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LITERACY ADVENTURES: FUSING TRADITIONAL FILIPINO GAMES WITH LETTER ACTIVITIES FOR KINDERGARTEN LEARNING



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ABSTRACT

Title: **LITERACY ADVENTURES: FUSING TRADITIONAL FILIPINO GAMES WITH LETTER ACTIVITIES FOR IMPROVING KINDERGARTEN LITERACY SKILLS.**

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Major: **EARLY CHILDHOOD EDUCATION**
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This study investigated the impact of integrating traditional Filipino games with letter activities on the literacy skills of kindergarten learners at Mamonit Elementary School. The research addressed the pressing need to enhance literacy skills among kindergarten learners by employing culturally relevant and engaging instructional strategies. A quasi-experimental design was utilized, with pretest and posttests administered to assess the effects of the intervention.

The study revealed that most of the kindergarten learners' level of literacy skills before fusing traditional Filipino games is beginning. After fusing the traditional Filipino games, several codes were derived like enhanced motor skills and letter J recognition through the interactive play of Piko; teamwork and strategic thinking with letter H activities in Tumbang Preso; coordination and creativity through letter K in Chinese Garter; letter Y recognition and cultural appreciation through Nanay-tatay game; spatial awareness with letter V activities in Langit Lupa and improved fine motor skills and letter Q in Pitik Bulag. The theme therefore: Enhanced Kindergarten Literacy Skills through games resulted to consistent level. Hence, there is a significant difference on the literacy skills of the kindergarten learners before and after fusing traditional Filipino games with letter activities.

The study recommends conducting baseline literacy assessments and creating individualized learning plans that incorporate traditional Filipino games to increase interest and skills. Additionally, combine these games with letter activities to create dynamic and engaging learning experiences. Lastly, implement the proposed action plan using the



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traditional Filipino games with letter activities, as they have shown significant improvement in kindergarten literacy skills.

Keywords: game-based, letter activities, culturally relevant instruction.



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1. INTRODUCTION

Parents believe in the saying that play is the primary way children were designed to learn. In fact, the grandparents would say, "Let them play with their toys until they are dismantled; when the toy is broken, you have got your money's worth." Let them enjoy the games, win or lose, laugh or cry; their learning experience is priceless.

This study is about how the traditional games became the kindergarten teacher's partners in the literacy adventures to facilitate the learning of some letters in the alphabet. While kindergarten is fun and really exciting as the first stage a child goes to school, it comes with the notable task of providing the basic educational foundations in all subjects, including reading, math, social studies, and science. This means that the child should be equipped with literacy skills to succeed in this stage. Socioeconomic difficulties, limited access to reading materials, and a lack of resources contribute to the particularly low literacy rates in some areas of the country. In addition, the situation is made worse by limited access to high-quality early childhood education, insufficient support and training for teachers, limited parental involvement, language barriers, crowded classrooms, health and nutrition problems, and a lack of educational resources that are culturally appropriate.

Addressing the multifaceted challenges of developing literacy skills during kindergarten lays the groundwork for exploring innovative approaches to enhance educational outcomes. By recognizing the complexities within American kindergarten classrooms and the need for inclusive strategies, the integration of traditional games emerges as a promising avenue for fostering language proficiency. Kindergarten education in the United States presents a formidable challenge for nurturing literacy skills due to various impediments, such as inconsistent access to high-quality programs and disparities in state funding. Balancing academic instruction with play-based learning remains a persistent struggle for educators, yet it is crucial for comprehensive child development. Overcoming these obstacles demands a collaborative effort among policymakers, educators, and communities to ensure equitable access to effective kindergarten education (Hsu, 2022).

Amidst these challenges, the creative utilization of traditional games emerges as a solution to enhance literacy acquisition in kindergarten classrooms. By infusing elements of play into educational activities, teachers can engage students in interactive learning experiences that promote language development and reinforce essential skills. Efficiently leveraging traditional games offers an engaging and effective approach to bolstering literacy abilities among young learners in American kindergarten settings. Through strategic adaptations of classic games like Candyland and Connect 4, educators can provide dynamic learning opportunities that cater to diverse learning styles. By intertwining play with instruction, teachers cultivate an enriching environment where students can actively participate in language practice and skill refinement (Tales from Outside the Classroom and Fay School, n.d.).

As Finland's approach to early education continues to draw attention for its unique emphasis on play-based learning and delayed reading instruction, questions arise regarding the contrast with traditional educational systems, particularly in the United States. The Finnish model, characterized by individualized instruction and a nurturing environment, challenges conventional views on literacy development in kindergarten, prompting a closer examination of its long-term implications. Finland's distinctive approach to early education reframes the perception of kindergarten literacy skills from problematic to commendable, fostering a culture of curiosity and appreciation for language among young learners. By delaying formal education until age seven and prioritizing play-based learning, Finnish kindergarteners

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develop strong literacy abilities within a rich linguistic environment that encourages intrinsic motivation and exploration. This departure from the early reading emphasis seen in other educational systems underscores the significance of individualized instruction and emergent reading experiences in nurturing a genuine love for language and literacy from an early age (University of Liège, n.d.; The Reading Advice Hub, n.d.).

In Finnish kindergartens, play-based learning takes precedence, offering children a holistic approach to skill acquisition through engaging activities. Unlike their counterparts in the United States, Finnish educators prioritize play and personalized learning, allowing for flexible approaches to literacy instruction that cater to individual interests and readiness. Play-based learning is central to Finnish kindergarten education, providing a platform for children to develop a range of skills in an enjoyable manner. With an emphasis on entertaining literacy instruction and tailored learning experiences, Finnish teachers have the freedom to adapt their approach based on children's interests and developmental readiness. Research underscores the cognitive, social, emotional, and physical benefits of play, informing Finland's methodical integration of play into early education. This focus on play and creative expression, as outlined in Finnish curricular guidelines, highlights the importance of fostering a well-rounded approach to child development. (Bartley, 2015; Haapanen, n.d.; Hirsh-Pasek & Golinkoff, 2003; Lerkkanen, 2005).

In Singapore's robust early childhood education landscape, literacy development in kindergartens stands out as a focal point, with initiatives aimed at laying a strong foundation for language skills and reading proficiency. This proactive approach underscores the nation's commitment to providing comprehensive support for children's literacy acquisition during crucial developmental stages. Singapore's kindergarten curriculum places a premium on cultivating literacy skills, addressing various aspects such as writing, reading comprehension, phonics, and letter recognition. Within a multilingual environment, children are equipped with early language proficiency, setting the stage for academic success. Through engaging activities like storytelling and reading aloud, Singapore's educational system fosters emergent literacy skills and instills a passion for language and reading among young learners (Ministry of Education Singapore, n.d.; British Council Singapore, n.d.; The Schoolhouse, n.d.).

Recognizing the potential benefits of integrating traditional games into literacy instruction, educators in Singapore have an opportunity to enhance student performance through innovative teaching methods. Despite challenges in effectively implementing game-based learning, empirical evidence suggests its positive impact on students' engagement and self-efficacy, indicating a promising avenue for literacy enhancement in kindergarten settings. The incorporation of traditional games offers a unique avenue to engage students and nurture various skills in Singaporean kindergartens. Drawing from empirical findings, integrating games into literacy instruction holds promise for enriching students' learning experiences and fostering a sense of satisfaction. While challenges persist, a holistic approach emphasizing experiential learning environments may facilitate effective game integration, empowering teachers to create dynamic learning experiences that support literacy development (Kunze, Arim, & Bussi, 2018).

