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Effectiveness of Project TIEd (Technology Integration in Education) in Teaching Beginning Reading to Grade 1 Pupils

EDCHELLE MAE N. ADVINCULA
Teacher I
Western Leyte College
Master of Arts in Education
Major in School Administration and Supervision
edchellemae.advincula@deped.gov.ph

Abstract —Reading comprehension is critical to understanding written text. Even when pupils are able to recognize the words and fluently read it, they may not comprehend what is read. Learning to comprehend text is critical for pupils to be successful in school and future careers. As new technologies emerge, there is a push to integrate technology into the classroom to promote success in reading. And it is in this premise that the researcher motivated to conduct this study to evaluate the effectiveness of Project TIEd (Technology Integration in Education) in teaching beginning reading to Grade 1 pupils. A quasi-experimental research design employing the pre-test and post-test researcher-made short stories or reading passages with comprehension questions using audio-video is used. Lesson plans are crafted highlighting the integration of technology in teaching beginning reading. Audio-video lessons in the production of sounds and reading of words, phrases, sentences and short stories are produced as learning support materials in teaching beginning reading. The competencies used in the plan are taken from the Most Essential Learning Competencies (MELCs) in the 2nd quarter. Simple percentage and t-test of mean difference are the statistical tools used. The study revealed a significant difference in the pre-test and post-test performances of the Grade 1 pupils before and after the implementation of Project TIEd (Technology Integration in Education) in teaching beginning reading. Thus, integrating technology in the teaching-learning process boost the interest of the pupils to learn and interact with the teacher and making the lessons easier for the pupils to understand to attain success in reading. Therefore, Project TIEd is effective in teaching beginning reading to Grade 1 pupils.

Keywords — Effectiveness, Project TIEd, Teaching Beginning Reading, Grade 1 Pupils

I. Introduction

Every individual has different abilities and characters. They have different motivations, different attitudes in learning, as well as different responses in class and specific instructional practices. In this case, a teacher or lecturer must be more careful in understanding these differences, so that the greater the opportunities for students to meet their learning needs.

Students are individuals with individual needs, interests, and methods of processing information (Deporter & Hernacki, 2004). There are several student variables in language learning such as motivation, age, learning style, personality, gender, strategy, metacognitive, autonomy, trust, culture, and talent (Griffiths, 2008). Based on these variables, the teacher or lecturer must make a reference in presenting teaching material to students so that knowledge, skills, and attitudes can be well received.

Teaching Grade 1 pupils during this time is somewhat different from that of the previous school years. Because of the pandemic, pupils were unable to attend classes and they seldom meet their teachers. This is the reason why teachers during this time have to double their time in teaching what had been lost in the previous school year.

Moreover, providing learning materials which are interactive, motivating and digitally crafted is the trend in teaching the Key Stage 1 pupils. With the integration of ICT in teaching, the five macro skills in learning literacy are developed.

During the first 3 years in formal learning, listening skills should be the first to be developed for the other skills to be discovered. During this phase, teachers must present audio-video short stories, rhymes and songs which are digitally crafted to develop their listening skills. After which, pupils will be taught to speak and start to read sounds of the alphabet, syllables, words, phrases, and sentences. From there, pupils will be able to read and comprehension will be developed. These concepts are supposed to be developed among pupils during the kindergarten classes. But sad to note that these learners were unable to achieve this educational goal because of pandemic. It was then that the teacher have to provide learning support materials to help learners achieve their goals in reading.

It was observed during the last quarter of the face-to-face classes last school year that pupils are attentive when presented with technology-based learning materials. They pay attention to audio-video lessons and activities. Thus, this notion, motivates the researcher to conduct this study to evaluate the effectiveness of Project TIEd (Technology Integration in Education) in teaching beginning reading to improve the performance of the Grade 1 pupils.

Integration of technology in education simply refers to the use of technology to enhance the student learning experience. Utilizing different types of technology in the classroom, creates learners who are actively engaged with learning objectives. The integration of technology also creates pathways for differentiated instruction to meet the unique needs of students as individual learners within the broader classroom climate.

Technology provides instant accessibility to information, which is why its presence in the classroom is so vital. Smart phones, computers, and tablets are already an omnipresent element of everyday life for students and teachers alike. It’s only natural that the use of technological devices in the classroom are explored to create meaningful learning experiences for students of all ages.

