



## Teachers' Awareness and Practices of using Language Corner at Early Childhood Education Level



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### Abstract

This study aimed to assess the awareness and practices of teachers for using language corner in early childhood education level. Concurrent Parallel Mixed- methods research design was used for this study. The study was descriptive in nature. The population of the study was 357 ECE trained teachers of public sector of Tehsil Rawalpindi. The sample of the study was consisting of 185 (51%) ECE teachers. The research tools for this study were questionnaire, checklist of resources kit. The questionnaire comprised of 25 close- ended statements and 5 open-ended questions. For the responses of close- ended statements, 5-point Likert scale was developed. A checklist was prepared to check the utilization of resources kit, for practices open-ended questions were asked. For the reliability of the tools, pilot testing was conducted. The data were analyzed through SPSS package version 21. Mean, standard deviation, percentage and frequencies in descriptive statistics and Mann-Whitney U test in inferential statistics, were used. From the results, it was found that teachers are aware of the resources of the language corner and they are practicing it. It is suggested that teachers need extra training for the resources that they are not using in corners. The issues like lack of teachers, lack of required resources in language and mathematics corner should be resolved.

### Key Words

Language Corner, Early Childhood Education, Mixed-method Research, Teacher's Awareness

### Introduction

Early childhood education has the utmost importance in the overall development of a child. David (2016) has narrated that Early childhood development refers to the comprehensive development, including educational, social, emotional, and cognitive, of young children from birth to approximately age eight. Whole child development occurs mostly during childhood development (Ahmed, 2011).

Wood and Hedges (2016) stated that in early childhood education curriculum can be play, build relationship, exploration etc. In ECE, it is emphasized to consider the fundamental developmental areas of the child in early years. So, he/she can develop and refine his/her abilities in such way that can be beneficial for himself as well as the society. ECE curriculum is organized to enhance young children's abilities to learn about themselves and the

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experiences of outer world. This involves indoor or outdoor play, cooperative or individual play, domestic play, sensory play and constructive play.

In Pakistan, in government sector as well as in private sector, it is also a focused area of the education. Ahmed et al. (2014) narrated that from independence till today early childhood education exists in our education system in any form, but in National Education Policy 2009, it is typically proposed to integrate ECE in primary education. According to data, almost 857 ECE rooms were established during 2016-2017 with the collaboration of UNICEF. The SNC ECE curriculum 2020 is designed to consider all developmental areas of the child, to make it purposeful. The emphasis of this education is to prepare a child for education process. For this purpose, activity method and exploration method are emphasized.

Learning corners are one of the important factors in ECE classroom in that there are six corners (language, library, art, home, science, and math). It has a theoretical base. According to theory of Multiple intelligence of Gardner (1983), each person has his own intelligence and ability, someone has good communicative skills, somebody has some numerical skills, someone can be good in art, someone has interest in natural sciences. So, it is teacher's task to facilitate the young minds to get this education. The role of teacher is as facilitator. Students actively participate in these corners and discover new things. Ghafoor and Asghar (2023) stated that learning corners are ideal and appropriate place for the young children to develop their abilities and interests, also provide a chance to practice individual and group activities. It promotes learning in the natural way. There should be a large space in the classroom for the activities of learning corner and the roles of teachers and students also shift for active participation. It is beneficial for students to increase the interaction, exploration and meet their curiosity and needs.

In learning corners, language corner is one of the important corners in that students develop their communication, reading, and writing skills. Nur (2017) explained that language corner is basically a platform for communication. Students can seek knowledge of sounds, blending sounds, forming words and how to express ideas in words. In this corner, students used to practice to recognize alphabet letters, sentences making, storytelling etc.

### Objectives of the Study

The objectives of the study were:

1. To assess the utilization of the resources in the resource kit for early childhood education (ECE) classroom.
2. To investigate the teachers' awareness about using resources of language corner in ECE classroom.
3. To explore the practices of the ECE teachers for using resources of language corner.

### Research Hypotheses

In order to meet the research objectives, following hypotheses were formulated:

**H<sub>0</sub> 1:** There is no statistically significant difference between male and female ECE teachers regarding their awareness about language corner.

**H<sub>0</sub> 2:** There is no statistically significant difference between rural and urban teachers regarding their awareness about language corner.

### Theoretical Framework

#### Sociocultural Theory of Development

Lev Semyonovich Vygotsky, a Russian psychologist was developer of Sociocultural Theory of Development. According to him, some rules affect children's complex cognitive activities.

Social-emotional development refers to some skills that are about the interpersonal relationships, behaviors, cooperation etc., that they practice when they interact with others. (Pyle et al., 2017b). This theory favors constructivism. Vygotsky main contribution is his concept of Zone of Proximal Development. Children can perform their task nicely but cannot do. With an appropriate amount and level of support, children can become able to successfully complete the task.

In the learning corners teacher have to organize his activities more consciously as compare to formal class room he has to make arrangement beforehand to fulfill his responsibilities (McDonald, 2018). On the other hand, there is main role of peers and fellows in hands on activities. In practicing learning corners, when a child practice with his/her peer, become able to learn as much as he can.

