



PROJECT ERA (EARLY READING APPROACH): A MOTHER-TONGUE BASED VIDEO-LESSONS FOR BEGINNING READING FOR KINDERGARTEN PUPILS

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ABSTRACT

This research aimed to implement and evaluate the effectiveness of PROJECT ERA, a contextualized video lesson for beginning reading. This study was conceptualized during the pandemic and was a supplemental aid to help learners in learning phonics or letter sounds. The participants in the study consisted of 40 Kindergarten learners of Del Rosario Elementary School for SY 2021-2022 whose mother tongue is Central Bicol. The research design followed a Mixed Method design, integrating quantitative and qualitative approaches. Frequency Count, Comparison of Pretest and Posttest, and Rating Scales were the instruments employed in this study. Frequency count was used on the pretest and post-test results and rating scale for the teacher-respondent during the conducted FGD.

The specific research questions in this study were: 1. What are the reading levels of the kindergarten pupils?; 2. How effective are the video-assisted reading lessons in terms of pre-reading and post-reading assessment?; 3. What intervention can help kindergarten pupils in terms of beginning reading based on the perceived need?

The comparison of the pretest and posttest yielded an increase in average MPS of 60.5% and the result of the focus group discussion administered to the teacher-respondents in terms of instructional design and organization was 100% and in terms of language, content, and format, 99.68%. The data in the administered tests and the rating scales showed that PROJECT ERA has a hugely positive effect on the teaching and learning process in terms of reading.

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TABLE OF CONTENTS

I.	Title Page	4
II.	Abstract	5
III.	Acknowledgements	6
IV.	Table of Contents	6
V.	List of Tables	13
VI.	Context and Rationale	8
VII.	Innovation, Intervention, and Strategy	11
VIII.	Action Research Questions	12
IX.	Action Research Methods	13
	a. Participants and/or other Sources of Data and Information	13
	b. Data Gathering Methods	14
X.	Discussion of Results and Reflection	16
XI.	Advocacy, Utilization and Dissemination.....	25
XII.	References	26
XIII.	Financial Report	29

V. List of Tables

Table 1: The Profile of the Kindergarten Participants

Table 2: Data Analysis Used for the Action Research Questions

Table 3: Pretest Result of the Participants

Table 4: Comparison of Pretest and Post-Test Results

Table 5: Rating Scale on Instructional Design and Organization of Project ERA

Table 6: Rating Scale on Language, Content, and Format of Project ERA

VI. Context and Rationale

The COVID-19 pandemic posed challenges in many sectors, especially in the educational rights of children. During the pandemic, a huge gap in terms of reading was observed. To fill in the gap and further strengthen the Basic Education-Learning Continuity Plan BE-LCP (DepEd Order No. 12 s. 2020 Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the Light of Covid-19 Public Health Emergency) and in consonance with RA 10533 or the Enhanced Basic Education Act of 2013, this research was conceived.

In the second year of the pandemic, modular distance learning was the primary source of learning. The pandemic imposed difficulty on parents to enable their children to read. This statement was evident from the result of the beginning of the school year's Comprehensive Rapid Literacy Assessment (CRLA) done in Del Rosario Elementary School last November 2021 wherein 65 out of 87 or 75% of the Grade 1 learner in SY 2020-2021 were tagged as a full refresher in their reading profile. Full refresher meant that

learners from last year didn't have enough grasp of the letter sounds. Parents have little to no knowledge of phonics and phonemic awareness. The SDO Naga has several video lessons but does not focus primarily on early reading for Kindergarten. The division has printed materials that adhere to orthography but insufficient mother tongue-based video lessons for beginning reading. Project ERA (Early Reading Approach), a mother-tongue-based video lesson, was thought of to cater to the needs of the learners in terms of early reading during the pandemic. The produced video lessons are suitable for kindergarten learners and were supplementary aid to other reading strategies or approaches for beginning reading. In the Philippines, the problem of students in reading is not a new issue. In fact, certain studies reveal that the reading problems of Filipino students seemed to be perennial (Umali, 2016). To address the perennial problem of reading, this innovation was created to be added to the strategies to be presented to learners.

