

SCHOOLS DIVISION OFFICE OF NAVOTAS CITY

Bagumbayan Elementary School Compound
M. Naval St., Sipac-Almacen, Navotas City

Telephone Number: 83327764/83555032/82755239/83327985/

Website: depednavotas.ph / Email: navotas.city@deped.gov.ph / Facebook: DepEd Division of City Schools, Navotas



UTILIZING EDUCATIONAL READING APPS TO INCREASE THE LITERACY LEVEL OF SELECTED GRADE 2 PUPILS AT WAWA ELEMENTARY SCHOOL

Mary Joy Delica- Imperial

Emerita B. Forca

Annalyn Belas-Dela Cruz

ABSTRACT

This study aimed to improve the literacy level of selected grade 2 pupils after two years of remote learning. According to the results of Programme for International Student Assessment (PISA) in December 2018, Filipinos fared worst among 79 countries in reading literacy which proves that the Filipino learners are limping when it comes to reading literacy. This should have been addressed as young as the learners are, thus the call of Department of Education through DO 45, S. 2002 which is to ensure that every child is a successful reader and DepEd Memorandum No. 173, s. 2019 which intensifies the agency's campaign on reading proficiency with its program Hamon: Bawat Bata Bumabasa (3Bs).

Teachers play a very compelling task in making this a reality. With so many distractions that compete with the time and attention of our young learners, using creative and practical ways in honing their literacy is highly encouraged. Thus, the use of reading apps which is very timely since that young and adult alike are hooked with the different apps.

At the beginning of the study, there were 25 pupils who were classified as full refresher, 17 moderate refresher, 20 light refresher and zero grade ready. However, after using the intervention there was an immense advancement in those set of pupils. Full refreshers have dropped to twelve (12), moderate refreshers escalated to twenty-two (22) and six (6) from light refreshers are now grade ready. It just proves that the intervention has served its purpose in developing the literacy levels of our pupils. Significant data shows that as teachers, we can make both worlds meet, digital and education, as long as we will not run out of ideas and creativity for the sake of our pupils' learning.

Instead of allowing apps as distractors, we can make them beneficial to our students by incorporating them in their learning. Teachers just have to be creative and resourceful in choosing the right apps, in alignment to the needs of our pupils.

Key Concepts: Literacy, educational apps, digital

INTRODUCTION

The pandemic has affected many students with heightened stress, disruptions and remote learning problems, but it left the greatest impact on the youngest learners, those in the formative years of learning to read. Developing the reading skills of these learners have been an ultimate challenge to teachers even during face-to-face classes but it became even more an uphill battle in remote learning due to pandemic. Creating a language-rich environment in online environment has been hard for teachers, and likewise impact reluctant readers, whose situation became more challenging since they do not spend enough time reading at home.

Literacy skills can predict academic achievement. When young children have poor literacy skills, they may develop achievement gaps that are difficult to eliminate later according to Zhou & Yadov, (2017). Skibbe et al., (2017) also said that in the United States, nearly 100% of the classrooms incorporate technology tools with eBooks widely used Shamir & Korat, (2015) asserted that students generally read these eBooks independently as a supplement to teacher-led instruction. Because children today are tuned into the electronic world, transitioning from paper-based reading to eBooks may initially stimulate an interest in reading that promotes literacy activities, and, consequently, eBook reading can be an effective way to improve children's literacy skills (Wright et al., 2013).

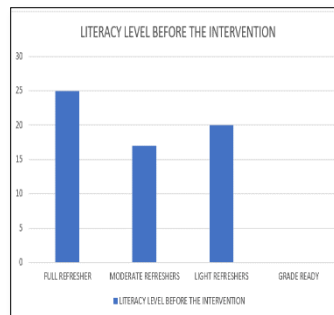
Children are now growing up in a digital media environment where interactions with digital media are now usual part of children's daily lives in classrooms and at home. More children, across all levels of society, are using interactive and mobile media on a daily basis.

E-books present interactive multimodal information as written text, oral reading, music, illustrations, animations, and hotspots that are activated by touching or pressing the touch screen to generate sound and animation.