As Australian kindergarten learners grapple with literacy challenges stemming from various factors, it becomes imperative for stakeholders to collaborate in fostering early literacy skills and ensuring a conducive learning environment. Amidst these challenges, integrating traditional games into literacy instruction emerges as a promising strategy to enhance engagement and learning outcomes, aligning with research findings on the positive impact of games in early childhood education. In Australia, disparities in access to quality education,

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curriculum implementation issues, and inadequate support for educators pose significant hurdles to cultivating early literacy proficiency among kindergarten students. To mitigate these challenges and lay a solid foundation for academic success, concerted efforts from educators, policymakers, parents, and communities are essential. By addressing these concerns collaboratively, stakeholders can foster a nurturing and supportive environment conducive to literacy development (PLD Literacy, n.d.; New South Wales Department of Education, n.d.; The Schoolhouse, n.d.).

Amidst efforts to address literacy challenges in Australian kindergartens, the integration of traditional games into literacy instruction presents a promising avenue to enhance student engagement and learning outcomes. Research indicates that leveraging the educational potential of traditional games can effectively support literacy development, offering opportunities for students to engage in collaborative and immersive learning experiences. Drawing from research insights, incorporating traditional games into kindergarten literacy instruction in Australia holds promise for fostering student engagement and improving learning outcomes. By harnessing the educational benefits of traditional games, educators can design interactive learning experiences that promote literacy development. Through games, students have the opportunity to compete, create, and collaborate, ultimately honing skills that contribute to their academic literacy and cultural literacy foundations (World Literacy Foundation, n.d.; Rashid, 2021).

The concerning occurrence of below-grade-level reading among Canadian kindergarten students underscores the urgent need for comprehensive literacy interventions to ensure equitable access to quality education. Addressing these literacy challenges requires a concerted effort to provide early support for children's literacy development and promote equal access to resources and initiatives aimed at fostering strong reading skills. With over a million Canadian children reading below grade level, there's a pressing need to prioritize early literacy interventions to unlock their full potential in academic and personal realms. However, many children lack the necessary support to cultivate proficient literacy skills, posing long-term implications for their educational attainment and future opportunities. A coordinated approach is essential to address these literacy disparities and provide children with a solid foundation in reading and writing from an early age, ensuring equitable access to literacy resources and initiatives (Children's Literacy Foundation, n.d.).

In response to the literacy challenges facing Canadian kindergartens, integrating traditional games into literacy instruction emerges as a promising strategy to enhance early childhood education. Acknowledging the crucial role of play-based learning in fostering knowledge acquisition and skill development, Canadian educators recognize the value of incorporating games into literacy teaching to create engaging and effective learning experiences for young learners. Recognizing the pivotal role of play-based learning, Canadian educators advocate for the integration of traditional games into kindergarten literacy instruction to enhance early childhood education. By leveraging games as a teaching tool, educators aim to promote literacy skill development in a manner that aligns with the principles of play-based learning. Incorporating traditional games into literacy instruction not only supports students' acquisition of literacy skills but also provides opportunities for meaningful practice and skill reinforcement (Fay School, n.d.).

Amidst efforts to address literacy challenges in Thai kindergartens, the integration of traditional games into literacy instruction emerges as a culturally enriching strategy to enhance early education. Recognizing the significance of traditional Thai games as both educational and recreational tools deeply rooted in the country's cultural heritage, leveraging

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these games in literacy instruction offers a unique opportunity to promote language development, critical thinking, and social skills among young learners. The literacy landscape in Thai kindergartens poses multifaceted challenges despite ongoing initiatives to improve early education. From curriculum disparities to the complexities of language development and the importance of parental involvement, addressing these challenges requires a collaborative effort involving educators, policymakers, parents, and communities. However, incorporating traditional Thai games into literacy instruction offers a culturally immersive and engaging approach to bolstering literacy skills among kindergarten students. These games, deeply embedded in Thai culture for generations, not only provide entertainment and physical activity but also offer valuable opportunities for learning and social interaction. By integrating traditional games into literacy instruction, educators can create a dynamic learning environment that celebrates Thailand's rich cultural heritage while fostering essential literacy skills (LittleLives, n.d.; Moonrat & Stewart, 2019; Chatman & Buchanan, 2017).

Furthermore, the incorporation of traditional Thai games aligns with the holistic approach to early education advocated by institutions like St. John's International School, emphasizing play-based learning and the integration of cultural elements into the curriculum. This approach not only enhances literacy development but also nurtures a sense of cultural identity and pride among Thai kindergarten students. In addition to addressing literacy challenges, the integration of traditional Thai games into literacy instruction aligns with the holistic educational philosophy promoted by institutions such as St. John's International School. By emphasizing play-based learning and incorporating cultural elements into the curriculum, educators can create a learning environment that not only enhances literacy skills but also fosters a sense of cultural identity and pride among Thai kindergarten students. This integrated approach to education acknowledges the importance of cultural context in learning and promotes the holistic development of young learners (Wikipedia, n.d Thai Traditional Games.; Kidcyber, n.d.).

Despite efforts to improve literacy training, the Philippines still grapples with significant challenges in kindergarten reading proficiency. Issues such as a lack of mastery of reading elements, inclusion of at-risk learners, insufficient enthusiasm for reading, teacher competence, inadequate facilities and reading materials, parental involvement, and student health have contributed to low reading literacy skills among elementary pupils. These challenges are underscored by the Philippines' lowest reading comprehension scores among 79 countries in the 2018 PISA results, highlighting the ongoing struggle Filipino pupils face in mastering fundamental reading and comprehension abilities. Addressing these concerns is crucial to enhancing children's reading comprehension and overall academic achievement (International Journal for Research in Applied Science and Engineering Technology). The Philippines' low literacy rate can be attributed to several factors, including the scarcity of reading resources such as facilities and materials, as well as learners' lack of interest in reading. The inclusion of at-risk learners, who may require additional assistance and resources to improve their reading abilities, also plays a role. Socioeconomic conditions, resource constraints, and ineffective reading instruction from teachers further contribute to the poor literacy rate. Additionally, the implementation of mother tongue-based multilingual education (MTB-MLE) in the Philippines has been found to negatively impact the development of English literacy. (Typeset, n.d. Education in the Philippines)

Integrating traditional Filipino games into kindergarten reading instruction offers a culturally rich and engaging approach. Games like Piko (hopscotch), Patintero, Tumbang Preso, and Luksong Baka not only promote physical activity but also foster social skills, problem-

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solving abilities, and cognitive development. Rooted in Filipino culture, these activities provide an opportunity for young learners to enhance their vocabulary, language skills, and comprehension. By incorporating these traditional games into literacy lessons, teachers can create a dynamic and inclusive learning environment that celebrates Filipino heritage and supports kindergarten students' reading development (Kiddle n.d., Global Nation Inquirer n.d., AboutArt n.d.).

Incorporating traditional games into literacy instruction offers numerous benefits for learners across various domains, including language, cognitive, moral, socioemotional, physical-motor, and cultural literacy. Gultom and Baharuddin (2018) assert that integrating traditional games with literacy instruction enhances the positive effects of gameplay in the classroom. Research indicates that engaging in traditional games aids students in multifaceted development, encompassing language acquisition, moral understanding, physical coordination, emotional intelligence, and cognitive skills. These games not only facilitate skill enhancement but also contribute to the cultivation of cultural literacy among pupils. Moreover, the inclusion of traditional games in literacy training has been shown to enhance children's cognitive, affective, and psychomotor development, thereby enhancing learning efficacy and student engagement. This research underscores the significance of utilizing play as an educational tool and leveraging classic games to support primary school students' literacy and moral development, particularly amid challenging circumstances such as the COVID-19 pandemic. (Gultom and Baharuddin, 2018)