The innovation, PROJECT ERA, used Central Bicol as the medium of language in the video lessons to cater to these learners and parents. Since SY 2012-2013, the Mother Tongue-Based-Multilingual Education (MTB-MLE) was implemented in all public schools, specifically in Kindergarten, Grade 1, 2 and 3, as part of the K to 12 Basic Education Program. The MTB-MLE supported the goal of "Every Child-A-Reader and A-Writer by Grade 1." (DO 16, S. 2012 – GUIDELINES ON THE IMPLEMENTATION OF THE MOTHER TONGUE-BASED- MULTILINGUAL EDUCATION (MTB-MLE)). By learning in the mother tongue, children's home culture and traditional knowledge are validated and reinforced. Children gain a better self-concept and have a strong sense of their own

identity. Such children usually achieve better in school and life than children who are forced to learn in an unknown, strange language (Ball, 2010).

Aside from using the mother tongue, it is cognizant that several studies showed that beginning reading is important to kindergarten pupils. According to Neuman (2015), beginning reading is a vital milestone for kindergarten pupils. Connecting letters with their sounds to read and write is called the “alphabetic principle.” For example, a child who knows that the written letter “m” makes the /mmm/ sound is demonstrating the alphabetic principle. Letters in words tell us how to correctly “sound out” (i.e., read) and write words (Baker, 2018). The goal of teaching letter-sound knowledge – both phonics and sight words – to the point of automaticity is rapid word recognition (Konza, 2010). Additionally, according to National Institute for Literacy (2006), systematic and explicit phonics instruction significantly improved children’s reading comprehension. The study wanted a learner who cannot just successfully decode words but has comprehension and will have mastery of the letter sounds to achieve a higher level skill in reading.

As a way to contribute to the department of education, the researcher strongly supported and responded to the HAMON: Bawat Bata Bumabasa (3Bs Initiatives) and committed to make every kindergarten learner a reader at his/her grade level (DO. 173, s 2019 – Hamon: Bawat Bata Bumabasa).

With all these pieces of information, the researcher created video lessons that are mother-tongue based to ensure that learners can easily recognize letters and read words that are related to them and can easily be understood.

VII. Innovation, Intervention, and Strategy

PROJECT ERA (Early Reading Approach) - A Mother-Tongue Based Video-Lessons for Beginning Reading for Kindergarten Pupils is an innovation that helped kindergarten learners of Del Rosario Elementary School in improving their beginning reading skills.

The study adopted the Six Step Problem Solving Method to address the challenges in beginning reading. First, the researcher defined the problem, there is a low result at the beginning of the school year's COMPREHENSIVE RAPID LITERACY ASSESSMENT done in Del Rosario Elementary School last November 2021 wherein 65 out of 87 or 75% of the Grade 1 learners of SY 2020-2021 were tagged as a full refresher in their reading profile. The data showed that the school got low scores on the assessment. The researcher then examined the root cause of the problem through interviews with the parents. It was found out in the interviews that there was a limited source of beginning reading lessons for the learners. The parents do not have proper training in teaching beginning reading. The researcher developed an alternative solution to address the need of the learners and that was the development of PROJECT ERA. Learners were provided with video lessons for beginning reading. The teacher-researcher selected this solution and created video lessons for 10 consecutive weeks to cover the letters following the sequence in the Kindergarten Primer (Letters N, A, I, G, O, S, K, M, Y and U) that were contextualized-based. For ten consecutive weeks, the

teacher-researcher implemented the solution for the learners. The teacher-researcher conducted synchronous, daily face-to-face classes from July to August 2022 to show the video lessons to the learners. In the video lesson, the name of the letters, the sound of the letters, and the proper way of writing the letters were included on the videos. Those learners who cannot attend the face-to-face lesson followed the asynchronous lesson wherein they were provided with a softcopy of the video lessons. The last step was to evaluate the outcome of the project, through the pretest and post-test results the researcher evaluated the effectiveness of the innovation. A Focus Group discussion was conducted with the K-3 teachers of the school to understand the result of the innovation. The dissemination to other K-3 teachers led also by the teacher-researcher to discuss the result of the project.