Technology-based environments for instruction and intervention have some advantages over traditional methods, in that they are engaging, reduce social pressure to perform, are adaptable to individual performance with features like embedded scaffolding and feedback, as well as the crucial ingredient for struggling learners – extensive practice (Clark et al., 2016; Laurillard, 2016; de Souza et al., 2018). Nevertheless, meta-analytic findings report better student progress with teacher-based versus computer-based interventions (Dowker, 2005; Slavin et al., 2011), but these findings do not account for differences across computer-based programs, where some approaches may be more beneficial than others. Rather than being considered as a replacement for human-led instruction, it is suggested that technology-based approaches serve primarily as tools that can be used to remediate or optimize learning experiences for all individuals (Dowker, 2005; Rose and Strangman, 2007). Accordingly, it is recommended that technology-based instruction conforms to known learning and pedagogical principles (e.g., Butterworth and Yeo, 2004; Hirsh-Pasek et al., 2015); that is by "using the combination of images and sounds and through a paradigm that tries to understand human behavior and, as well, employ an approach that matches how effective teaching actually occurs" (de Souza et al., 2018).

Beginning readers have to learn the mapping system between phonology and orthography (Perfetti and Veroeven, 2017). To understand this mapping system, they need to be able to identify phonological units within words to map them to corresponding orthographic symbols (e.g., letters). Knowledge about the language's orthography as well as an awareness of the phonology are thus two requisites for learning this mapping system. Orthographic awareness involves knowledge about the structure of written language, in terms of where letters tend to appear within words and permissible letter sequences, while phonological awareness involves the ability to identify, segment, and manipulate speech sounds within words. Ample evidence supports the close and predictive role of phonological awareness to reading ability across alphabetic writing systems (Lonigan et al., 2000; Melby-Lervåg and Lervåg, 2011; Branum-Martin et al., 2012). Thus, phonological awareness is held as a central mechanism for learning to read alphabetic languages.

Technology integration in this study are instructional materials used in teaching beginning reading. They are the audio-video short stories, PowerPoint -presentations of activities to be accomplished by the pupils during teaching and learning using digital quiz, digital drill, games, and other applications which can be accessed by the pupils and teachers using tablets, cellphones, computers, and laptops. Using these materials will help address the literacy problems that education institutions are facing nowadays. To evaluate the effectiveness of these materials is the goal of this study hoping that through the implementation of Project TIEd will help improve the performance of the Grade 1 pupils in Reading. A proposed improvement plan based on the findings of this study will be the output of this study.

It is in the rationale that the researcher who is currently a Grade 1 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of Project TIEd (Technology Integration in Education) in teaching beginning reading and performance of Grade 1 pupils in Lemon-San Joaquin Elementary School of Capoocan II District, Leyte Division for School Year 2022-2023. The findings of the study were the basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the pre-test performance of the Grade 1 pupils before the implementation of Project TIEd (Technology Integration in Education) in teaching beginning reading?
2. What is the post-test performance of the Grade 1 pupils after the implementation of Project TIEd (Technology Integration in Education) in teaching beginning reading?
3. Is there a significant difference in the pre-test and post-test performances of the Grade 1 pupils before and after the implementation of Project TIEd (Technology Integration in Education) in teaching beginning reading?
4. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of Project TIEd (Technology Integration in Education) in teaching beginning reading and performance of Grade 1 pupils for School Year 2022-2023. Lemon-San Joaquin Elementary School, Capoocan II District, Leyte Division is the main locale of the study. The 23 Grade 1 pupils enrolled in the said locale for School Year 2022-2023 are the main respondents of the study. A researcher-made audio-video reading passages with comprehension questions is the tool used to determine the pre-test and post-test performance of the Grade 1 pupils. Lesson plans will also be crafted highlighting the use of the audio-video reading passages or stories in the lesson. Moreover, audio-video short stories or passages were also produce. The competencies used in the formulation of the materials were taken from the Most Essential Learning Competencies (MELCs) for Grade 1. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness of Project TIEd (Technology Integration in Education) in teaching beginning reading and performance of Grade 1 pupils through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 23 Grade 1 pupils involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the limited face-to-face classes.