The challenges surrounding kindergarten literacy skills in Mindanao, Philippines, are complex and deeply rooted in various socioeconomic and educational factors. Several research reports shed light on these issues, emphasizing the critical need for early literacy support and the improvement of mean literacy scores in the region. Despite efforts to enhance literacy training, many students in grades 1 and 2 struggle with fundamental literacy skills such as concepts about print, letter knowledge, reading fluency, accuracy, comprehension, and listening comprehension. The Literacy Boost Philippines: Mindanao Baseline Report 2012 highlights these challenges and underscores the necessity for comprehensive literacy support initiatives (Save the Children, 2012). Furthermore, longitudinal research reports, such as those from UNICEF Philippines, indicate persistently lower mean literacy scores among students in Mindanao compared to their counterparts in Luzon and Visayas. This disparity is particularly evident in the mother tongue language of instruction, emphasizing the need for targeted interventions to address literacy gaps in Mindanao. Additionally, the Compulsory Kindergarten Education and Early-Teenage Literacy in the Philippines study suggests that despite mandatory kindergarten attendance, children in Mindanao do not exhibit significantly improved literacy skills compared to peers who did not attend kindergarten (UNICEF Philippines, 2022; ResearchGate, n.d.). In response to these challenges, initiatives such as the Literacy for 500 Rural Children in Mindanao project have emerged to provide quality instructional materials and support literacy teachers in Indigenous Peoples' communities. This project aims to create conducive learning environments and address the unique literacy needs of marginalized communities in Mindanao (Asian Development Bank, n.d.; GlobalGiving, n.d.). The literacy challenges facing kindergarten students in Mindanao are multifaceted and require comprehensive strategies that address curriculum development, teacher training, parental involvement, and community engagement. Efforts to improve literacy outcomes in the region must be tailored to the diverse linguistic and cultural backgrounds of students while also addressing systemic barriers to educational equity (UNICEF Philippines, 2022; Save the Children, 2012; ResearchGate, n.d.).

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One promising strategy for improving early childhood education in Mindanao kindergartens is to integrate traditional Filipino games into literacy instruction. In addition to promoting fitness and interactions with others, traditional Filipino games help develop critical thinking, language, and cognitive capabilities. By incorporating these games into literacy instruction, teachers can design dynamic atmospheres for learning that accommodate a variety of learning preferences, ultimately fostering the focus, memory, and problem-solving abilities that are essential for the development of reading. A holistic approach to early childhood education, this combination of traditional Filipino games and literacy instruction fosters the cognitive and physical development of kindergarten students in Mindanao (UNICEF Philippines, 2022; Ampuyas, 2014; Maitem & Duhaylungsod, 2019; Typeset, n.d.; Inquirer Global Nation, 2019).

Despite ongoing efforts to enhance early childhood education in Visayas, Philippines, kindergarten students face challenges in developing literacy skills. Research indicates that students in Visayas exhibit similar proficiency levels in Sinugbuanong Binisaya and English, but they lag behind in Filipino compared to their Luzon counterparts. Moreover, many students in Visayas come from multilingual backgrounds where English is rarely used at home, posing additional challenges to language development. Studies on phonological competence among kindergarten learners in Leyte Division of Eastern Visayas Region further highlight difficulties in phonological awareness, particularly in distinguishing rhyming words and correctly identifying short vowel sounds (UNICEF Philippines, 2022; Diampuan, 2019). To address these challenges, there is a pressing need for targeted interventions aimed at enhancing phonological skills development. This includes the design of instructional materials tailored to phonological awareness and providing teachers with guidance, training, and resources to effectively support children's learning needs. Additionally, the positive impact of preschool and day care on early childhood development underscores the importance of early intervention and support prior to kindergarten enrollment (Education Development Center, n.d.; Go & Bumanglag, 2017; Philippine News Agency, 2022).

Integrating traditional Filipino games into literacy instruction offers a promising avenue to enhance early childhood education in Visayas, Philippines. These games not only encourage physical activity and social interaction but also provide rich opportunities for cognitive development, language acquisition, and critical thinking skills. By incorporating traditional games into literacy lessons, educators can create dynamic and engaging learning experiences that cater to diverse learning styles and promote holistic development. This holistic approach fosters a culturally relevant and effective learning environment that nurtures both physical and cognitive growth among kindergarten students in Visayas (Salmorin & Paluga, 2022; Bernardo, 2016; Typeset, n.d.).

Nevertheless, kindergarten students in Luzon, Philippines, continue to grapple with significant challenges in acquiring literacy skills. The 2018 PISA assessment exposed a troubling reality: The Philippines ranked at the bottom among 79 nations in reading comprehension scores, indicating a widespread deficiency in fundamental reading and comprehension abilities among Filipino students (UNICEF Philippines, 2022). Moreover, research by Tomas et al. (2021) underscored the intricate nature of the reading process and its profound impact on young learners, underscoring the imperative for targeted interventions to address issues related to reading mastery and comprehension. Compounding these difficulties are the adverse repercussions of the pandemic lockdown, which have further compounded challenges for students, leaving many struggling with comprehension and pronunciation due to a lack of adequate support and intervention (UNICEF Philippines, 2022). Nevertheless,

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amidst these obstacles, there have been observable improvements in the distribution of literacy skills among Luzon students, particularly in Filipino and English compared to the mother tongue by Grade 3 (Fernando, 2019). Noteworthy initiatives like the Basa Pilipinas program, backed by funding from USAID, have endeavored to tackle these hurdles by reforming reading instruction methodologies, enhancing delivery systems, and broadening access to high-quality reading materials nationwide (Education Development Center, n.d.).

The integration of traditional Filipino games into literacy instruction within kindergarten classrooms in Luzon presents a promising avenue for augmenting early childhood education. These indigenous games, deeply entrenched in Filipino culture, serve not only to foster socialization and discipline but also to nurture cognitive development among children (Typeset, n.d.). By seamlessly incorporating these games into literacy lessons, educators can craft immersive and interactive learning environments tailored to diverse learning styles and preferences. Furthermore, traditional Filipino games have been shown to enhance children's concentration, memory, problem-solving abilities, and overall cognitive development, thereby complementing efforts in literacy acquisition (Kiddle, n.d.). This harmonious fusion of traditional games and literacy instruction epitomizes a holistic approach to early childhood education, one that fosters the holistic development of both physical and cognitive faculties among kindergarten students in Luzon.

Although teaching reading skills is frequently seen as a key component of education, many teachers face major challenges in the process. Imagine a devoted researcher who, for the past five years, has been diligently working at Mamonit Elementary School to help young learners understand the wonders of reading and writing. After years of dedication and a tireless commitment, she still has to overcome the ongoing challenge of many children not being able to distinguish between letters and their associated sounds. These observations give rise to serious concerns. How can teachers such as her close this knowledge gap? How can they ignite in each child a sense of knowledge and a love of reading? The researchers at Mamonit Elementary are troubled by these questions.

Many strategies have been implemented in an attempt to remove the obstacles to literacy. Unfortunately, though, they have not had much of an effect. An innovative and creative strategy that aims to both solve the academic difficulties and provide joy and engagement to the learning process arises in the face of this unpleasant reality. Discover the world of traditional games played by Filipinos. These long-standing, deeply rooted traditions are about to take center stage in the ancient hallways of Mamonit Elementary School. Recalling the lessons learned from the past, teachers see how these games may be a powerful tool for improving letter retention and learners' performance in general.

One may wonder, though, why traditional Filipino games? Their inherent characteristics and unique appeal hold the key to the solution. These games, in contrast to traditional teaching techniques, invite children outside, where the endless wonders of nature serve as their learning environment. Children are encouraged to explore, learn, and develop in an environment full of sensations, with natural materials serving as their tools and the open sky serving as their roof. Furthermore, these games have advantages beyond the classroom. They offer a comprehensive educational experience that fosters social, emotional, physical, and cognitive development in addition to cognitive skills. Children create relationships, develop resilience, and polish essential life skills while having fun through play, laughing, and friendly competition.