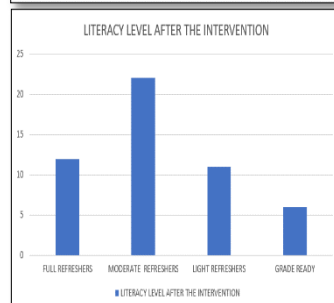
Based from the studies of Escribano, et. Al., e-book stories improve phonological awareness and vocabulary as compared to traditional stories and regular school programs.

This prompted the researchers to conduct a study on the effectiveness of using reading apps in developing the literacy levels of young learners. This will ease up the multifaceted tasks of teachers and at the same time incorporating the interest of pupils in learning.

RESULTS AND DISCUSSIONS



The graph indicates the number of pupils who have problems in the literacy. Twenty-five (25) of them are full refreshers, 17 moderate refreshers, 20 light refreshers and none is grade ready. These were the data generated before the intervention was adopted.



After the intervention was implemented, which is the use of the reading apps, there was a radical improvement to the pupils' literacy skill level as reflected in the second graph. From 25 full refreshers, it has dropped to 12, moderate refreshers have increased to 22 from 17 while 6 from the light refreshers were now grade ready.

It can be interpreted that there is a difference of 13 pupils who were promoted from full refreshers to light refreshers and 6 pupils became grade ready from 0 or non-grade ready.

CONCLUSION

The use of reading apps in developing the literacy of the young learners is indeed effective since that they are enjoying while learning. Most households have cellphones thus it is easier for them to practice reading at their convenience with the assistance of other family members. Through this, students can learn anytime and anywhere.

RECOMMENDATIONS

- Teachers should regularly monitor the performance of the students even at home while they practice reading using reading apps.
- Teachers must be resourceful in looking for apps for variations depending on the need and context of the learners.
- There must be an open communication and cooperation between the parents and the teacher.

REFLECTION

The researcher realized that we could take advantage of the reading apps in cultivating the learners' skills and knowledge. Since that we are in the 21st century already, as teachers, we have to adjust as well in our techniques by taking advantage of technology.

REFERENCE:

Escribano, et.al. The Impact of E-Book Reading on Young Children's Emergent Literacy Skills: An Analytical Review. Retrieved at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8296384/>. Retrieved on January 13, 2023.

STATEMENT OF THE PROBLEM

This research aimed to determine the effectiveness of using educational reading apps to increase the literacy level of selected grade 2 students at Wawa Elementary School for the school year 2022– 2023.

Specifically, this study sought to answer the following:

1. Is there a significant difference between the literacy level of Grade 2 pupils before and after the intervention?
2. How can the use of reading apps improve the literacy level of selected Grade 2 pupils?

METHODOLOGY

The researchers used purposive sampling in selecting student participants. Quantitative analysis is used in interpreting the results of the study.

Literacy skill levels before and after the interventions were used in generating data as well as the results in the reading activities given to the pupils.

Twenty-five pupils were selected and were used for this study with the assistance and guidance of their parents.

Approved:

Submitted by:

MR. BENJAMIN C. PEREZ
Principal 1-WES

MARY JOY D. IMPERIAL

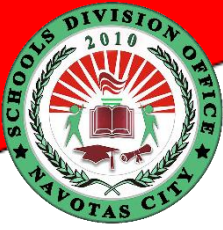
ANNALYN BELAS-DELA CRUZ
Researchers- Wawa Elementary School

