

Effectiveness of the Implementation of Phono-Visual Oral Sound Blending Meaning (PVOSBM) Approach in Teaching Beginning Reading and Performance of Grades 1 & 2 Pupils in Reading

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Abstract —Teaching young children to read is the foundation of improving educational outcomes and has far-reaching implications. On the other hand, when children failed to learn to read, risk falling further and further behind in later ones, as they cannot absorb printed information, follow written instructions, or communicate well in writing according to Gove and Wetterberg (2011). Thus, it is important to employ differentiated and varied teaching reading approaches, techniques, and strategies most especially to the key stage 1 pupils. And it is in this premise that the present study is formulated to evaluate the effectiveness in the implementation of phono-visual oral sound blending meaning (PVOSBM) approach in teaching beginning reading and performance of Grades 1 & 2 pupils. Employing a quasi-experimental research design utilizing the pre-test and post-test reading performances of the Grades 1 & 2 pupils where the researcher has crafted reading passages with comprehension questions based on the 4th quarter Most Essential Learning Competencies (MELCs) administered before and after the implementation of the intervention mentioned in this study. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. The study revealed a significant difference in the pre-test and post-test reading performances of the Grades 1 & 2 pupils in comprehension before and after the implementation of phono-visual oral sound blending meaning (PVOSBM) approach in teaching beginning reading making it an effective approach.

Keywords — *Effectiveness, Phono-Visual Oral Sound Blending Meaning Approach, Teaching Beginning Reading, Grades 1 & 2 Pupils, Reading*

I. Introduction

Learning to read is anything but natural, in fact, it does not develop incidentally, it requires human intervention and context. It is also an essential part of basic education. Teaching of

beginning reading is of supreme importance, that is why, Grade 1 to 3 are critical in the child's learning cycle. At this age, the fundamentals for literacy must be established and the start of a reading habit developed. For many children, reading must be taught explicitly and systematically, one small step at a time.

Beginning reading is the solid foundation on which almost all subsequent learning takes place, and all children need this foundation. Over the years, many approaches, strategies, methods, and techniques to teaching beginning reading have been developed. Success or failure of the approaches depended upon the ability of the teachers to execute or utilize them. According to Durkin's Theory, when a child is taught a little, then she/he is ready for a little more, it depends on the child's ability to respond to a specific method of teaching.

Globally, 250 million children are not learning foundational reading skills, 130 million of whom have spent at least four years in school. (Global reading network, 2016). Student reading difficulties can be like many forms of cancer: relatively easy to treat if detected early but more and more difficult to remedy if allowed to persist (Goodwin 2011).

In the Philippines, reading is an important gateway to the other disciplines, progress in reading comprehension is lagging the improvement (Philippines basic education us 2015). Moreover, based on the population of 80 million, 5.3 million Filipinos cannot read and write, that is why the Philippines is so uncompetitive in the world economy and this is why so many of our people continue to live in poverty or barely escape from it (Luz 2010).

At the onset of COVID-19 pandemic, all schools in the country implemented distance learning modality using modules. All activities including that of learning beginning reading are included in the modules. There are learners in Key Stage 1 where most of the parents are answering the modules for most of the learners have difficulty in reading. The purpose of providing quality education was not met by the learners. This is the reason why some of our learners today are struggling with their learning in all the learning areas.

Teaching beginning reading is crucial and needs a teacher to articulate the sounds of the letters of the alphabet. Teachers must use different strategies and methods in teaching beginning reading. The researcher, being the Grades 1 & 2 teacher in a multigrade class utilizes the PVO SBM or Phono-Visual Oral Sound Blending Meaning in teaching beginning reading. Mastery of the sounds of the letters of the alphabet is the pre-requisite for this strategy. Learners were taught to hear the letter and show to them the letter for familiarity while asking them to say the sound following the correct position of the mouth. After knowing the sounds of the letters of the alphabet, teachers must teach them to blend the sound to form words. Once a word has been formed and learners are able to read the word, the teacher will show an object or picture of it to know the meaning of the word. From these learners will be able to read it with fluency and comprehension is attained.

The goal of phonics instruction is to help children learn the alphabetic principle — the idea that letters represent the sounds of spoken language — and that there is an organized, logical, and predictable relationship between written letters and spoken sounds. Decoding is when we use letter-sound relationships to translate a printed word into speech. It's sometimes called “sounding out” a printed word. Learning that there are predictable relationships between sounds and letters allows children to apply these relationships to both familiar and unfamiliar words, and to begin to read with fluency. Children are taught, for example, that the letter ‘n’ represents the sound /n/, and that it is the first letter in words such as nose, nice and new. When children understand sound–letter correspondence, they can sound out and read (decode) new words.

Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of individual speech sounds, or phonemes. A child's skill in phonological and phonemic awareness is a good predictor of later reading success or difficulty. **Phonological awareness** is a critical early literacy skill that helps kids recognize and work with the sounds of spoken language. Phonological awareness is made up of a group of skills. Examples include being able to identify words that rhyme, counting the number of syllables in a name, recognizing alliteration, segmenting a sentence into words, and identifying the syllables in a word. The most sophisticated — and last to develop — is called phonemic awareness.

Having been used for years before the pandemic, the researcher is hoping that this strategy will help the learners in learning beginning reading skills in English during these face-to-face classes and will help address the problems on literacy of the school. Thus, this study aimed to evaluate the effectiveness of PVO SBM (Phono-Visual Oral Sound Blending Meaning) approach in teaching beginning reading to improve the performance of the Grades 1 & 2 pupils in Reading. A proposed improvement plan was formulated based on the result of the study.

It is in the rationale that the researcher who is currently the grades 1 & 2 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 the implementation of phono visual oral sound blending meaning (PVO SBM) approach in teaching beginning reading and performance of Grades 1 & 2 pupils in reading in Consolacion Elementary School, Isabel I 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 performance of the Grades 1 & 2 pupils in Reading before the implementation of phono visual oral sound blending meaning (PVO SBM) approach in teaching beginning reading?

2. What is the performance of the Grades 1 & 2 pupils in Reading after the implementation of phono visual oral sound blending meaning (PVO SBM) approach in teaching beginning reading?
3. Is there a significant difference in the performance of the Grades 1 & 2 pupils in Reading before and after the implementation of phono visual oral sound blending meaning (PVO SBM) approach 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 in the implementation of phono visual oral sound blending meaning (PVO SBM) approach in teaching beginning reading and performance of Grades 1 & 2 pupils in reading for School Year 2022-2023. Consolacion Elementary School, Isabel I District, Leyte Division is the main locale of the study. The 25 Grades 1 & 2 pupils enrolled in the said locale for School Year 2022-2023 are the main respondents of the study. A researcher-made reading passages in English for the 4th quarter reading skills found in the Most Essential Learning Competencies (MELCs). Each passage will have 5 comprehension questions. These materials will be administered orally. Pupils will read the passage orally and teachers will ask questions based on the passage read. These test materials will be checked by the District English Coordinator and Quality Assurance Team. A lesson plan utilizing the implementation of Phono Visual Oral Sound Blending Meaning (PVO SBM) approach in teaching beginning reading. The lesson plans will be checked and undergo quality assurance before it is taught to the pupils. The school head will monitor the conduct of the study using the contextualized monitoring tool provided by the Division. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness in the implementation of phono visual oral sound blending meaning (PVO SBM) approach in teaching beginning reading and performance of Grades 1 & 2 pupils in reading 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 25 Grades 1 & 2 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 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 phono visual oral sound blending meaning (PVOSBM) approach in teaching beginning reading and performance of Grades 1 & 2 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 were acknowledged in the reference.

Treatment of Data. Simple Percentage was employed to evaluate the pre-test and post-test performances of the Grade 1 & 2 pupils before and after the implementation of PVOSBM in teaching beginning reading. **t-Test of Mean Difference** was used to determine the significant difference in the pre-test and post-test performances of the Grade 1 & 2 pupils before and after the implementation of PVOSBM in teaching beginning reading.

III. Results and Discussion

Table 1
Pre-Test Performance of the Grades 1 & 2 Pupils in Reading

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	7	28
9-12	Good	12	48
5-8	Fair	6	24
0-4	Poor	0	0
Total		25	100
Weighted Mean		10.52	Good

Table 1 presents the pre-test performance of the Grades 1 & 2 pupils before the implementation of phono visual oral sound blending meaning (PVOSBM) approach in teaching beginning reading. It was revealed on the table that among the 25 Grades 1 & 2 pupils, 7 or 28% got a score of 13-16 which is interpreted as very good. This means that these pupils have background knowledge in phonological and phonemic awareness. This implies that these pupils can read words fluently and accurately. The fact that these pupils got a very good reading performance does not mean that the researcher will no longer provide intervention. Very good reading performance still requires more reading activities and learning using the PVOSBM approach for retention and mastery of the sounds of the letters of the alphabet and for them to sustain or even improve their performance. Children's literacy foundations are established as early as infancy and grow throughout early childhood when the brain is at its greatest plasticity levels (Hutton et al., 2020). A child's literacy abilities and development, therefore, are defined not just by a narrow set of skills like the number of sounds they know, but by the assets, mindsets, and dispositions they bring to the journey of becoming literate.