As Mamonit Elementary School began its innovative journey, thorough research was conducted to evaluate the effects of incorporating traditional Filipino games into the

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academic program. This study confirmed their unwavering dedication to helping all learners reach their greatest potential and fostering a welcoming, encouraging learning environment. In the pages that followed, we delved deeper into the thinking behind this innovative approach and examined how it might completely transform the field of literacy instruction and open doors to a better future for generations to come.

Statement of the Problem

This study aimed to enhance the performance in literacy skills among kindergarten learners at Mamonit Elementary School by fusing letter activities that integrated traditional Filipino games during the school year 2023-2024.

Specifically, the study sought answers to the following questions:

1. How are the literacy skills of kindergarten pupils described along with letter and sound identification before fusing traditional Filipino games with letter activities?
2. To describe the actual experiences in fusing the traditional Filipino games with letter activities?
3. How are the literacy skills of kindergarten pupils described along with letter and sound identification after fusing traditional Filipino games with letter activities?
4. Is there a significant difference on the literacy skills of kindergarten pupils before and after fusing traditional Filipino games with letter activities?
5. What action plan can be proposed to improve literacy skills among kindergarten pupils?
- 6.

Null Hypothesis

There is no significant difference between literacy skills of the kindergarten pupils before and after fusing traditional Filipino games with letter activities.

Conceptual Framework

UNICEF (2012) defined reading readiness as a process that involved preparing, encouraging, and engaging children in reading activities to ensure they met the academic demands of future grade levels, which formed the basis of the conceptual framework for this study. This research followed a two-stage approach: assessment and intervention. Initially, the basic literacy skills of kindergarten learners—such as phonemic awareness, letter recognition, and early reading and writing abilities—were assessed to establish a baseline. Following this, traditional Filipino games were integrated into the classroom, combining cultural relevance with literacy-focused activities. This innovative approach aimed to make learning more interactive and engaging, promote active learning, enhance phonemic awareness, and improve letter recognition and early literacy skills. The effectiveness of this strategy was measured by comparing literacy skills before and after the intervention. By providing a structured framework, this research had the potential to inform best practices in early childhood education, highlighting the significance of culturally relevant, play-based learning in enhancing literacy outcomes for young learners.

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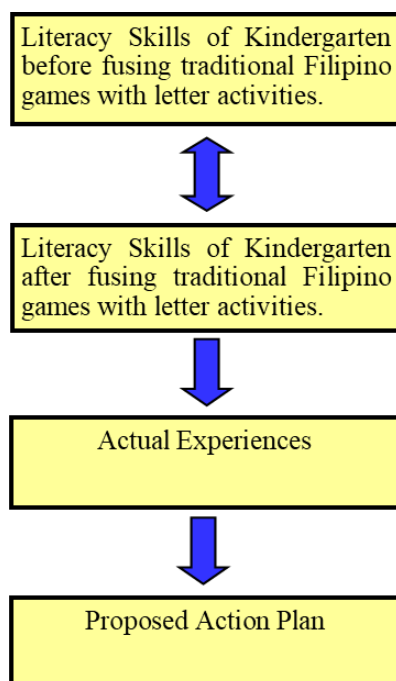


Figure 1. Paradigm of the Study

2. METHODS

Research Design

To ascertain the degree to which the learners' performance in literacy skills was impacted by the integration of traditional Filipino games with letter activities, this study utilized a quasi-experimental approach and a qualitative method.

In a Quasi-experimental research design, the method was used to study cause-and-effect relationships between variables, resembling experimental research but with notable distinctions. The researcher did not possess complete control over the assignment of participants to different groups, as in a true experimental design. Instead, participants were often grouped based on existing characteristics or conditions, such as age, gender, or pre-existing conditions. While quasi-experimental designs lacked the random assignment of participants, they were able to compare groups and make inferences about causality, albeit with less certainty than in a true experimental design. This approach was frequently utilized when it was not feasible or ethical to conduct a true experiment, offering valuable insights into real-world situations. (American Psychological Association, 2020). The qualitative method enabled the researcher to capture the actual experiences in the teaching and learning delivery through literacy adventures fusing traditional Filipino games with letter activities.

Research Respondents

The respondents of the study were the total population of the kindergarten at Mamunit Elementary School, comprising 30 learners for the academic year 2023-2024.

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Research Locale

The history of Mamonit Elementary School goes back many years. When it was initially established, it was a small educational school in Mayantoc, Tarlac, with the goal of providing children from the community with an excellent education. The school saw multiple modifications and renovations throughout the years to accommodate the changing needs and expectations of the community it served. Mamonit Elementary School was a well-known school noted for its focus on comprehensive student development and academic success. It was able to accomplish this with the help of the local government, the community, and the committed work of its staff, teachers, and administrators. It still has a significant impact on the minds and destinies of children in Mayantoc, Tarlac, today, leaving a lasting legacy in the local education landscape.

Research Instrument

This research adapted the questionnaire from Project READi, developed by Rosendo C. Rombaoa Jr. EdD, a Master Teacher I at Ventenilla Elementary School. The questionnaire, comprising 78 items, was adapted and utilized by kindergarten teachers within the DepEd Tarlac Province. It encompassed three main sections: letter identification, phonemic awareness/letter sounds, and writing letters (both uppercase and lowercase). Following validation, the questionnaire was administered to kindergarten learners.

The pretest measured the literacy skill levels of kindergarten learners before any intervention. Subsequently, a posttest was conducted to evaluate whether learners had attained the desired proficiency in literacy skills after the intervention.

Data Gathering Procedure

The researcher secured permission from the Division Superintendent of Tarlac Province to conduct the study at Mamonit Elementary School, ensuring compliance with all necessary regulations. Furthermore, prior to the study, consent forms for participation were distributed among the parents of the learners to ensure informed consent.

Following the intervention, the researcher analyzed and compared the results of the pre- and post-tests to assess the impact of integrating traditional Filipino games on the enhancement of learners' performance in letter activities within literacy. This evaluation ascertained the effectiveness of such an intervention. Subsequently, the researcher derived insights, engaged in discussions, and reflected upon the findings to inform further research and educational practices.

Program of Activities

Title of the Program: Literacy Journey: An Alphabet Adventure Blended with Filipino Culture

Duration: Six weeks total, with two sessions every week.

Objective: Using a fun combination of interactive letter-based exercises and traditional Filipino games, kindergarten learners' literacy proficiency was improved.

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WEEK	LETTER /SOUND	TRADITIONAL FILIPINO GAMES	MECHANICS
1	Jj	Piko	Kids discuss the letter J, then play hopscotch (Piko) while saying words that start with J.
2	Hh	Tumbang Preso	Children talk about the letter H, then play a game where they try to knock down a can (Preso) while avoiding being tagged.
3	Kk	Chinese Garter	Kids explore the letter K, then jump over an elastic band while saying words that start with K.
4	Yy	Nanay-Tatay Hand Game	Children discuss the letter Y, then play a hand-clapping game where mistakes result in saying a word that starts with Y.
5	Vv	Langit-Lupa	Kids learn about the letter V and play a game of tag (Langit-Lupa), freezing in place when tagged, while saying words that start with V.
6	Qq	Pitik Bulag	Children explore the letter Q and play a blindfolded game (Pitik-Bulag), trying to identify others by their sound and say a word that starts with Q.

Week 1: Piko

We had an enjoyable time playing Piko while exploring the letter J! To begin, participants discussed the letter J, recognizing its appearance and the sound it made, which was "juh." They brainstormed words starting with J, such as "jump," "jelly," or "jacket." Next, they prepared to play Piko by securing a spacious area like a playground or yard and gathering some chalk. They created squares on the ground, either numbering them from 1 to 10 or using shapes. The objective was to hop through the squares without touching the lines, starting from square 1, hopping through each one, and returning back. To add excitement, before each hop, they said a word that started with J, like "jump" or "jelly," and perhaps attempted spelling it together. Throughout the game, they listened for J words and attempted to come up with new ones. Afterwards, they reflected on the J words used and shared any new ones they learned. This engaging activity fostered fun while aiding in vocabulary expansion and letter recognition skill development!