In practicing these learning corners, teacher plays role of facilitator. He/ she helps the students to practice the things according to their ways, guide them in such way that in future they can be able to do activities independently. He will be capable to know the existing abilities of the students and the gaps that should be filled and try to make such practices that can help the students to achieve the objectives.

### Literature Review

Early childhood education (ECE) plays a crucial role in laying the foundation for Children's future academic success and overall development. Within this context, the language corner is recognized as valuable tool for promoting language skills among young learners. This review of literature examines existing research on teachers' awareness and practices regarding the implementation of language corner in ECE settings.

### Early Childhood Education

In the preceding decade, a notable surge in attention towards Early Childhood Education (ECE) has been witnessed across political and educational domains. This trend can be traced back to sustained educational restructuring initiatives evident in various nations (Garvis et al., 2018). Moreover, a significant emphasis has been placed on elevating the stature and proficiency of ECE educators, emerging as a pivotal focal point within policy agendas worldwide (Nolan & Molla, 2021). Recent researches have probed into clarifying the overall comprehension of pedagogy alongside the pedagogical insights exhibited by practitioners within the field (Bartholdsson, 2021). Pedagogical competencies signify the basic professional abilities and knowledge that is required for effective teaching practices (Albanese et al., 2008). This study explores the concept of pedagogical competence through the lens of the Nordic dialogue model. This model represents the Nordic perspectives about pedagogy are shaped by both domestic and global economic factors. (Garvis & Ødegaard, 2017). As a result, it embodies a holistic approach aimed at promoting the overall well-being, learning, and social development of each child. Early childhood education (ECE) is like a critical foundation for children's academic success and lifelong learning. Within ECE settings, language instruction plays vital role in fostering children's cognitive development and preparing them for future academics.

Early Childhood Education (ECE) increasingly serves as the foundational sector of the formal education for citizens in the 21<sup>st</sup> century. Education, as explained by UNESCO (2023), signifies the facilitation of learning processes and the acquisition of knowledge, skills, values, beliefs, and habits. Informal education permeates daily life from infancy, while non-formal education occurs through activities such as hobbies. Formal education, on the other hand, is structured and delivered by institutions, including early childhood settings, schools, colleges, and universities. Governments worldwide allocate significant resources to formal education, as evidenced by the global average expenditure of 4.3% of Gross Domestic Product (GDP) in 2021 (World Bank, 2022). Education is universally recognized as a fundamental right, with states assuming primary responsibility for its provision, albeit framed diversely across jurisdictions. ECE professional standards emphasize collaboration among early childhood

educators as an essential pathway for strengthening professional practice (NAEYC, 2020). Early Childhood Education (ECE) is a main stage in a child's development, encompassing care, learning, and socialization experiences from birth to around eight years old. It lays the foundation for a child's lifelong learning journey, shaping their cognitive, social, emotional, and physical development. ECE programs vary globally in terms of structure, curriculum, and delivery methods, but they share the common goal of promoting holistic development in young children.

### **Importance of Learning Corners**

Learning corners play a crucial role in early childhood education, offering dedicated spaces in the classroom for purposeful activities related to specific skills. These areas are intended to stimulate curiosity, exploration, and learning about essential domains.

Research highlights the importance of early exposure to language and math concepts in fostering school readiness and long-term academic achievement (Ginsburg, 2009). Here are some key aspects underscoring the significance of learning corners:

### **Language Corner**

Language is important mode for communication; it is integral to human culture, identity, and cognition. In educational settings, language corners are like as specific areas where language learning, literacy growth, and cultural understanding intersect. This literature review investigates the place of language corners in the development of linguistic diversity, literacy skills, and cultural appreciation.

### **Promoting Linguistic Diversity**

Within educational setup, language corners serve as a means to celebrate linguistic diversity. The societies that have multiple cultures, language corners are like a common setup where children have chance to develop linguistic abilities beyond their native setup (Garcia, 2009). Through the display of books, resources, and materials in multiple languages, language corners contribute to the preservation of heritage languages and the acquisition of new ones (Gonzalez et al., 2005). The exposure of various linguistic environments not only enhances students' language abilities but also encourages inclusivity and appreciation for cultural distinctions (Cummins, 2008).

### **Fostering Literacy Skills**

The development of literacy involves various skills, including listening, speaking, and comprehension, in addition to reading and writing. Language corners provide immersive spaces for students to interact with literature in meaningful ways (Artini, 2017). By offering storytelling, interactive activities, and access to a diverse range of texts, language corners foster a passion for reading and improve literacy abilities (Morrow, 2014). Language corners promote the children to practice their national languages in a formal setup. Studies show that exposure to enriching literary environments has a positive influence on language learning, vocabulary growth, and academic success (Neuman & Celano, 2001).