The six-step problem-solving method followed by the teacher-researcher aided the innovation or study to understand the problem and provided the solutions to the beginning problem of the kindergarten learners.

VIII. Action Research Questions

The study generally aimed to implement and evaluate Project ERA for Kindergarten pupils in Del Rosario Elementary School for SY 2022-2023. Specifically, it sought answers to the following problems:

1. What are the reading levels of kindergarten pupils?

2. How effective is the video-assisted reading lessons in terms of pre-reading and post-reading assessments?
3. What intervention can help the kindergarten pupils in terms of beginning reading based on the perceived need?

IX. Action Research Methods

a. Participants and/or other Sources of Data and Information

The number of key informants was the 40 kindergarten learners from Del Rosario Elementary School whose mother tongue is Central Bicol. The data were gathered from the result of the Bicol Language Identification Tool (BLIT) Assessment conducted last November 8-12, 2021 to the Kindergarten Class; the result showed that 95% of the learners have Central Bicol as their first language. The language of instruction in the created videos was based on the BLIT Assessment results. Convenience sampling was employed in order to determine the pretest and post-test results of the study. The table below shows the profile of the kindergarten participants in this study: level and section, gender, age, and internet connectivity.

Table 1
The Profile of the Kindergarten Participants

Level and Section		Kinder - AM	Kinder - PM	Total
Gender	Male	9	10	19
	Female	10	11	21
Age	5	14	18	32

	6	4	1	5
	7	1	1	2
	8	0	1	1
Connectivity (Data, Subscription)	With Internet	16	17	33
	Without Internet	3	4	7

b. Data Gathering Methods

The researcher used Mixed Method Design. The research problems were answered through the Pre-Experimental design under quantitative because the researcher wanted to measure if Project ERA is effective in teaching early reading to kindergarten learners through a pre and post-test assessment developed by the teacher-researcher. The assessment was answered by the kindergarten learners after 10 weeks of synchronous and asynchronous discussion. Also, the qualitative design was employed through interviews in the focus group discussion with the K to 3 teachers.

With Pre-experimental designs, the researcher studied a single group and implemented an intervention during the experiment. This design does not have a control group to compare. (Creswell, 2018). An additional experimental

design was applied, behavioral analysis or single-subject experiments in which experimental treatment was administered over time to a single individual or a small number of individuals (Cooper, Heron, & Heward, 2007; Neuman & McCormick, 1995).

A focus group discussion (FGD) of the experienced K-3 teachers of Del Rosario Elementary School was done to implement and assess the effectiveness of the innovation, PROJECT ERA. The group of participants was guided by the teacher-researcher and discussed the project. The K-3 teachers are the beginning reading teachers of the school.

The researcher developed 5-item questions for the pretest and post-test. The assessment was orally answered by the 40 participants of the study. These were pretest and post-test assessments aligned on the COMPREHENSIVE RAPID LITERACY ASSESSMENT of the department to understand learners' beginning reading profiles. The five competencies were 1. Tell that the left page is looked at/read before the right page (LLKBPA-00-7), 2. Match the letter sound to its letter form (LLKAK-lh-5), 3. Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-lh-3), 4. Match an upper- to its lower-case letter (LLKAK-lh-4), and 5. Give the sound of each letter (mother tongue, orthography) (LLKAK-lh-7).

The rating scale or survey response scale was the instrument used for the teacher respondents. The rating scale allowed respondents to match specific

qualitative values with different assertions, products, or features of the PROJECT ERA presented in this research. The rating scale provided by the teacher-researcher asked for the Instructional Design and Organization and Language, Content, and Format score the project.

The study used instruments and data analysis for each question. The results and treatment were based on the table provided below.

Table 2
Data Analysis Used for the Action Research Questions

Problems	Instruments	Data Analysis
1	Pretest	Frequency Count
2	Pretest and Post-test	Mean Difference/ Z test
3	FGD, Rating Scale	Thematic Content Analysis

The table showed how data were analyzed in each problem. To understand the reading levels of kindergarten learners, a pretest was conducted. The researcher used the frequency count to determine the reading level of each learner.