Week 2: Tumbang Preso

They had some fun playing Tumbang Preso while learning about the letter H! First, the children talked about the letter H, recognizing its shape and sound, "huh." They brainstormed words starting with H, such as "hat," "house," or "heart." Now, to play Tumbang Preso, they needed a large open space and an empty can. They set up the game by placing the can in the middle of the playing area. One child was chosen as the "it" or "tagger," while the other children scattered around the area. The objective was for the "it" player to knock down the can by throwing a soft object, like a rubber slipper, while the other players avoided being tagged. To relate to the letter H, they added a twist by saying a word starting with H, like "hat" or "happy," before each throw. The game encouraged active play and helped reinforce

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vocabulary and letter recognition skills. After playing, they reflected on the H words used and shared any new ones they learned. This simple and engaging activity made learning about the letter H lots of fun for kindergarten children!

Week 3: Chinese Garter

They had a great time playing Chinese garter while exploring the letter K! First, the children discussed the letter K, recognizing its shape and sound, "kuh." They brainstormed words starting with K, such as "kite," "key," or "kangaroo." Now, to play Chinese garter, they needed a long elastic band tied together to form a big loop. They stood on opposite sides of the loop. The objective was to jump over the elastic band without touching it. One child started by jumping over the band, and with each turn, they raised the band higher and higher. To relate to the letter K, they added a twist by saying a word starting with K, like "kite" or "kangaroo," before each jump. The game promoted physical activity and helped reinforce vocabulary and letter recognition skills. After playing, they reflected on the K words used and shared any new ones they learned. This simple and enjoyable activity made learning about the letter K lots of fun for kindergarten children!

Week 4: Hand Game Nanay-Tatay

They enjoyed playing the Nanay-Tatay hand game while exploring the letter Y! First, the children discussed the letter Y, recognizing its shape and sound, "yuh." They brainstormed words starting with Y, such as "yoyo," "yacht," or "yema." Now, to play Nanay-Tatay, they stood in a circle or designated playing area. All the children participated in one circle, and whoever made a mistake had to say something that started with the letter Y. This game encouraged listening skills and fostered vocabulary expansion while making learning about the letter Y lots of fun for kindergarten children!

Week 5: Langit-Lupa

They had a wonderful time playing Langit-Lupa while exploring the letter V! First, the children discussed the letter V, recognizing its shape and sound, "vuh." They brainstormed words starting with V, such as "van," "volcano," or "vegetable." Now, to play Langit-Lupa, we needed a spacious area where we could move around freely. One child was designated as "it" and stood in the middle, representing "lupa" (earth), while the other children scattered around, representing "langit" (sky). The goal was for "it" to tag the other children, who then had to freeze in place. To relate to the letter V, we added a twist by saying a word starting with V, like "van" or "volcano," before we froze. This game encouraged physical activity, listening skills, and vocabulary expansion, making learning about the letter V an enjoyable experience for kindergarten children!

Week 6: Pitik Bulag

They had a fun time playing Pitik-Bulag while exploring the letter Q! First, the children discussed the letter Q, recognizing its shape and sound, "kwuh." They brainstormed words starting with Q, such as "queen," "quack," or "quiet." To play Pitik-Bulag, we needed a designated playing area. One child was chosen as "bulag/queen," or blindfolded, and stood in the middle with their eyes closed. The other children scattered or moved around the area. The objective was for the blindfolded player to identify someone by their sound and say a word that started with the letter Q. This game encouraged listening skills, fostered vocabulary expansion, and made learning about the letter Q exciting for kindergarten children!

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The researcher wanted to fuse traditional Filipino games into letter activities to improve the learners' literacy skills. This intervention was administered through pretests and posttests, which served as the assessment of the study. These activities provided engaging ways to reinforce letter recognition and vocabulary skills while promoting active play and fun learning experiences for kindergarten children. To monitor the progress of the pupils each week, the researcher scheduled kumustahan every Friday to gather feedback and experiences from the learners.

Statistical Analysis

This study determined the extent to which the use of fusing traditional Filipino games with letter activities affected the learners' performance in literacy skills. Specifically, an ordinal categorical scale was used by the researcher to describe the data that was observed. The researcher organized data into separate categories, such as "beginning," "developing," and "consistent," each with its own order. As a case study, "consistent" was valued higher than "developing" and "beginning," although exact differences were not measured. This approach classified kindergarten kids' performance levels based on these adjectival evaluations, offering a clear framework for analysis and interpretation. Additionally, a t-test for paired sample means was employed to identify any significant difference in the academic performance of the students between the pre-test and post-test.

$$t = \frac{(X_1 - X_2)}{\sqrt{\frac{(S_1)^2}{n_1} + \frac{(S_2)^2}{n_2}}}$$

The performance of the kindergarten was characterized as follows:

Adjectival Rating	Index Limits	Description
Consistent	80-100	<ul style="list-style-type: none"> Rarely demonstrates the expected competency Rarely participates in class activities and/or initiates independent works Shows interest in doing tasks but needs close supervision
Developing	60-79	<ul style="list-style-type: none"> Sometimes demonstrates the competency Sometimes participates, minimal supervision Progresses continuously in doing assigned tasks
Beginning	0-59	<ul style="list-style-type: none"> Always demonstrates the expected competency Always participates in the different activities, works independently Always performs tasks, advanced in some aspects

3. RESULTS AND DISCUSSION

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This portion presents the results of the study and discusses the interpretation of the gathered data about the implementation of fusing traditional Filipino games with letter activities for improving kindergarten literacy skills.

3.1 Literacy Skills of Kindergarten Learners along Letter and Sound Identification Before Fusing Traditional Filipino Games with Letter Activities

The researcher gave a pretest to the learners. This pretest was given to assess the literacy skills of the kindergarten learners. The beginning performance of the respondents in literacy motivated the researcher to embark on fusing traditional games. Initially, their performance before the fusion was mostly at the beginning level.

Table 1. Literacy Skills of Kindergarten Learners Before Fusing Traditional Filipino Games

Level of Skills	Frequency	Percentage (%)
Consistent	2	7
Developing	9	30
Beginning	19	63
Total	30	100

Before the integration of traditional Filipino games with letter activities a significant majority, constituting 63% of the sample, were in the beginning level, indicating limited proficiency in recognizing letters and their associated sounds. Furthermore, 30% were categorized as developing, indicating progress without achieving proficiency, while only a minor fraction, 7%, demonstrated consistent skills in both letter and sound identification. These findings underscore the imperative for targeted intervention to bolster literacy skills among kindergarten learners, especially focusing on letter recognition and sound association.

Transitioning from the empirical findings to the scholarly discourse, literature extensively discusses the efficacy of utilizing games to enhance literacy. It illuminates how traditional games like boggle and scrabble contribute to augmenting reading comprehension and letter recognition, while also fostering language development among young learners. Moreover, it presents innovative approaches to integrating traditional Filipino games such as Piko and Tumbang Preso into the educational milieu, encouraging active engagement in diverse subjects including language and reading. This comprehensive examination underscores the pivotal role of interactive exercises, particularly traditional games, in cultivating a dynamic learning environment conducive to literacy development across all age groups.

Given the identified literacy gaps and the insights gleaned from literature, there is a pressing need for tailored instruction and targeted interventions to cater to the diverse needs of learners. The integration of traditional Filipino games into literacy education emerges as a promising avenue to nurture letter and sound recognition skills while immersing learners in culturally resonant learning experiences. These interventions serve as indispensable tools for fortifying fundamental literacy skills, thereby laying the robust groundwork for future achievements in reading and writing endeavors. Furthermore, advocating for longitudinal studies becomes imperative to ascertain the effectiveness and enduring impact of these interventions on the trajectory of students' literacy growth.