### **Nurturing Cultural Awareness**

The language corners, though important to language and literacy skills development, are more important in cultural awareness and appreciation. Through access to literature, artifacts, and traditions from other cultures, the learners can travel virtually to various parts of the world. (Gay, 2010). These experiences promote empathy, intercultural understanding, and global citizenship (Banks, 2008). Additionally, language corners encourage students to know about their own cultural heritage while respecting and showing curiosity about other cultures (Lee, 2015). In conclusion, language corners are dynamic spaces where linguistic variety, literacy development, and cultural

awareness intersect. By providing a wide range of resources and experiences, language corners enrich students' educational journeys and prepare them to thrive in an increasingly interconnected world. As educators it is very importance to know the demands of the children and expectations of the society to build such environment there these requirements can be achieved in a good way.

Early childhood programs struggle to find effective methods for enhancing literacy and language skills in preschool-aged children. They use standardized criteria to assess evidence supporting various approaches categorized into comprehensive methodologies that integrate phonemic awareness, phonics alongside child-initiated activities; as well as developmental-constructivist methodologies that prioritize child-initiated activities with minimal direct instruction of early literacy skills.

Early Childhood Education (ECE) is instrumental in shaping a child's cognitive, social, and emotional development. Teacher awareness emerges as a key factor influencing education quality and young learners' overall well-being within this framework. This literature review aims to explore the aspects of teacher awareness in ECE settings by emphasizing its importance, effective factors, and implications for practice.

### Importance of Teacher Awareness

According to Oxford dictionary, Awareness is:

*“Knowledge or perception of a situation or fact”, “concern about and well-informed interest in a particular situation or development.”*

Teacher awareness includes understanding how children grow, recognizing individual student needs, being sensitive to cultural differences, and knowing good teaching methods. Teacher's knowledge about subject-matter and pedagogical skills contributes a lot for the children's holistic development. Research shows that teachers who are very aware respond better to students' feelings, create a supportive classroom, and build strong relationships with both students and parents (Jones & Nimmo, 2018). Moreover, teacher awareness is linked to higher academic performance, better social skills, and overall readiness for school in children (Pianta et al., 2019).

In early childhood education settings, several things help to develop teacher awareness. Training programs about child development, understanding about variety of cultures, and effective teaching methods are important (Kurniawati et al., 2024). Group working through reflection and observing peers also boosts awareness by allowing self-assessment and feedback. For building teacher awareness, personal qualities like empathy, patience, and open-mindedness are important (Koomen et al., 2012).

### Teachers' Practices

ECE lays the real foundation for lifelong learning in a child. Proper teaching practices in the early years have a significant role in promoting overall development of children and setting them on a proper platform for future academic and social success. Teacher's perceptions and practices influence on children's perceptions and practices. Teacher's command on their teaching practices plays a vital role in this system. This literature review looks at different teaching methods used in ECE settings and how they affect children's learning and development.

### Implications for Practice

It would involve integrating the training of new teachers with ongoing professional development, as well as fostering a collaborative culture within the field of early childhood education. Schools offer courses and workshops to keep educators informed about child development, cultural sensitivity, and social-emotional learning. Mentoring programs and collaborative learning communities can help teachers share knowledge and best practices, encouraging continuous improvement (Thornton & Cherrington, 2019). Additionally, administrators should create a supportive work environment that values teachers' emotional well-being and promotes self-reflection. Teacher

awareness is complex but is very important for high-quality early childhood education. By recognizing its importance, understanding the factors that influence it, and implementing strategies to enhance it, educators can create nurturing learning environments that support overall child development. Continued research and collaboration are essential for further understanding and improvement of teacher awareness in early childhood education.

### Research Methodology

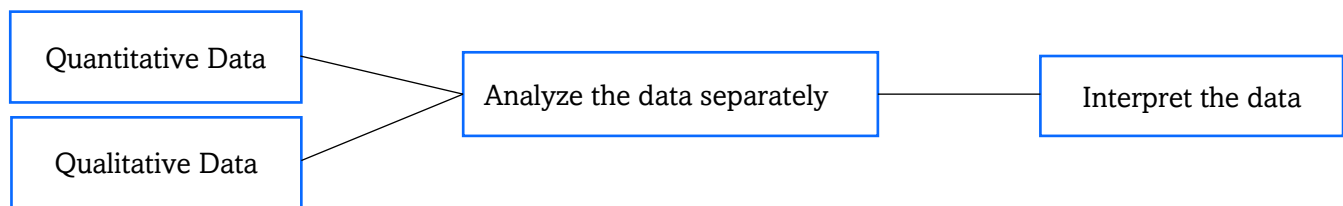
This includes the design of the study, population and sample of the study, sampling technique and instruments used in the study and procedure of the study. The details are under the headings and subheadings:

#### Design of the Study

Concurrent Parallel mixed- methods design was used. The study was descriptive in nature. For awareness of teachers, questionnaire was used and a checklist about resources.

Figure 1

Concurrent Parallel Mixed-Methods Design (Cresswell, 2012)



Same as in this study researcher gathered quantitative data through questionnaire and checklist and qualitative data from semi-structured interview. After both datasets analysis, researcher got results. The data merged in interpretation phase for drawing conclusions.

#### Population of the Study

As this study was aimed to investigate about the awareness and practices of ECE class teachers in language and mathematics corner, so the population of the study was the public sector ECE teachers of Tehsil Rawalpindi.