Further, it is shown on the table that among the 25 Grades 1 & 2 pupils, 12 or 48% got a score of 9-12 which is interpreted as good. This means that there are pupils who can read words using the sounds of the letters of the alphabet. They read the words through the sounds of each letter. This implies that these pupils find difficulty in blending the sounds to form words. Thus, researchers must find appropriate intervention to make the pupils read all the words thrown to them. The development of oral language skills, understanding of the alphabetic principle, and knowledge of print concepts are the greatest predictors of children's future reading ability (e.g. Burns et al., 1999; Snow, 2006; Strickland et al., 2004). Young children who experience rich language environments have greater oral language skills (e.g. vocabulary knowledge & listening comprehension) and phonemic awareness (Kuhl, 2011; Strickland et al., 2004).

Also, this table shows that among the 25 Grades 1 & 2 pupils, 6 or 24% got the score of 5-8 which is interpreted as fair. This means that there are still pupils who have not mastered the skills in phonics. This implies that these groups of pupils need intervention. The fact that few words were identified or read by them shows immediate concern to provide appropriate support to help them read. The ability to read is an essential skill for learners to survive and understand how society works because most information is presented through written text.

Finally, the table shows that the pre-test performance of the Grades 1 & 2 pupils in reading has a weighted mean of 10.52 which is interpreted as good. This means that not all pupils can read or recognize the words. They need an intervention or appropriate approach in teaching beginning reading. The reason of formulating this research endeavor to help improve the reading performance of the pupils using the PVOSM approach in teaching beginning reading. The importance of being able to understand written materials increases significantly in all academic areas as students move from one grade to another (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011).

Table 2
Post-Test Performance of the Grades 1 & 2 Pupils in Reading

Score Range	Description	POST-TEST	
		Frequency	%
17-20	Excellent	19	76
13-16	Very Good	6	24
9-12	Good	0	0
5-8	Fair	0	0
0-4	Poor	0	0
Total		25	100
Weighted Mean		18.36	Excellent

Table 2 presents the post-test performance of the Grades 1 & 2 pupils in reading after the implementation of phono-visual oral sound blending and meaning (PVO SBM) approach in teaching beginning reading. The data shows that among the 25 pupils, 19 or 76% got the score of 17-20 which is interpreted as excellent. This means that the reading performance of the pupils had increased after the implementation of phono-visual oral sound blending meaning (PVO SBM) approach in teaching beginning reading. This implies that mastering the sounds of the letters of the alphabet, blending sounds is easy to make the child read. From their easy understanding of the meaning of the text conveyed is achievable. Thus, making the intervention effective and appropriate approach in teaching beginning reading.

Moreover, the table also revealed that among the 25 Grades 1 & 2 pupils 6 or 24% got a score of 13-16 which is interpreted as very good. This means that these pupils had improved their performance after the implementation of phono-visual oral sound blending meaning (PVO SBM) approach in teaching beginning reading. This implies that pupils learn very good when the teacher employs the approach in teaching where they think is easy for them to conceptualize. The PVO SBM approach is the most appropriate and ideal way of teaching beginning reading for it requires to master the sounds of the letters of the alphabet as a springboard in learning to read words, phrases, sentences, paragraphs and even stories with understanding. It is on how the teacher teaches the lesson using the approach counts.

Finally, the table shows that the post-test performance of the Grades 1 & 2 pupils after the implementation of phono-visual oral sound blending meaning (PVO SBM) approach in teaching beginning reading has a weighted mean of 18.36 which is interpreted as excellent. This means that the PVO SBM approach when used helps increase the reading performance of the pupils. This implies that the approach having taught it properly and concisely pupils will be able to learn to read with accurate pronunciation and with fluency and understanding.