On the second problem, the effectiveness of mother-tongue-based video-assisted reading lessons, the researcher analyzed the problem using the mean

difference or the Z test. The Z Test determined the significant difference between the pretest and post-test administered to the participants, a comparison of the pretest and post-test results.

The third problem, Focus Group Discussion (FGD) and rating scale were used to verify the effectiveness of the intervention used for kindergarten learners for beginning reading, the K to 3 teachers of Del Rosario Elementary School participated in the FGD to convene if PROJECT ERA is an effective strategy to use in beginning reading for Kindergarten learners. Thematic Content Analysis was employed through the reports provided, descriptions, and analysis of the project.

To address the ethical concerns of the study, the researcher sought the consent and permission of the parents and guardians of the participants. A parent's consent was provided to each parent before the start of the study. The parents, guardians, teachers, and learners were informed that all data that were gathered were treated with strict confidentiality. The anonymity of the participants' names and the results of the assessment were followed.

X. Discussion of Results and Reflection

Five questions were asked on the pretest assessment of the 40 kindergarten participants. The pretest was conducted orally by a kindergarten teacher in the school to gauge their knowledge and understanding of early reading. The pretest was conducted July 4-8, 2022. Participants were individually asked to

answer the questions. The results of frequencies or the number of correct answers by the participants and percentages of answers are indicated in the table below. These five questions created by the teacher-researcher are aligned on the most essential learning competencies that will enable the child to learn to read. The five competencies are 1. Tell that the left page is looked at/read before the right page (LLKBPA-00-7), 2. Match the letter sound to its letter form (LLKAK-lh-5), 3. Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-lh-3), 4. Match an upper- to its lower-case letter (LLKAK-lh-4), and 5. Give the sound of each letter (mother tongue, orthography) (LLKAK-lh-7).

Table 3
Pretest Result of the Participants

Questions	Pretest (f)	Percentage %	Interpretation
Question No. 1: Show a book. Ask, where do we start to read? <i>Competency: Tell that the left page is looked at/read before the right page</i> LLKBPA-00-7	5	12.5%	Low Score
Question No. 2: Give the sounds of random letters. (10 letters). <i>Competency: Match the letter sound to its letter form</i> LLKAK-lh-5	3	7.5%	Low Score
Question No. 3: Randomly ask name of letters (10 letters). <i>Competency: Identify the letters of the alphabet (mother tongue, orthography)</i> LLKAK-lh-3	7	17.5%	Low Score
Question No. 4: Matching type, upper and lowercase letters.	8	20%	Low Score

<i>Competency: Match an upper- to its lower-case letter LLKAK-lh-4</i>			
Question No. 5: What is the beginning sound of "mais"? <i>Competency: Give the sound of each letter (mother tongue, orthography) LLKAK-lh-7</i>	5	12.5%	Low Score

By looking at the table above, it shows that at the beginning of the innovation, the respondents got low scores in the pretest. Having a modular scheme during the pandemic, these low scores can be attributed to the lack of time that the participants indulged in reading lessons, parents do not have a substantial amount of knowledge and strategies in teaching reading as stated on the survey form answered by the parents. It can be seen from the result that the highest score of the participants is the matching type of the upper case and lower case of the letters while giving the sound of each letter (mother tongue, orthography) got the lowest score in the pretest. Participants can recognize uppercase and lowercase letters but they were having a hard time providing the sounds of letters. It can be contributed during the interview with the parents that there were not enough reading materials available for the learners to use.

After the pretest, the teacher-researcher developed 10 video lessons following the kindergarten primer book sequence Primer (Letters N, A, I, G, O, S, K, M, Y and U). The video lessons consisted of letter

names, letter sounds, letter writing, and letter activities. After the conduct of the innovation for 10 consecutive weeks, PROJECT ERA, a post-test was administered to the respondents. The post-test was administered individually and was orally answered by the respondents.