For the information of ECE teachers of Tehsil Rawalpindi, the researcher contacted to Quaid-e-Azam Academy of Educational Development, Islamabad that deals with professional development courses and trainings of the public sectors school teachers. The study's population was 357 schools of public sector of Tehsil Rawalpindi.

Table 1

Population of the Study

Population	357
Male	147
Female	210

#### Sample of the Study

The sample size was calculated by Cochran's formula. The Cochran's formula benefits you to calculate a suitable sample size given a desired level of precision, desired confidence level, and the appraised proportion of the qualities present in the population.

The stratified random sampling was used. The population is divided into subgroups of male and female teachers to obtain a sample from each group and complete the sampling process. (Cresswell, 2012). The sample of the study was consisting of 185 ECE teachers. This sample size was 51% of the population size. In sample 78 male and 107 females were included.

**Table 2***Sample of the Study*

Gender	Numbers
Male	78
Female	107
Total	185

### Instruments of the Study

The research tools for this study were questionnaire and a checklist. The questionnaire was used to explore the awareness and practices of the teachers about learning corner and resources kit. The questionnaire was consisted of 25 close-ended statements and 5 open-ended questions. For the responses of close ended statements, 5-point Likert scale was developed. A checklist was developed to check the utilization of resources. Thematic analysis was done for qualitative data.

### Objective wise Descriptive Analysis

#### Descriptive Analysis of Utilization of Resource Kit

**Objective 1:** To assess the utilization of the resources in the resource kit for early childhood education (ECE) classroom.

**Table 3***Frequency of Using Magnetic Board with English Alphabets*

Status	Frequency	Percentage
Using	145	78.4
Torn	9	4.9
Packed	31	16.8
Total	185	100.0

Table 3 shows that 78.4% teachers are using the magnetic board in their classroom while 4.9% teachers have damaged it and 16.8% teachers do not use this resource in their class. It depicts that teachers are aware of this resource and frequently practicing it in the classroom.

**Table 4***Frequency of Using Sand paper letters*

Status	Frequency	Percentage
Using	135	73.0
Torn	29	15.7
Packed	21	11.4
Total	185	100.0

Table 4 shows that 73% teachers are using sand paper letters in their classrooms while 15.7% have damaged these letters and 11.4% teachers do not use these in their classroom and these are in packed form. It depicts that this resource material is frequently used by the ECCE teachers and aware of its usage.

**Table 5**

*Frequency of Using Flashcards (Urdu / English)/ Books /Number Flashcards/ Model Clocks/Magnet Board*

Status	Frequency	Percentage
Using	185	100.0

Table 5 shows that the teachers are well-aware of these resources and frequently using this material in their classrooms.

**Table 6**

*Frequency of Using Phonetic Objects Box*

Status	Frequency	Percentage
Using	29	15.7
Packed	156	84.3
Total	185	100.0

Table 6 show that only 15.7 % teachers are using this resource in their learning corners and 84.3% teachers are not using this and having it in pack form. It means teachers need to get awareness about this material.

**Table 7**

*Frequency of Using Sports Equipment*

Status	Frequency	Percentage
Using	112	60.5
Torn	25	13.5
Packed	48	25.9
Total	185	100.0

Table 7 shows that 60.5% teachers are using sports equipment in their learning corners while 13.5% teachers have damaged these. 25.9% teachers are with the point of view that it is in pack form. This depicts that mostly teachers are aware of its usage in their classroom.

**Table 8**

*Frequency of Using Puppets*

Status	Frequency	Percentage
Using	130	70.3
Torn	22	11.9
Packed	33	17.8
Total	185	100.0

Table 8 shows that 70.3% teachers are using puppets in their classrooms and 11.9% have torn these and 17.8% teachers are not using it in the classroom and it is in pack form. It reflects that most of the teachers are practicing this resource material in their learning corners.

**Table 9***Frequency of Using Number Rods with Flashcards*

Status	Frequency	Percentage
Using	24	13.0
Torn	9	4.9
Packed	152	82.2
Total	185	100.0

Table 9 shows that 13 % teachers are using this resource material in the learning corners but 4.9% have damaged it. On the other hand, 82.2 % teachers have packed it still not using in the learning corner. It depicts that teachers are not aware of this material.

**Table 10***Frequency of Using Art Supplies*

Status	Frequency	Percentage
Using	118	63.8
Torn	31	16.8
Packed	36	19.5
Total	185	100.0

Table 10 shows that 63.8% teachers are using art supplies in their learning corners, but 16.8% have damaged it and 19.5% teachers have packed it as it is. It reflects that mostly teachers are aware of this resource and is practicing it in their classroom.

**Table 11***Frequency of Using Music Set*

Status	Frequency	Percentage
Using	127	68.6
Torn	26	14.1
Packed	32	17.3
Total	185	100.0

Table 11 shows that 68.6% teachers are using music set for their teaching in learning corners, while 14.1% teachers have damaged this resource. On the other hand, 17.3% teachers are not using it. This depicts that most teachers are practicing this resource material in their learning corners.