In summation, the analysis not only underscores the significance of addressing the varied literacy skill levels among kindergarten students but also accentuates the potential

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advantages of infusing cultural elements into literacy instruction. Through a seamless blend of empirical findings and scholarly discourse, it advocates for a holistic approach that leverages traditional games and culturally relevant content to foster literacy development, thereby paving the way for enhanced educational outcomes among young learners.

3.2. Actual Experiences of Kindergarten Learners During the Implementation of Fusing Traditional Filipino Games with Letter Activities

The researcher implemented the fusing of traditional Filipino games with letter activities. This action plan was given to describe the actual experiences of kindergarten learners during the implementation of fusing traditional Filipino games with letter activities for improving kindergarten literacy skills.

Table 2. Actual Experiences of Kindergarten Learners in Fusing Traditional Filipino Games with Letter Activities

Week 1	Actual Experiences
Piko: Jj	<ul style="list-style-type: none">• The children excitedly gather as the teacher introduces the letter J, guiding them to write it, understand its sound, and spot items starting with "J."• Afterward, the class transitions to the traditional Filipino game of Piko (hopscotch), with each square adorned with a letter prompting the children to shout out words like "jacket," "jelly ace," and "jet."• With giggles and determined faces, one child hops on one foot, working on balance, while another carefully navigates the squares, careful not to step on the lines, all the while absorbing the rules.• Counting aloud as they hop reinforces their numerical skills, accompanied by the sheer joy of running, jumping, and hopping around, honing their motor skills and skipping techniques.• Amidst cheers and encouragement, a child calculates the best way to toss the marker and retrieve it without stumbling, showcasing strategic thinking.• Some children take delight in sketching the Piko grid with chalk, adding their artistic flair to the game.• Cheers erupt as a child completes the grid flawlessly, basking in the accomplishment and boosting their self-assurance, making Piko an instant favorite for all.

Code: Enhanced motor skills and letter J recognition through the interactive play of Piko.

Piko serves as an immersive learning experience where children not only practice motor skills through hopping and balancing but also engage deeply with letter recognition and phonics. The structured play on letter-marked squares encourages children to actively identify and articulate words starting with "J," thereby enhancing their phonemic awareness and vocabulary. This hands-on approach to learning reinforces the association between the letter's sound and its visual representation. Moreover, the collaborative nature of Piko fosters social skills as children take turns, cheer each other on, and strategize together. By integrating physical activity with cognitive and social development, Piko creates a dynamic learning environment that promotes holistic growth.

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Week 2

Actual Experiences

Tumbang Preso: Hh

- The teacher introduces the letter H, guiding the children to write it and learn its sound, followed by identifying objects that start with H.
- Children eagerly transition to playing Tumbang Preso in an open area, filled with excitement and anticipation.
- They strategize intensely on who will start as the "it" player and how to aim precisely to knock down the can placed at the center, showcasing their coordination and throwing skills.
- Cooperation is prominently displayed as they collaborate to retrieve the can or assist tagged friends, fostering teamwork and social interaction.
- Problem-solving skills come into play as they adjust their throwing techniques based on the distance and obstacles present in the play area.
- Physical activity is actively engaged in as they run, dodge, and throw, enjoying the energetic play and enhancing their motor skills.
- Some children enthusiastically suggest creative variations to the game rules, such as changing the throwing distance or adding new challenges, demonstrating their ingenuity and enthusiasm.
- Laughter and cheers fill the air as they celebrate successful throws and clever escapes, making Tumbang Preso a memorable highlight of their learning and playtime experiences.
- Excitement peaks as they experience the thrill of competition and achievement, encouraging friendly rivalry and mutual support among peers.

Code: Teamwork and strategic thinking with letter H activities in Tumbang Preso.

Tumbang Preso blends physical agility with cognitive and social skill development. As children strategize to knock down the can (representing the letter H) and avoid being tagged, they engage in problem-solving and critical thinking. The game's physical demands—running, dodging, and throwing—improve gross motor skills, coordination, and spatial awareness. Additionally, the competitive aspect of the game encourages children to negotiate rules, resolve conflicts, and collaborate effectively. Through these interactions, they learn the value of teamwork and sportsmanship. Tumbang Preso not only reinforces letter recognition and phonemic skills but also fosters cultural appreciation by engaging children in a popular Filipino game that connects them to their heritage.

Week 3

Actual Experiences

Chinese Garter: Kk

- The teacher introduces the letter K, guiding the children to write it, learn its sound, and identify objects that start with K.
- After the discussion, the children eagerly transition to playing Chinese garter on the playground, adjusting the garter around their ankles, knees, and thighs to challenge themselves with different height levels.
- They carefully hop over and under the garters, testing their coordination and balance as they progress through the levels.
- While jumping over the garter, instead of the usual counting (1 and 1, 2 and 2), they chant "K-kkuh kuh, K-kuh kuh" to master the target letter K and its sound. If they make a mistake, they name something that starts with the letter K.

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- Teamwork and cooperation are evident as they hold the garter steady for each other and cheer on their peers attempting higher levels.
- Some children showcase creativity by inventing new challenges, such as hopping on one foot or adding twists and turns to increase the game's difficulty.
- Engaging in running, jumping, and stretching during the game provides enjoyable physical activity, promoting the development of motor skills.
- Laughter and cheers fill the playground as children successfully clear levels or cheerfully try again, celebrating each accomplishment together.
- Excitement peaks as they experience the thrill of completing challenges and achieving milestones in the game.
- Reflections on their experience reveal joy and satisfaction as children relish the fun and camaraderie fostered through Chinese garter.

Code: Promoting coordination and creativity through letter K challenges in Chinese Garter.

Chinese garter enriches physical and cognitive development through creative play and letter exploration. By adjusting the garter at different heights and chanting rhymes related to the letter K, children enhance their balance, flexibility, and coordination. The game's rhythmic elements and rule variations encourage innovation and problem-solving as children invent new challenges and strategies. Socially, Chinese garter promotes cooperation and communication skills as children support each other and work collaboratively to achieve game objectives. This interactive approach not only strengthens letter recognition and phonetic awareness but also cultivates cultural pride and identity as children engage with a traditional Filipino game.

Week 4

Actual Experiences

**Nanay-
Tatay:
Yy**

- The teacher starts with a fun discussion on the letter Y, guiding the children to write it and identify objects that start with Y, sparking their excitement with a chant, "What is the sound of the letter Y, yuh yuh?"
- As they gather in circles or form teams, the children eagerly chant "Yuh one clap, yuh-yuh two claps, yuh-yuh-yuh three claps," laughing when they miss the beat or forget the number of claps.
- Giggles and cheers fill the room as some children jump up and down, celebrating when they correctly name items like yo-yo or yogurt, their faces beaming with pride.
- During the game, the children enhance their letter recognition and memory skills by quickly recalling words that start with Y and connecting the letter to everyday objects with bright smiles.
- With each clap and step, the children develop their fine motor skills through coordinated hand movements, while their gross motor skills improve as they move to different positions in their teams.
- Peers encourage each other with loud cheers and applause, creating a supportive environment where everyone feels part of the team and fostering a strong sense of community.
- The game's turn-taking and listening elements are evident as children patiently wait for their turn to clap and name an item, showing respect and attention to their friends.

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- Engagement in Nanay-tatay deepens their cultural appreciation as they learn about and enjoy a traditional Filipino game, enhancing their connection to their heritage.
- Laughter and smiles fill the classroom as the children revel in the rhythmic chants and playful gestures, making Nanay-tatay their favorite activity.
- Week 4 concludes with the children eagerly looking forward to the next game, the excitement and joy from Nanay-tatay making it a memorable highlight of their learning journey.