The ensuing table on the comparison of the pretest and post-test can be seen below. It can be gleaned that question number 4 with the competency of matching of the upper and lowercase letters still got the highest score which is 80.0%. But the highest increase in the mean percentage score are question number 2 with competency of matching the letter sound to its letter form and question number 4 matching uppercase and lowercase letters, both competencies got an increase of 60.0%.

Table 4
Comparison of Pretest and Post-Test Results

Questions	Pretest (f)	MPS	Post- test (f)	MPS	Difference	Interpretation
1	5	12.5%	29	72.5%	60.0%	Increased MPS

2	3	7.5%	28	70.0%	62.5%	Increased MPS
3	7	17.5%	30	75.0%	57.5%	Increased MPS
4	8	20.0%	32	80.0%	60.0%	Increased MPS
5	5	12.5%	30	75.0%	62.5%	Increased MPS
TOTAL	28	14%	149	74.5%	60.5%	Increased MPS

It is noteworthy that there are huge gains in the 5 competencies:

The first competency, *Tell that the left page is looked at/read before the right page (LLKBPA-00-7)* there is a gain of 60.0%, second competency, Give the sound of each letter (mother tongue, orthography) (LLKAK-lh-7) a gain of 62.5%, third, *Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-lh-3)* with a gain of 57.5%, fourth, *Match an upper- to its lower-case letter (LLKAK-lh-4)* with an increase of 60.0%, and lastly *Match the letter sound to its letter form (LLKAK-lh-5)*, with an increase of

62.5%. An average gain of 60.5% was noted. From these gains, it answers the effectivity of the innovation.

This gain supported the study of Kosterelioglu (2016), "Student Views on Learning Environments Enriched by Video Clips", the study shows that the effect of videos on students are: "Studies on the use of different forms of videos in education clearly point to the effectiveness of using videos in education. Videos have educational effects, such as providing interaction with the content, allowing transfer of knowledge in the mind and facilitating recall (Greenberg and Zanetis [14]). Berk [3] reported that use of videos for educational purposes have cognitive and effective impact. In this context, he argues that use of videos in the classroom environment will have potential effects such as: arousing student interest, facilitating student concentration, providing learning practices for highly relaxed students with low levels of interest, developing imagination, supporting creativity, and increasing comprehension. As agreed in this similar study, the video lessons innovated for the kindergarten participants provided a positive impact and effectivity in learning beginning reading lessons.

The intervention or innovation that can help the kindergarten participants based on their perceived need is the PROJECT ERA. During the Focus Group Discussion conducted last September 17, 2022, who

were participated by the K-3 teachers and the school head of Del Rosario Elementary School, the group discussed several tools/strategies that can help the early grade and have come to the conclusion that PROJECT ERA is an alternative and additional intervention or innovation that helped the kindergarten respondents gain essential competencies for beginning reading. The Evaluation tool or Rating scale was also administered to the 8 teachers who attended the FGD. It was completed for quality assurance purposes and to ensure that PROJECT ERA developed in our school followed the standards and applied the appropriate pedagogies for the learning area. The average score of PROJECT ERA (Video Lessons) in terms of instructional design and organization was 5, 100%, and in terms of language, content, and format, the project scored 4.98, 99.7%. Both scores represented an excellent indication of the project.

Table 5
Rating Scale on Instructional Design and Organization of
Project ERA

INDICATORS	Score	Percentage	Interpretation
1. Learning objectives are anchored on the MELC.	5	100%	High
2. Learning objectives are appropriate sub-task for the lesson.	5	100%	High
3. The Project ERA provides an appropriate introduction to what learners are expected to do and learn in lessons.	5	100%	High
4. The Project ERA provides an activity, task or complementary	5	100%	High

material that will enhance the learner's understanding of concepts.			
5. Activities in the Project ERA are logically-sequenced and arranged from simple to complex.	5	100%	High
6. The number of activities in the Project ERA is "just enough" and appropriate to meet the individual learning needs of learners.	5	100%	High
7. Project ERA provides varied and interesting activities.	5	100%	High
8. Questions and tasks allow for the development of higher-order thinking skills.	5	100%	High
9. The directions for activities are simple and clear to guide learners or home learning facilitators.	5	100%	High
10. The Project ERA provided assessment strategies that are aligned with the lesson objectives.	5	100%	High
11. Sources references, supplementary and complementary materials including images and graphics used in the Project ERA are cited.	5	100%	High
AVERAGE SCORE	5	100%	High