**Table 12***Frequency of Using Transportation Set*

Status	Frequency	Percentage
Using	25	13.5
Torn	1	0.5
Packed	159	85.9
Total	185	100.0

Table 12 shows that 13.5% teachers are using this material in the learning corners and 85.9% are not using this in the classroom. This reflects that teachers are not aware of this material and are not using it.

**Table 13**

*Frequency of Using World Globe*

Status	Frequency	Percentage
Using	27	14.6
Packed	158	85.4
Total	185	100.0

Table 13 shows that 14.6% are using world globe in the learning corners but 85.4% teachers are not using this as they have in pack form. This reflects that mostly teachers are not aware of this resource and not practicing it.

**Table 14**

*Frequency of Using Wooden Abacus*

Status	Frequency	Percentage
Using	176	95.1
Packed	9	4.9
Total	185	100.0

Table 14 shows that 95.1% teachers are using wooden abacus in their corners. On the other hand, 4.9 % teachers have this in pack form.

**Table 15**

*Frequency of Using World Map Flex Poster*

Status	Frequency	Percentage
Using	176	95.1
Torn	3	1.6
Packed	6	3.2
Total	185	100.0

Table 15 show that 95.1 % teachers have displayed the world map flex in the corner and 1.6 % have torn it and 3.2 % have in pack form. It depicts that most of teachers are using this in the class.

**Table 16**

*Frequency of Using Pattern Blocks*

Status	Frequency	Percentage
Using	148	80.0
Packed	37	20.0
Total	185	100.0

Table 16 shows that only 80% people are using this resource in the classroom but 20 % teachers are not using this. It means that teachers are aware of using this resource.

**Table 17**

*Frequency of Using Popsicle Sticks*

Status	Frequency	Percentage
Using	31	16.8
Torn	13	7.0
Packed	141	76.2
Total	185	100.0

Table 17 shows that 16.8% teachers are using popsicle sticks in the classroom and 7.0% teachers cannot save it and it is torn and 76.2% teachers have this in pack form. It seems that teachers are not aware of how to use it.

**Table 18**

*Frequency of Using Texture box*

Status	Frequency	Percentage
Using	49	26.5
Torn	2	1.1
Packed	134	72.4
Total	185	100.0

Table 18 shows that 72.4% teachers have this resource in packed form and 1.15 have torn it. 26.5% teachers are using this in their learning corners.

**Table 19**

*Frequency of Using Cellphone Color Cards*

Status	Frequency	Percentage
Using	163	88.1
Torn	7	3.8
Packed	15	8.1
Total	185	100.0

Table 19 shows that 88.1% teachers are using this resource in the learning corners but 3.8% teachers torn this material and 8.1% have this in pack form.

**Table 20**

*Frequency of Using ECE House*

Status	Frequency	Percentage
Using	37	20
Packed	148	80
Total	185	100.0

Table 20 shows that 20% teachers are using ECE house in the learning corner and 80% teachers are not using and it is in pack form.

**Table 21**

*Frequency of Using Bar Magnet*

Status	Frequency	Percentage
Using	143	77.3
Torn	1	.5
Packed	41	22.2
Total	185	100.0

Table 21 shows that 77.3 % teachers are using this material on the other hand 22.2 % teachers have in pack form. 1 teacher is with claim that it has torn.

**Table 22**

*Frequency of Using Geo Board*

Status	Frequency	Percentage
Using	25	13.5
Torn	1	.5
Packed	159	85.9
Total	185	100.0

Table 22 shows that 13.5 % teachers are using geo board in classes, while 85.9% have in pack form.

**Table 23**

*Frequency of Using Pattern Blocks*

Status	Frequency	Percentage
Using	37	20
Packed	148	80
Total	185	100.0

Table 23 shows that 20% teachers are using pattern blocks I their classes and 148 % teachers have in packing.

**Table 24**

*Frequency of Using Plastic Rubber Animals*

Status	Frequency	Percentage
Using	156	84.7
Torn	29	15.3
Total	185	100.0

Table 24 shows that 84.7% teachers are using plastic rubber animals in the classes and 15.3% teachers have in pack form.

**Table 25**

*Frequency of Using Pretend Play Toys*

Status	Frequency	Percentage
Using	37	20
Packed	148	80
Total	185	100.0

Table 25 shows that 20% teachers are using this material in the class and 80 % teachers have in pack form.

Teacher's Awareness about Language Corner

**Objective 2.** To investigate the teachers' awareness about using resources of language corner in ECE classroom.

**Table 26**

*Teachers Language Corner Awareness*

S. No	Variable	N	Mean	Standard Deviation	Percentage of mean score
1	Communication	185	39.71	4.63	66.1%
2	Reading	185	19.97	3.84	57.0%
3	Writing	185	26.81	6.46	76.6 %

Table 26 shows that the overall mean of communication skills is 39.71 and its SD is 4.36. this is somewhat high that shows the teachers are aware of how to use resources to develop communication skills in young children. Results about reading skills are that the mean value is 19.97 and SD is 3.84 that represents that teachers are somehow sufficient aware of the usage of awareness in this area. The results of writing (mean=26.81, SD=6.46) revealed that teachers are aware of usage of resources. As a whole the mean values shows that teachers are comparatively more aware about the resources and competencies of writing skills.