Code: Fostering letter Y recognition and cultural appreciation through interactive learning in Nanay-tatay.

Nanay-Tatay is a culturally rich activity that enhances linguistic skills, memory, and fine motor coordination. By clapping and chanting patterns associated with the letter Y and naming objects starting with Y, children develop phonemic awareness and vocabulary. The rhythmic nature of the game supports auditory discrimination and coordination while reinforcing letter-sound associations. Socially, the turn-taking and supportive interactions among peers promote patience, respect for rules, and teamwork. Nanay-Tatay not only strengthens language skills but also deepens cultural appreciation as children connect with Filipino traditions in a joyful and inclusive manner, fostering a sense of belonging and cultural identity.

Week 5

Actual Experiences

Langit Lupa:Vv

- As the kindergarten learners gather for Week 5, they are introduced to the traditional Filipino game Langit Lupa, focusing on the letter V.
- The lesson starts with learning the letter V—its sound, words like "volcano" and "violin," and proper writing—and preparing them for the game.
- Children eagerly line up, anticipation evident on their faces, ready to begin Langit Lupa.
- Once the game starts, one child becomes "it" and chases others, who swiftly seek refuge on benches, playground equipment, or other raised surfaces.
- The playground resonates with laughter and shouts as children run and dodge, reveling in the thrill of escaping being tagged.
- The game becomes animated with the rule that whoever is caught must name something starting with V or become the new "it," encouraging quick thinking and creativity.
- Groups of children collaborate, whispering strategies to outwit the "it" or coordinate movements between "langit" and "lupa," fostering teamwork and communication.
- Cheers and words of encouragement flow from bystanders, creating a supportive atmosphere that enhances the game's enjoyment and camaraderie.
- Children develop spatial awareness and agility as they navigate between elevated and ground surfaces, improving their motor skills and coordination.

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- Through Langit Lupa, children not only enjoy the physical activity but also connect with Filipino cultural traditions, gaining a deeper appreciation for their heritage and cultural identity.

Code: Building spatial awareness and cultural connections with letter V activities in Langit Lupa.

Langit Lupa engages children in physical play that enhances spatial awareness, agility, and motor coordination. By navigating between elevated "langit" (sky) and ground "lupa" (earth) surfaces while evading being tagged, children develop gross motor skills and spatial reasoning. The game's rule that tagged players must name objects starting with V encourages quick thinking, vocabulary expansion, and letter association. Culturally, Langit Lupa connects children to Filipino heritage and traditions, fostering pride and cultural identity. Socially, the game promotes collaboration, communication, and empathy as children strategize and support each other, making learning collaborative and meaningful.

Week 6

Actual Experiences

**Pitik
Bulag:Qq**

- During Week 6, kindergarten learners eagerly explored the traditional Filipino game Pitik Bulag, centered around the letter Q.
- The session commenced with an engaging lesson on the letter Q—its distinct sound, along with words such as 'queen,' 'quack,' and 'quail'—and proper letter formation.
- The teacher captivated the children's attention by demonstrating and explaining the playful mechanics of Pitik Bulag.
- Excitement filled the room as children paired up, their faces reflecting curiosity and anticipation, ready to immerse themselves in the game.
- In each pair, one child covered their eyes while the other prepared to gently flick their finger close to the covered eyes, sparking laughter and giggles throughout the classroom.
- Amidst the laughter, children eagerly guessed how many fingers were shown after each flick, celebrating correct guesses with cheers and delight while enjoying the camaraderie of playful competition.
- The game not only entertained but also enhanced letter recognition skills as children associated words starting with Q, reinforcing their understanding of the targeted letter.
- Through the interactive nature of Pitik Bulag, children honed their fine motor skills and practiced precise finger control, promoting dexterity and coordination.
- Social interactions blossomed as children took turns flicking and guessing, fostering teamwork, patience, and empathy as they supported each other's attempts.
- The classroom buzzed with lively energy and joy throughout the session, with Pitik Bulag emerging as a beloved activity that blended learning, laughter, and engagement seamlessly.

Code: Improving fine motor skills and letter Q association through engaging play in Pitik Bulag.

Pitik Bulag integrates fine motor skills development with letter association in a playful and interactive format. By flicking fingers near covered eyes and guessing the number of fingers shown, children enhance hand-eye coordination, dexterity, and precision. The game

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reinforces letter Q recognition through associated words like 'queen' and 'quail,' strengthening phonemic awareness and vocabulary. Socially, turn-taking and supportive interactions among peers promote patience, empathy, and cooperation. Pitik Bulag not only enhances physical dexterity and cognitive skills but also fosters social-emotional development through playful engagement, making learning enjoyable and effective.

Summary Table for Actual Experiences

Weeks	Code
1 Piko: Jj	Enhanced motor skills and letter J recognition through the interactive play of Piko.
2 Tumbang Preso: Hh	Teamwork and strategic thinking with letter H activities in Tumbang Preso.
3 Chinese Garter: Kk	Promoting coordination and creativity through letter K challenges in Chinese Garter.
4 Nanay-Tatay Handgame: Yy	Fostering letter Y recognition and cultural appreciation through interactive learning in Nanay-tatay.
5 Langit-Lupa: Vv	Building spatial awareness and cultural connections with letter V activities in Langit Lupa.
6 Pitik Bulag: Qq	Improving fine motor skills and letter Q association through engaging play in Pitik Bulag.

Theme: Enhanced Kindergarten Literacy Skills Through Games

The integration of traditional Filipino games in kindergarten education exemplifies a robust approach to enriching learning through active play, fostering both creativity and coordination among young learners. Each week's activities, from Piko to Pitik Bulag, are meticulously crafted to not only introduce letters and sounds but also to imbue cultural appreciation and enhance developmental skills.

For instance, Piko immerses children in a playful environment where they not only learn the letter J but also engage in physical movements that enhance motor skills and reinforce letter recognition. This dual focus on physical activity and cognitive development exemplifies how traditional games can effectively support educational goals. Similarly, games like Tumbang Preso and Chinese Garter stimulate strategic thinking, teamwork, and physical agility, all while deepening children's connection to Filipino heritage.

Additionally, programs like Nanay-Tatay and Langit Lupa blend language learning with motor skill development, empowering kids to communicate rhythmically and move quickly through environments. By demonstrating how play can serve as a means of both cultural immersion and intellectual development, these games perfectly match the topic of celebrating linguistic diversity and fostering spatial awareness.

All things considered, integrating traditional Filipino activities into kindergarten not only enhance learners' cognitive and physical abilities but also help them develop a strong sense of cultural identification and community. These activities create a dynamic learning environment where children actively interact with their history while gaining critical skills for academic performance and personal growth by fusing play with learning objectives. This method not only makes learning fun, but it also emphasizes how important traditions are in developing well-rounded people from a young age.

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3.3 Literacy Skills of Kindergarten Pupils along Letter and Sound Identification After Fusing Traditional Filipino Games with Letter Activities

After six weeks the learners were given a posttest to determine whether they improved or not. The table shows the literacy skills of kindergarten learners had improved after fusing traditional Filipino games with letter activities.

The increased of literacy skills of the kindergarten learners is attributed to the "Literacy Adventures" instruction conducted by the researcher, which also shows that it is possible for other learners to improve if they are given proper assistance. Moreover, it also calls for teacher initiative to see how they can help their learners not only in literacy skills but even in the other field of discipline.

Table 3. Literacy Skills of Kindergarten Learners After Fusing Traditional Filipino Games

Level of Skills	Frequency	Percentage (%)
Consistent	19	63
Developing	8	27
Beginning	3	10
Total	30	100

Transitioning from the initial assessment to the post-intervention evaluation, Table 3 presents the literacy skills of kindergarten learners following the integration of traditional Filipino games with letter activities. Notable improvements in literacy proficiency are evident, with a discernible shift towards higher skill levels among the participants. Particularly striking is the substantial increase in the proportion of students classified as consistent in letter and sound identification, rising to 63%. This significant enhancement underscores the effectiveness of incorporating traditional Filipino games into literacy instruction, particularly in nurturing letter and sound identification abilities.

