will be taught phonetics first by the teachers, they have to have a good knowledge about phonetics otherwise they will not be able to teach their students properly. And all the teachers of junior section who did not know the phonetic sounds were bound to attend the workshop. It is because the phonetic sounds are not mandatory part of Bengali medium schools, people who are from Bengali medium background do not know much about phonetics that is the reason

the workshop is mandatory for them. As Victor Spiers (1900) said when teachers are supposed to teach the students phonetics then at first they should know about phonetics well and also should have a good pronunciation (p. 54), mentioned in the literary review part.

Kids were scared of doing work books. It was a very problematic thing for them. They got nervous when they saw it in the hand of the teacher. One of the students named Zayid said he gets sick of doing work book which was really funny to me. And in a way it was a tough task for me to make the thing easier for them. Because at the same time I have to come to their level for make the thing easy.

Chapter 5

Conclusion

I have learned a lot of things of teaching as a Teaching Assistant from my senior colleague Ms. Rajashree. The most important thing I have learned from her is how to control the class. As a teacher it is very important to interact with students. All the students are not same; some need extra care and attention, and some need to be scolded. As it is an English medium school, I have faced many problems when I first joined here. I can remember I was not able to teach in a proper way as I should. The problem was, I have studied in Bengali medium for twelve years, the way I was taught and the way I m supposed to teach them both were totally different. I have never learned phonemes in my twelve years of study, I got to know about it when I started my under graduate program. But also that time I used to scared of it, but after joining here as an intern I had learned phonemes slowly.

I think it is good that in South Breeze School children are taught in Phonetics sounds rather than alphabets. Their pronunciation will be better in this way. Many people think that first a child should know the alphabets well then comes pronunciation. But from the practice of childhood is much better for this.

It should be appreciated that in South Breeze School students are taught Phonetics from the pre- school years. Adults take time to learn a foreign language and also that person faced the problem with accent, but if anyone starts learning at the early age then it becomes very easy. And they learn alphabets when they are in KG- 2. According to the management, in this way students can spell the words by listening even they do not know, their pronunciation get better in this way also.

I had completed three months of internship as required. I learned a lot of things from here. The major things I have learned are- to control the class and how to grow attention of the students towards study. Kids get scared of learning new things but it is a teacher's duty to make lesson attractive to the students, I have learned it after joining in this school. I liked the fact that they celebrate all the cultural programs which had positive impact on students. Another interesting thing I learned here was that the phonetic sounds. It is good for students for better pronunciation and spelling.

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