Table 3
Test of Difference Between the Scores in the Pre-Test and Post-Test
of the Grades 1 & 2 Pupils in Reading

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grades 1 & 2 Pupils in Reading	Pre	10.52	1.996	0.642	Reject H ₀	Significant
	Post	18.36				

Table 3 presents the test of difference between the scores in the pre-test and post-test performances of the Grades 1 & 2 pupils before and after the implementation of phono-visual oral sound blending meaning (PVOSBM) approach in teaching beginning reading has level of significance of 5% or the rejection level while the t-critical value is 0.642 from t-distribution. Based on the data presented, the computed value is 1.996 which means null hypothesis is being rejected. Since the computed value is higher than the critical value it means that there is a significant difference in the reading performance of the Grades 1 & 2 pupils before and after the implementation of phono-visual oral sound blending meaning (PVOSBM) approach in teaching beginning reading. It means that employing the PVOSBM approach in teaching beginning reading is effective in making the pupils read and understand what they read. This implies that pupils learn best when phonics is emphasized and correctly taught with the implementation of strong and appropriate literacy programs and approaches which focus on developing children's oral language skills, knowledge of the alphabetic code, and print knowledge. Teachers' direct instruction can be both code and meaning-focused, so students learn letters and sounds while also engaging with the meaning of words and stories (Piasta, 2016). Teachers can develop print rich environments by labeling parts of the classroom, making a variety of texts available, and cultivating many opportunities for children to talk. Research suggests that phonemic awareness and letter knowledge instruction is best supported by lessons that are brief (10 -15 minutes max), highly engaging and fun, and follow a predictable pattern (e.g. begin with rhyming followed by phonemic awareness games that have them identify/add/delete/substitute sounds, and finish with learning a new letter and sound) of which the PVOSBM approach is emphasized. Class conversations and shared book reading can be more free flowing, allowing children to engage in authentic engagements (Piasta, 2016).

IV. Conclusion

Evidence indicates that teachers should actively encourage pupils to develop strong oral language skills and knowledge in their first language which base affirms the child's home language identity and serves as a foundation for the pupils to build on as they learn to speak and read where the phono-visual oral sound blending and meaning (PVSOBM) approach is focused and the highlight in teaching beginning reading. As the present study revealed a significant difference in the reading performance of the Grades 1 & 2 pupils before and after the implementation of phono-visual oral sound blending meaning (PVOSBM) approach shows that this approach is effective and efficient to be utilized by teachers in teaching beginning reading.

V. Recommendations

1. The proposed improvement plan formulated should be utilized because it has proven to be effective.
2. Teachers should be given ample time to prepare the necessary instructional materials to be used in teaching beginning reading using the phono-visual oral sound blending meaning (PVOSBM) approach.
3. Likewise, seminar workshops and other forms of training regarding the proper implementation of phono-visual oral sound blending meaning (PVOSBM) approach in teaching beginning reading must be conducted especially to the key stage 1 teachers.
4. Moreover, a certain approach will not work equally well with all children because of individual difference and different pace of learning among pupils, teachers must be updated on the different approaches, techniques, and strategies in teaching reading to cater to pupil's individual differences in learning.
5. It is further recommended that proper orientation and close monitoring of teachers' attitudes towards the teaching profession must be practiced not only by classroom teachers but also by administrators and other employees in the service to gradually minimize and discard negative manifestations whenever new strategies and other innovations are introduced in the field.
6. To obtain mastery in teaching beginning reading, proper assignment and utilization of teachers' capabilities and expertise in teaching must be considered.
7. A seminar workshop on the construction of exercises or materials for beginning readers should be conducted. Experts in reading and teaching reading practitioners in the field should be gathered and pool their resources together to come up with appropriate learning materials for the teaching beginning reading utilizing the PVOSBM approach.
8. School administrators should conduct regular monitoring to teachers in teaching beginning reading.
9. Regular conduct of reading assessments to all pupils should be prioritized to address their needs and to make sure that all of them were attended and learn to read.

10. School administrators must allocate funds for the construction of learning materials used in teaching beginning reading; and
11. Future researchers should replicate this study to include different locales and include different variables and groups aside from the mentioned in this study.

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*All dreams are within reach. All you must do is keep
moving towards them.*

-Viola Davis

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After she graduated her bachelor's degree, she was teaching for three (3) years in Doane Baptist School as a Grade 6 adviser in the year 2013-2016. In the same year 2016, she was hired in DepEd and currently teaching in a multigrade school handling Grade 1 & 2 pupils at Consolacion Elementary School, Isabel 1 District. She also attended series of webinars/seminars and trainings to increase her professional growth as a teacher.