Research Procedure. The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division

Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the respondents. After accomplishing the pre-test, intervention was given within four weeks. The implementation of Project TIEd in teaching beginning reading using the audio-video short stories or passages to Grade 1 pupils was emphasized in the study. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and was acknowledge in the reference.

Treatment of Data. The Simple Percentage was employed to evaluate the pre-test and post-test of the Grade 1 pupils before and after the implementation of Project TIEd using the audio-video short stories or passages. **t-Test of Mean Difference** was used to determine the significant difference in the pre-test and post-test performances of the Grade 1 pupils.

III. Results and Discussion

Table 1
Pre-Test Performance of the Grade 1 Pupils

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	6	26
13-16	Very Good	3	13
9-12	Good	1	4
5-8	Fair	7	30
0-4	Poor	6	26
Total		23	100
Weighted Mean		10.04	Good

Table 1 presents the pre-test performance of the Grade 1 pupils before the implementation of Project TIEd (Technology Integration in Education) in teaching beginning reading. It was revealed on the table that among the 23 Grade 1 pupils, 6 or 26% got a score of 17-20 which is interpreted as excellent. This means that there are Grade 1 pupils who can already recognize and understand what they read. This implies that during their kindergarten class, their teacher had already taught them beginning reading. Moreover, the table shows that among the 23 Grade 1 pupils, 3 or 13% got a score of 13-16 which is interpreted as very good. This means that these pupils have background knowledge in word recognition and comprehension. This implies that during the previous grade level their teacher has started teaching beginning reading or maybe these pupils were exposed to audio-video lessons. Further, the table shows that among the 23 Grade 1 pupils, 1 or 4% got a score of 9-12. This means that this pupil has the knowledge on recognizing words and sometimes he/she can understand what he/she reads. This implies that this pupil needs additional learning materials to improve his/her performance. Additionally, the table shows that among the 23 Grade 1 pupils, 7 or 30% got the score of 5-8 which is interpreted as fair. This means that these pupils lack knowledge or cannot read and understand the passage or stories read. This implies that these pupils need intervention to learn how to read and improve their reading performance. Likewise, the table shows that among the 23 Grade 1 pupils, 6 or 26% got a score of 0-4 which is interpreted as poor. This means that these pupils find difficulty in learning to read. This implies that these pupils need more activities and learning support materials to learn how to read and be able to comprehend the passages or stories read. Finally, the table revealed a good pre-test performance with a weighted mean of 10.04. This means that the performance of the Grade 1 pupils before the implementation of Project TIEd manifest support from the teacher. This implies that they need intervention activities to assist and guide them in learning beginning reading. This implies further that integration of technology is needed to improve their performance. Technology possibly provides a cogent explanation to improve reading outcomes (Svensson et al, 2021). Educational technology has been advocated to responds to challenges brought about by pandemic, the challenges in literacy learning (Brooks et al, 2006).

Table 2
Post-Test Performance of the Grade 1 Pupils

Score Range	Description	POST-TEST	
		Frequency	%
17-20	Excellent	23	100
13-16	Very Good	0	0
9-12	Good	0	0
5-8	Fair	0	0
0-4	Poor	0	0
Total		23	100
Weighted Mean		19.30	Excellent

Table 2 presents the post-test performance of the Grade 1 pupils after the implementation of Project TIEd (Technology Integration in Education) in teaching beginning reading. It was revealed on the table that among the 23 Grade 1 pupils, all of them got an excellent performance in reading. This means that after the implementation of Project TIEd, all of them were able to read and understand the text they are reading. This implies that integrating technology in teaching, pupils were attentive and they enjoy the lessons convey resulting to an achieved reading performance. The use of educational technology is based on the concept of constructivism, which emphasizes knowledge acquisition through active involvement, learning and practical applications (Jumaat et al, 2017). The use of digital programs and apps appears to be most effective in reading when closely aligned with your instruction and intervention (Cheung & Slavin, 2013). The process of learning is more student-centered and less objective and fixed, with more room for the learner to create their own knowledge as opposed to possibly absorbing it (Xie et al, 2018).