EMERITA B. FORCA



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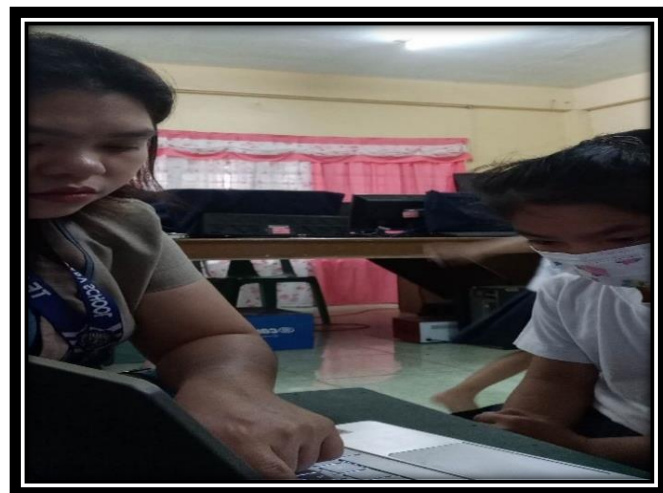
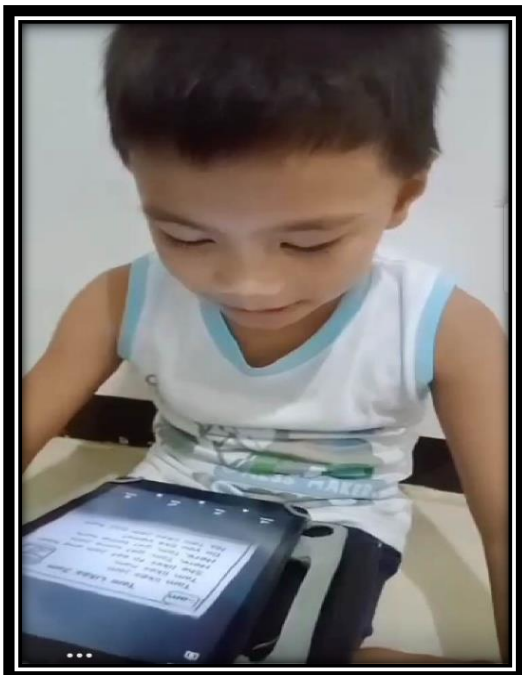
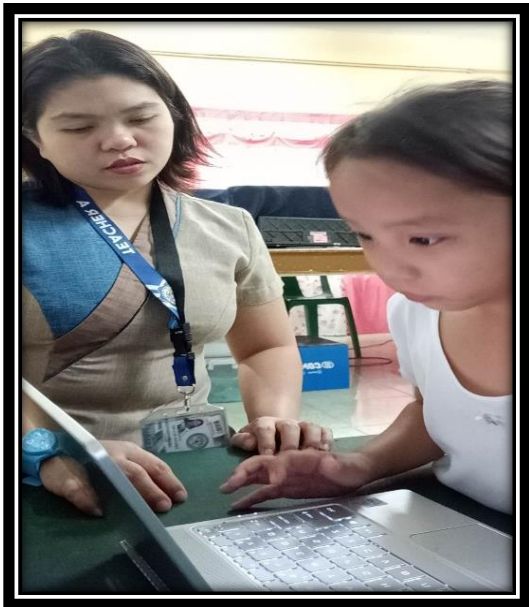
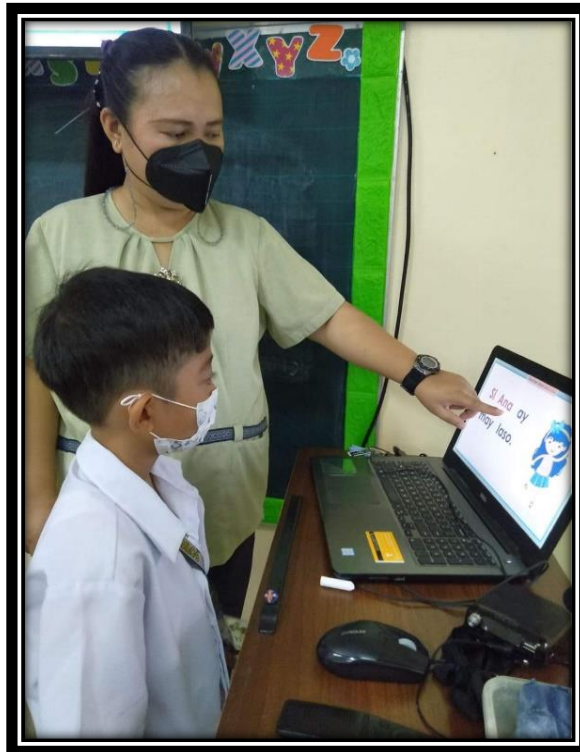
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TTACHMENTS:



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