**Table 27**  
Teachers Communication Skills in Language Corner

S.no	Item	N	Mean	St. Deviation
1	Flashcards of letters help the teacher to introduce new letters and words.	185	2.80	1.63
2	Puppets help the teacher to develop communication skills in children.	185	3.58	1.58
3	Phonetic Objects Box helps the teacher to teach the country names.	185	2.99	1.44
4	LED screen helps the teacher to refine the speaking skills of the children.	185	3.56	1.38
5	Storybooks help the teacher to practice picture description activity with children.	185	4.92	.353
6	World globe helps the teacher to enhance communication skills of the children.	185	4.84	.491
7	Cell phone color cards help the teacher to improve communication skills of children.	185	4.09	.353
8	Phonetic objects activities help the teacher to introduce the names of the shapes.	185	3.96	1.58
9	World globe Helps the teacher to tell about the country's names to children	185	3.39	1.30
10	Storybooks help the teacher to tell books etiquettes.	185	2.92	1.80
11	world map flex poster helps the teacher to teach different countries names to children.	185	2.61	1.48
Total			39.71/60.00	

Table 27 shows the teacher's responses about awareness of communication skills teaching and its practice in the language corner. According to table, the highest mean value (4.92) of item# 5 shows that teachers are well aware of using story books in the language corner. They are using the storybooks for picture description, but on the other hand, in item #03, there was a statement about usage of phonetic objects box, but the mean value (2.99) indicates the they are not much aware of phonetic objects box.

**Table 28**

*Teachers Skills in Language Reading Corner*

S.no	Item	N	Mean	St. Deviation
1	sand paper letters help the teacher to present visualization of English/ Urdu letters.	185	3.49	1.51
2	Flashcards help the teacher to improve the reading skills of the children.	185	3.63	1.51
3	Phonetic objects box helps the teacher to introduce different sounds to children.	185	3.96	1.44
4	LED screen helps the teacher to introduce phonics.	185	3.96	1.44
5	LED screen helps the teacher to teach pronunciation of words.	185	3.96	1.44
6	LED screen helps the teacher to improve reading skills of children.	185	3.96	1.44
7	Storybooks help the teacher to guide about reading of the text.	185	3.82	1.56
Total			19.97/35.00	

Table 28 shows the awareness of teachers about the reading skills in language corner. According to table, the highest mean value (3.96) of item # 04,05,06 represent that teachers are aware that they can get help from LED screen to develop the reading skills of the children.

**Table 29**

*Teachers Writing Skills in Language Corner*

S.no	Item	N	Mean	St. Deviation
1	Sand paper letters help the teacher to present visualization of English/ Urdu letters.	185	3.49	1.51
2	Flashcards help the teacher to improve the reading skills of the children.	185	3.63	1.51
3	Phonetic objects box helps the teacher to introduce different sounds to children.	185	3.96	1.44
4	LED screen helps the teacher to introduce phonics.	185	3.96	1.44
5	LED screen helps the teacher to teach pronunciation of words.	185	3.96	1.44
6	LED screen helps the teacher to improve reading skills of children.	185	3.96	1.44
7	Storybooks help the teacher to guide about reading of the text.	185	3.82	1.56
Total			19.97/35.00	

Table 29 consisted of 7 statements about awareness of writing skills in language corner, shows there is average mean value was 3.96 that indicates that teachers are sufficient aware of resources usage in the aspect of learning corner, on the other hand, in item # 6 the mean value (1.27) indicates that they need to get awareness about how they can utilize the sand tray to improve children's writing skills.

**Inferential Statistics**

**H<sub>0</sub> 1:** There is no statistically significant difference between male and female ECE teachers regarding their awareness about language corner.

**Table 30***Gender Wise Comparison of Variables Through Mann-Whitney U test*

Variables	Grouping variable	Gender	N	Mean	Standard Deviation	Mann-Whitney U	P-value
Language	Gender	Male	78	86.50	10.21	4004.500	.639
		Female	107				

Table 30 reflect The Mann-Whitney U test statistic compares the ranks of scores between two groups (in this case, male and female) to determine if there is a significant difference between them. The test statistic value 4004.500 for language suggests differences in the ranks of observations between the two variables. The p-values associated with the Mann-Whitney U test for language (0. 639) is relatively high, indicating that there is not enough evidence to reject the null hypothesis.

So, the null hypothesis is accepted.

**H<sub>0</sub> 1:** There is no statistically significance difference between male and female ECE teachers regarding their awareness about language corner.

Location wise comparison of variables through Mann-Whitney U test

**H<sub>0</sub> 2:** There is no statistically significant difference between rural and urban teachers regarding their awareness about language corner.

**Table 31***Location wise comparison of variables through Mann-Whitney U test*

Variables	Grouping variable	Location	N	Mean	Standard Deviation	Mann-Whitney U	P-value
Language	Location	Rural	98	86.50	10.21	3525.500	.042
		Urban	87				

Table 31 indicated the results about language corner, while the mean score of one of the groups is 86.50 with a standard deviation of 10.21, the p-value of .042 suggests that there is statistically significant difference between the distributions of the two groups. We can conclude that there is difference between awareness of rural and urban teachers about language corner. So, null hypothesis is partially rejected.