Table 3
Test of Difference Between the Scores in the Pre-Test and Post-Test of the Grade 1 Pupils

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 1 Pupils	Pre Post	10.04 19.30	2.664	0.972	Reject H_o	Significant

Table 3 presents the test of difference between the scores in the pre-test and post-test of the Grade 1 pupils before and after the implementation of Project TIEd (Technology Integration in Education) in teaching beginning reading. It was revealed on the table that the computed t of 2.664 is greater than the critical value of t of 0.972, so null hypothesis is rejected. This means that there is a significant difference in the pre-test and post-test performances of the Grade 1 pupils before and after the implementation of Project TIEd (Technology Integration in Education) in teaching beginning reading. After the utilization of technology in teaching beginning reading the pre-test performance of 10.04 has increased to 19.30. This implies that when pupils are exposed on the use of computers while watching the audio-video lessons in beginning reading, pupils will easily learn the lessons. This implies further that technology integration in teaching beginning reading is effective. Computers are stimulating and may concentrate attention when learning is viewed as entertainment, hence fostering cognitive growth (Liu et al, 2010). Using computers and other technologies, a large group of students may have flexible access to specialized teaching without over-reliance on tutors or rigid timetables (Fasting an Lyster, 2005; Macaruso and Rodman, 2009). Given the increased availability of computers and mobile devices, interventions can also be effectively at home as supplemental mediation or in classroom as an integral component of the core curriculum (Kunkel, 2015).

IV. Conclusion

The study revealed a significant difference in the pre-test and post-test performances of the Grade 1 pupils before and after the implementation of Project TIEd (Technology Integration in Education) in teaching beginning reading. Thus, integrating technology in the teaching-learning process boost the interest of the pupils to learn and interact with the teacher and making the lessons easier for the pupils to understand to attain success in reading. Therefore, Project TIEd if implemented is effective in teaching beginning reading to Grade 1 pupils.

V. Recommendations

1. The proposed improvement plan formulated should be utilized.
2. Teachers should implement technology integration in teaching for it was proven to be effective.
3. Teachers should learn to craft computer-based activities to be utilized by the pupils during teaching-learning process.
4. Teachers should provide audio-video lesson on beginning reading to help them understand the concept correctly and be able to apply the knowledge gained.
5. Teachers must attend training or LAC sessions on the production of audio-video lessons in teaching beginning reading.
6. Teachers must attend trainings on the formulation of technology-based activities in beginning reading.
7. School Heads should allocate budget for the procurement of IT equipment for the teachers.
8. School Heads should spearhead in the crafting of training design and LAC plan for trainings and LAC sessions for the improvement of teaching-learning process of teachers most especially in the improvement of learning resource materials.
9. School Heads should identify possible resource people who can share their expertise in the production of audio-video lessons in beginning reading.
10. School Heads should provide technical assistance to teachers in terms of teaching beginning reading.
11. School Heads should regularly monitor the teaching-learning process of teachers.
12. School Heads should maximize the time in providing appropriate technical assistance based on the needs of the teachers in teaching beginning reading.
13. School Heads should submit the crafted audio-video lessons and other computer-based activities for quality assurance.

14. School Heads should encourage and provide technical assistance for the crafting of innovations and research based on the intervention provided to improve the performance of the pupils; and

15. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE

MS. AIBE R. ARTIGAS

The author is Mrs. Edchelle Mae N. Advincula. She was born on December 16, 1991 at Brgy.Poblacion Zone 1, Capoocan Leyte. She was married for 11 years with Mr. Mario S. Advincula Jr. and has four children. She's presently residing at Brgy.Poblacion Zone 1, Capoocan Leyte. She finished his elementary education at Capoocan Central School, Poblacion Zone 1, Capoocan Leyte in the year 2003-2004 and continue her quest for education and able to finish his secondary education at Asunsion S. Melgar National High School, Brgy. Poblacion Zone 2, Capoocan Leyte in the year 2007-2008. She enrolled and finished his Bachelor in Elementary Education at Leyte Normal University in the year 2012-2013. She took up Master of Arts in Education major in Supervision and Administration at Western Leyte College of Ormoc City, Inc.

She was teaching for one year as teacher assistant at Kumon in the year 2014-2015. After she graduated his bachelor's degree she was teaching as volunteer teacher at Alternative System (ALs) in the year 2015-2016. In the year 2018 she was hired in the DepEd and currently teaching Grade 1 pupils at Lemon-San Joaquin Elementary School. She also attended series of webinars/seminars and trainings to increase his professional growth as a teacher.