Building upon empirical evidence, the integration of traditional Filipino games into educational settings emerges as a potent catalyst for the continuous advancement of literacy skills, as elucidated by various research studies and literary works. These culturally immersive activities not only facilitate a deeper understanding of subject matter but also contribute to the preservation of cultural heritage. Moreover, studies indicate a positive correlation between engagement in traditional games and enhanced language development, especially among preschoolers. By fostering social skills such as problem-solving and teamwork, these activities play a pivotal role in the holistic development of young learners, thereby enriching their reading experiences.

Delving deeper into the analysis of Table 3, a compelling narrative of improved kindergarten literacy emerges, shaped by the integration of traditional Filipino games with letter activities. This innovative intervention yielded remarkable results, showcasing an exponential transition to higher proficiency levels among learners. The surge in the percentage of students consistently identifying letters and sounds to 63% underscores the undeniable efficacy of the intervention in bolstering fundamental literacy skills. Furthermore, the marked decrease in the percentage of learners in the developing stage signifies a journey of advancement, with an increasing cohort reaching proficient levels. The significant decline in the beginning stages reflects the intervention's adept handling of initial literacy challenges. These compelling outcomes underscore the unparalleled effectiveness of culturally integrated

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and experiential learning, wherein traditional games serve as catalysts for the holistic development of young minds.

In essence, the transformative outcomes revealed by Table 3 underscore the paramount importance of adopting culturally relevant educational strategies to design engaging reading activities that captivate, empower, and accelerate the literacy development of young learners.

3.4 Significant Difference on the Literacy Skills of Kindergarten Pupils Before and After Fusing Traditional Filipino Games with Letter Activities

It can be gleaned from Table 4 that the kindergarten learners have improved during the posttest which is attributed to the effort of the teacher as facilitator in the school and the effectiveness of fusing traditional Filipino games with letter activities in improving kindergarten performance.

Table 4. Test of Significant Difference on the Literacy Skills of the Kindergarten Learners Before and After Fusing Traditional Filipino Games with Letter Activities.

Literacy Skills	Mean	Mean Difference	N	df	Sig. Level	t-Value	p-value	Remarks
Pretest	45.1	-30.9	30	29	.01	-22.6**	<0.001	Significant
Posttest	67.03							

Transitioning from the description of Table 4's results to their interpretation, the analysis presents compelling evidence of the profound impact of integrating traditional Filipino games with letter activities on the literacy skills of kindergarten learners. Table 4 elucidates a significant difference between pretest and posttest scores, with a mean difference of -30.9, indicating a noteworthy improvement in scores following the intervention. This elevation in scores suggests that learners attained higher levels of literacy proficiency after engaging in activities involving traditional Filipino games.

Moving from the statistical analysis to the broader context, the rejection of the null hypothesis, supported by computed p-values less than 0.001, underscores the robust statistical significance of the observed improvement. This rejection signals a meaningful disparity in literacy skills before and after the intervention, validating the effectiveness of incorporating traditional Filipino games with letter activities. Furthermore, the substantial t-value of -22.6, surpassing the critical value of a two-tailed test, provides additional validation for the significance of the observed improvement.

Transitioning to a broader perspective, it's essential to consider related studies that have explored similar educational interventions. A study by **Bautista and Maramba (2020)** investigated the integration of traditional Filipino games into early childhood education and found that these games significantly enhanced not only literacy skills but also social interaction and cultural awareness among young learners. This study supports the current findings, highlighting the effectiveness of culturally relevant pedagogical strategies in fostering both academic and personal development in early education. Extending the discussion beyond statistical significance, a review of relevant literature sheds light on the multifaceted benefits of traditional Filipino games in promoting literacy development among kindergarten learners. Studies illuminate how these games not only enhance language learning but also cultivate

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vital social skills and foster cultural awareness and appreciation. Moreover, research underscores the importance of integrating cultural factors into instruction and learning, emphasizing the role of traditional Filipino games in nurturing learners' identities and cognitive growth.

In conclusion, a synthesis of empirical evidence and scholarly discourse underscores the transformative potential of integrating traditional Filipino games with letter activities in enhancing literacy skills among kindergarten pupils. The findings from Table 4, supported by statistical rigor and complemented by insights from the literature, affirm the efficacy of culturally relevant instructional approaches in education. By harnessing the power of traditional games, educators can create engaging and effective learning environments that empower learners to thrive academically while celebrating and preserving cultural heritage.

3.5 Proposed Action Plan for the Literacy Skills of Kindergarten Learners

The foregoing is the proposed action plan to address literacy skills by fusing traditional Filipino games in improving literacy skills.

Areas of Concerns	Activities	Strategies	Measures of Verification (MOV)
Phonemic Awareness	Introduce nursery rhymes.	Sing popular Filipino nursery rhymes like "Bahay Kubo" or "Leron Leron Sinta."	Observation of children's ability to repeat rhyming words and phrases.
	Play sound identification games.	"Guess the Sound" game where children listen to common sounds in the environment and identify them.	Increase in the number of sounds correctly identified by children.
Vocabulary Building	Label objects in the classroom with Filipino words.	Label items like "lapis" (pencil), "tubig" (water), or "libro" (book) with their corresponding Filipino words.	Recognition of labeled objects by children during classroom activities.
	Use storytelling with simple narratives.	Tell short stories with repetitive phrases and actions, like "Si Pagong at si Matsing" (The Tortoise and the Monkey).	Comprehension assessed through simple questions about the story.
Reading Comprehension	Read aloud and act out stories.	Read stories with expressive voice and encourage children to act out the actions or emotions.	Engagement and participation of children in acting out the story.
	Use picture books with minimal text.	Provide picture books with simple sentences or captions in Filipino.	Ability of children to retell the story based on the pictures.
Writing Skills	Practice tracing shapes and lines.	Provide tracing sheets with basic shapes and lines, gradually progressing to letters.	Improvement in control and precision of tracing observed over time.
	Encourage drawing and labeling.	Have children draw pictures of their favorite things and	Observation of children's ability to label their

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label them with simple Filipino words.

drawings with appropriate words.

Conclusions

Based from the findings of the study, the following conclusions were drawn.

1. Most of the kindergarten learners level of literacy skill before fusing traditional Filipino games is beginning.
2. Enhancing kindergarten learning through play: Cultivating creativity and coordination with traditional Filipino games.
3. The level of literacy skills of kindergarten learners after fusing traditional Filipino games is consistent.
4. There is a significant difference on the literacy skills of the kindergarten learners before and after fusing traditional Filipino games with letter activities.
5. An action plan is proposed.

Recommendations

Based from the conclusions of the study the following recommendations were offered:

1. Address kindergarten learners' initial literacy levels by conducting baseline literacy assessments and creating individualized learning plans that incorporate traditional Filipino games to increase interest and skills.
2. Incorporate traditional Filipino games with letter activities to create dynamic and engaging learning experiences.
3. Continue using traditional Filipino games in literacy activities to maintain consistent literacy skill levels among kindergarten learners.
4. Expand the use of traditional Filipino games with letter activities, as they significantly improve kindergarten literacy skills.
5. Implement the proposed action plan.

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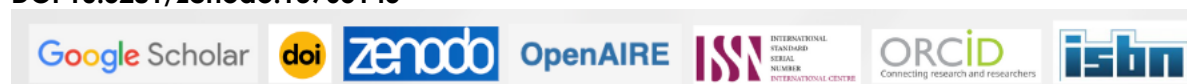
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