Table 6
Rating Scale on Language, Content, and Format of Project ERA

INDICATORS	Score	Percentage	Interpretation
1. The Project ERA uses vocabulary that is within the learner's level of	5	100%	High

competence in the language used.			
2. The length and structure of sentences are appropriate to the learners.	5	100%	High
3. The Project ERA is free from grammatical, factual, and computational errors.	4.88	97.6%	High
4. The Project ERA is free from violations of social content guidelines.	5	100%	High
5. The total number of minutes of the Project ERA is sufficient to carry out the intended lesson.	5	100%	High
6. The Project ERA is properly edited and laid out according to the required specifications for the grade level.	5	100%	High
7. The electronic Project ERA is formatted to be accessible and usable on any electronic device. (i.e., computer, tablet, android phone, etc.)	5	100%	High
AVERAGE SCORE	4.98	99.7%	High

Comments and suggestions from teachers were asked and taken down during the FGD as an additional venue to help the project be improved. Almost all the scores were 100% except item no.3 which is the project is free from grammatical, factual, and computational errors in the videos.

In this age of fast-paced technology, the young generation interacts with gadgets, video clips, and video content for an extended amount of time. It is now a reality that to be a good reader, 5 macro skills should be

possessed by the learners. One macro skill that is very evident nowadays is VIEWING. Teachers should apply what is now a necessity for the learners to learn, to provide video clips and video lessons to the learners whether it is at the start of the lesson to arouse the curiosity of the learners, it can be during the lesson while transferring the information through the moving information that can be visualized by the learners and it can be used at the end of the lesson to show and project the summary and class evaluation of the topic.

This project, Project ERA, is a timely innovation to cater to the needs of the learners not just in Kindergarten but in Grades 1 to Grade 3 as well. The 10 video lessons will be an additional innovation to aid with the academic loss of the learners during the pandemic years.

XI. Advocacy, Utilization and Dissemination

The study came up with results that helped the learners, parents, and teachers with the beginning reading intervention. The results and intervention were utilized by Kindergarten to Grade 3 teachers to address the beginning reading problem in school. The teacher-researcher actively shared the results with the parents of the participants last August 26, 2022, through a short presentation of the results. It was also the completion day of the participants for synchronous learning. Also, this study conducted a focus group discussion last September 17, 2022, with the teachers. The meeting was participated by the K-3 teachers of Del Rosario Elementary School. Dissemination of results was planned

for other co-teachers in the school, district, and division through seminars, LAC sessions, INSET, and other forms of teacher capacity programs.

Sharing and posting the research result online and on other platforms can also be an additional avenue to share ideas to enlighten early reading problems and provide intervention. Submitting and endorsing the research results to the authority can reach a wider scale in terms of basic education.

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DO 12, s. 2021 - Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the Light of Covid-19 Public Health Emergency

RA 10533 - Enhanced Basic Education Act of 2013

XIII. Financial Report

Period Covered: April – September 2022

ACTIVITY	CASH OUT	BALANCE
BASIC EDUCATIONAL RESEARCH FUN (BERF) FACILITY GRANT		Php 15,000.00
1. Crafting and preparation of Research Proposal	Php 1,300.00	Php 13,700.00
2. Travel to RO V for the submission of the revised Research Paper for evaluation and notary public fee.	Php 1323.00	Php 12,377.00
3. Purchase of supplies for the recording and saving of the videos.	Php 6,090.32	Php 6,286.68
4. Conduct - Focus Group Discussion	Php 1,350.00	Php 4,936.68
5. Revision of the Completed Action Research for QCC at the Division Office	Php 1,300.00	Php 3,636.68
6. Printing and Bookbinding of the Completed Action Research	Php 2,000.00	Php 1,636.68
7. Travel to RO V for the submission of the Completed Action Research	Php 1,636.68	Php 0.00