

# SCHOOLS DIVISION OFFICE OF NAVOTAS CITY

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## INCREASING PHONEMIC AWARENESS OF KINDERGARTEN PUPILS OF WAWA ELEMENTARY SCHOOL USING PHONICS APPS

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### ABSTRACT

The purpose of this action research was to observe the effects of using the phonics apps in increasing phonemic awareness of kindergarten pupils. There were, 17 participants from Kindergarten Apple, 17 participants from Kindergarten Atis, 17 participants from Kindergarten Mango, 17 participants from Kindergarten Banana and 17 participants from Kindergarten Strawberry a total of 85 Kindergarten pupils. The age range was 4 – 7 years old. During the implementation of the study, the researchers presented or integrated phonics apps every Wednesday to Friday as part of the activities on Online Kumustahan. There was also weekly monitoring of their weekly output as posted fb group and quarterly monitoring with certificate and ribbons for the completion of all the learning activities in a quarter. Data was collected through the outputs sent and posted by the parents in the fb group and messenger group which are videos or pictures of the daily routine activities and output of their child. The results showed increased in the number of participants who can identify letter and sounds and can read simple word. There were also improvements in the pupils' performance, regarding creativity and speaking. academic performance of the pupils.

**Key Concepts:** Phonics Apps, Phonemic Awareness

### INTRODUCTION

Phonemic awareness is the understanding that spoken language words can be broken into individual phonemes—the smallest unit of spoken language. Children who lack phonemic awareness skills do not understand what letters represents, considering this, they will be having difficulty in reading, because phonemic awareness is essential for the progression of reading that child are able to hear sounds and patterns used to make up words.

In Kindergarten ECD Assessment, Phonemic awareness is part of cognitive domain which pupils must demonstrate understanding and identify letters, and its sounds (phonemes). As a result of our ongoing Pre-Assessment, some pupils are observed to be starting to recognize letters, symbols, and sounds, but there are others who are still struggling.

Systematic phonics is the most effective way of teaching reading to children of all abilities. Addressing teaching approaches and effective use of technology such as phonics apps (especially in new normal education), and pupils' engagement with it have an impact on their learning (Kearsley & Shneiderman 1998). Thus we, the teachers- researchers made use of phonics apps as instructional materials to improve our pupils' letter recognition skill and get them ready for transition to phonics. We believed that phonics apps can help young learners learn phonics lessons. It will also help them in practicing sounding out words, which will help them to read.

### RESULTS AND DISCUSSIONS

Section	No. of enrollment	M	S	A	I	O	B	E	Can read simple cvc word
Kinder- Mango	17	9	10	12	12	13	14	14	4
Kinder- Banana	17	14	15	15	16	16	16	16	8
Kinder-Apple	17	8	8	8	8	8	8	8	3
Kinder-Atis	17	11	11	11	11	11	11	11	5
Kinder-Strawberry	18	11	11	11	11	11	11	11	4

This monitoring tool shows that 71 % of 85 students in kindergarten were able to achieve letter sound mastery for the letter /m, s, a, i, o, u, b, and e/. Some participants had greater variation in their result. The remaining 30% of the students were unable to name and sounds the letters because some of them aren't engaging in distance learning.

### CONCLUSION

Systematic phonics is an effective way of teaching reading to children of all abilities. It becomes more effective when taught using phonics apps which make it easy for them to learn and understand phonics. With the help of phonic apps, they can identify letters' form and sounds, and they can perform sounding out each letter to read a word. With practice, this action becomes so automatic that they can easily understand the overall meaning of words while they are reading.

### RECOMMENDATIONS

Teachers need to be encouraged to make use of online educational Using of Phonics apps as instructional materials in lessons, video lessons and in online kumustahan is highly recommended in teaching face to face class and in distance learning.

### REFLECTION

We need to use multiple resources, especially varying technologies, to help increase pupils' knowledge and skill in phonemic awareness. Pupils feel empowered when they improve and are encouraged to try new things. Through this study, we found our overall teaching practice and take the time to research more tools to help increase our pupils' educational experiences. The use of interactive app also eases the burden of the parent I in teaching reading at home.

### REFERENCE:

<https://www.illuminateed.com/blog/2018/09/phonics-intervention-teaching-phonemic-awareness/>

<https://literacyforallinstruction.ca/alphabet-phonological-awareness/>

### STATEMENT OF THE PROBLEM

This research aims to improve the phonemic awareness of kindergarten pupils in Wawa Elementary School and sought to answer the following questions:

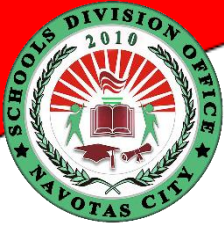
1. What is the effect of using phonics apps in phonemic awareness of kindergarten pupils; and
2. How effective is the used of phonics apps in increasing phonemic awareness for kindergarten pupils?

### METHODOLOGY

The participants in this study were the kinder pupils, with the assistance of their parents. There were, a total of 85 Kindergarten pupils whose ages range from 4 – 7 years old.

Performance of the pupils was measured through their outputs in the weekly assessment in the module and video sent by their parents. The intervention was consistently done every Wednesday to Friday, during literacy topic through online kumustahan. Child performance and written works was documented in this study.





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<p><b>a. Kinder Group AR picture Documentation</b></p>	
<p><b>b. Orientation with the parents</b></p>	
<p><b>c. Pupils using the phonics apps</b></p>	
<p><b>d. Online kumustahan using phonics apps</b></p>	
<p><b>e. Literacy outputs sent by parents (pictures/videos)</b></p>	
<p><b>f. Literacy checklist (letters MSAIOBE- can recognize and sound-read simple words)</b></p>	

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