### Qualitative Analysis of Teacher's Practices in Learning Corners

**Objective 3.** To explore the practices of the ECE teachers for using resources of language corner.

#### Management of Resources in Classroom

Classroom management is a vital factor in the classroom environment. Teacher is fully responsible for resources management, time management and student behavioral management. It also helps to create a favorable student-teacher relationship that motivate the ideal learning process. On asking about the management of resources in the classroom in case of less in number, one respondent respond.

*"When resources are limited to continue the educational process in educational corners. I often form groups of children".*

This is also beneficial for the children to do work in groups which enhances the children's learning. One respondent said that,

*"To teach the English alphabet in lowercase and uppercase, I divided the children into two pairs and explained to them the difference between lowercase and uppercase letters. This helped me in that more children were involved in an activity in less time".*

Another respondent responded that,

*"For example, now there are 30 children in my class and in this sense, when I make the children practice in the Gosha language, I say, "there are also fewer books there, so to include all the children in this activity, I form groups of children".*

With the responses of the sample, it can be evaluated that teachers use the resource material in the classrooms and engage the students in activities through the materials. The respondents responded that they used the resources within learning corner. In language corner, most of teachers used books, flashcards, sand tray, magnetic boards.

### Practice of Sand Tray in Learning Corner

On asking about the sand tray practice in learning corners, it is come to know that teachers get benefits in both learning corners. It helps to develop self-confidence in young children when they do activity by their own.

One respondent responded that,

*"The more I have practiced the sand tray, the more I've understood, and the more hesitant my children were when working or starting a new task, the less they will hesitate".*

Another respondent responded,

*"They prefer working on a sand tray rather than a copy pencil. It is come to know that children like to do activities with the resources other than typical traditional learning activities".*

It is come to know that children like to do activities with the resources other than typical traditional learning activities. The Sentry activity is an enjoyable exercise but sometimes it becomes a little " difficult to manage inside the classroom. Sometimes the children drop the Sentry, it is a little difficult to handle, besides the children who are there sometimes try to put it in their mouths and some respondents respond that sand tray activity is not easy to manage activity in the classroom.

### Practices with Colors

Coloring activities usually helps the teacher to engage the students in some work. It enhances the attention span of the students. When the researcher asked about the color's activities within the learning corners, the respondents respond,

*"I have benefited from coloring activities because the children who used to roam around the class earlier... now do their work calmly, which means their attention span has increased. They have started working with a lot more focus".*

### Activities with Flashcards

Activities with flashcards helps the teacher to display the picture of any object, alphabet, number. Teachers responded that they can display and practice with the pictorial evidence in a better way. It helps a lot to talk about anything. Respondents responded that they used to display the flashcard in the class and describe the formation of any alphabet or number in a good way. They said that children learn through flashcards in a good way.

*"Flash cards are a great way to teach children with visual demonstrations. Flash cards are very easy to make and if kept safely, they can be given to children as an experience, which instills confidence in the child and helps them learn very well".*

### Difficulties within Learning Corners

Talking about the difficulties within the learning corners, multiple responses arise. Many teachers claimed that they have completed their ECE training but they are not able to practice it because they have science graduates and due to shortage of teachers, they have to take the higher classes.

*“The biggest problem that I have faced in this regard is that I trained very well and tried hard to understand and learn everything but unfortunately when I, I mean my misfortune was that when I came to school, since I was a science teacher, I mean I had science subjects in my background. So due to staff shortage in the school, I was given higher classes due to which I was not able to apply what I had learned”.*

Some respondents responded that there is shortage of resources (Urdu flashcards, books). Some respondents responded that there is not guided syllabus for students so the teachers can get benefit of parents' involvement in learning process.

*“In terms of resources, according to what I have observed, most of the books and resources in the linguistic corner or within the language corner are related to English, but Urdu has not been given the same attention. There are no Urdu books and the Plus Fresh cards etc. are also not in the way they should be, that is, in the way they should be good”.*

Some respondents responded that there is not guided syllabus for students so the teachers can get benefit of parents' involvement in learning process.

*“Look, the educational process is basically a triangle in which the teacher is also involved, the students are also involved, plus the home environment of the students or the parents are also involved in it. In this sense, there should be a guided syllabus in it, according to which we give the child some work for the house so that we can get as much benefit from the parents as we can”.*

Physical trainings should be practice because online training is not fruitful. The parameters for audit of kit should be flexible. Training always motivates teachers to work better, so instead of online training, there should be physical training so that the teacher can learn how to run an EC in the best possible way by doing hands-on activities

### Findings

The respondents were the ECE trained primary teachers. Both male and female teachers were included in the study.

Through the frequencies of Resource kit in term of its usage, torn and packed form, it was found that teachers are using the resource kit (magnetic board 78.4%, sand paper letters 73%, sports Equipment 60.5%, art supplies 63.8%, Music set 68%). Most of the resource material, all schools are using in their ECE classroom. It was also found that there are some resources that the teachers are not using in the corners (transport set 13%, world globe 14%, pattern blocks 20%).

It was found that teachers are sufficiently aware of learning corners, their demands and requirements but factors wise analysis showed about the awareness of ECE teachers regarding language corner that teachers are more aware of communication skills as compare to remaining two reading skills and writing skills. It was also found that there are some resources that all teachers use in the learning corners. The findings of questionnaire, checklist and interview were almost high. It was also found that the respondents have shown awareness about the resources while filling the questionnaire, but the frequency of the resource usage was less that depicted that teachers are aware of the resources but they are not able to use it or they reluctant to use the material in the classroom.

Inferential statistics regarding gender wise language awareness depicted that there is no significant difference between mean scores of language corner in case of gender. Inferential statistics regarding location wise literacy depicted that there is difference between awareness of rural and urban teachers in scores of language corner. It

was found through the results about the practices that teachers are practicing the resources in learning corners. They use the materials in activities with the children. On the other hand, there are many factors like shortage of teachers, unavailability of sufficient space, rigid accountability behaviors, fear of damage reluctant the teachers to use the material properly.

## Discussion

Early childhood is a critical period for cognitive, social, emotional, and physical development. Early Childhood Education (ECE) focuses on the holistic development of children from birth to eight years old. This period is crucial for laying the groundwork for lifelong learning, behavior, and health. This includes integrating play, exploration, and structured activities. This study aims to explore the resources kit in ECE classroom. Aina and Bipath (2022) reported the importance of infrastructural resources in ECE and its availability and use in ECD. The present study also revealed that ECE teachers use the resource material like books, flashcards, phonetic objects, sand tray etc., available in the learning corners but there are also some materials in the resource kit that the teachers need to be trained for more appropriate utilization.

Teacher's experiences and affects the students' attentiveness. Features such as child-friendly furniture, safe play areas, and secure premises are crucial. Well-designed spaces with diverse learning areas (e.g., reading corners, art stations, outdoor play areas) foster creativity and exploration, which are essential for cognitive and social development. Teachers' knowledge and their practices matter a lot. Tjernberg and Forsling (2023) researched about the teacher's ways of literacy practices withing primary grades for literacy development with the variety of needs, practices and experiences.

The present study was about to investigate the practices of teachers within learning corners. It is found through interviews from the teachers that they do efforts practically in their classrooms. But the study also revealed that there are also issues like class strength, extra duties, long traveling, limited resources, fear of damage etc., that hinder the teachers to practice the curriculum in proper way.

## Conclusions

On the basis of above-mentioned findings, it is concluded that teachers of ECE classroom are aware of the resource materials of the learning corner. Findings shows that the resources like books, flashcards, magnetic board, wooden abacus are actively being used by teachers in their classrooms but there are some resources like phonetics box objects, world globe etc., present in those kits are still in packed form that depicts that teachers are not using them. This research also revealed that teacher find themselves reluctant in using this material in fear of damage.

It is concluded that majority of the teachers are aware of proper usage of material and get benefits from the resources kit and also know the capacities, that the children of ECE demand in language corner. There were statements in the questionnaire designed, how to use different material in different activities like use of puppets for greeting words, story books use, teaching sounds through LED screen etc. The responses revealed high awareness level. The awareness reflected in the questionnaire results is supported by the interview data, which demonstrate that teachers not only understand the concept of learning corners but also effectively apply them in their classrooms. This convergence strengthens the conclusion that awareness translates into practice.

On the other hand, according to findings it is also concluded that teachers need training to deal with some resources like some teachers responded that through phonetics objects box teachers can tell about countries names. The divergence suggests a gap between theoretical awareness and practical application. The quantitative data highlight the levels of awareness, while the qualitative data provide context and explanations for why some

teachers may not fully implement learning corners. This indicates a need for professional development and support.

The qualitative data expand on the quantitative findings by detailing the specific benefits that teachers observe. This helps to understand how the perceived benefits of learning corners translate into real-world educational outcomes, providing a richer narrative. In practices, if the fruitful results are required, it is needed to let the teachers to practice it in the classroom. There are challenges like limited resources, lack of space, insufficient training should be addressed.

### **Recommendations**

The researchers recommend the following recommendations:

Continuous trainings like interactive online courses, attending conferences, webinars and YouTube exposure must be practice to update the knowledge of teachers about the ECCE resources kit, different ways to utilize material. Frequent demonstration of multimedia elements like videos, animation and best simulations must be introduced. Teachers should also expand their exposure about usage of resources within learning corners. As according to findings, it is revealed that there are some resources, teachers are not using frequently in the corners. So, there should be some refresher workshops of ECE teachers to know about the proper usage of resources. The authorities should seek assistance of donors to increase the number of resources of resource kit. There should be some incentive for the better usage and management of kits for the teachers so they feel comfortable while dealing with kits and feel ownership for the infrastructure of the school. Government should make some more effective policies and should take steps to overcome the shortage of the teachers. Policymakers should foster a supportive and collaborative work environment with opportunities for professional development and career advancement. There should be supportive programs including local community volunteer work.

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