

WORLD EDUCATION CONNECT

ISSN (Online) 2799-0842

ISSN (Print) 2799-130X

MULTIDISCIPLINARY E-PUBLICATION

Vol. IV Issue IX, September 2024

Monthly Issue

International Circulation



Pinagpala
PUBLISHING SERVICES

NBDB Reg. No. 3269

DTI Business Reg. No. 3034433


TIN 293-150-678 / Business Permit No. 8183


San Vicente, Tarlac City, Philippines, 2300

pinagpalapublishingservices@gmail.com

+639985799958

*"Write. Connect.
Educate."*

 @pinagpalapublishing

 pinagpala_publishing

 www.pinagpalapublishing.com

BLENDED TECHNIQUES IN TEACHING READING TO KEY STAGE 1 LEARNERS



MARLON Y. DELOS REYES
TEACHER I
SIERRA ELEMENTARY SCHOOL
TARLAC PROVINCE, REGION III

ABTRACT

Title: **BLENDED TECHNIQUES IN TEACHING READING TO KEY STAGE 1 LEARNERS**

Researcher: **MARLON Y. DELOS REYES**

Degree: **MASTER OF ARTS IN EDUCATION**

Major: **EARLY CHILDHOOD EDUCATION**

Institution: **OSIAS COLLEGE, INC., TARLAC CITY**

This study aimed to bridge the gap in reading proficiency among Key Stage 1 learners at Sierra Elementary School by implementing a blended approach. The research employed a quasi-experimental design, utilizing the Comprehensive Rapid Literacy Assessment (CRLA) tool adopted from DepEd to assess reading performance among 22 Key Stage 1 learners. Data collection involved administering a pre-test using CRLA, followed by the implementation of the blended techniques, which integrated ICT integration, re-reading using Marungko, and play-based strategies. A post-test using CRLA then measured the effectiveness of the intervention.

The findings revealed that the majority of Key Stage 1 learners exhibited "full refresher" reading performance in the pre-test. However, post-test results demonstrated significant progress, with learners achieving "grade ready" status, indicating they were now prepared to meet grade-level reading standards. This significant difference between pre-test and post-test scores highlights the effectiveness of the blended approach in enhancing reading proficiency. The study further emphasized the positive impact of targeted interventions for rhymes and letters, enhanced phonological awareness, differentiated instruction, and ongoing assessment, which collectively contributed to a holistic and engaging learning environment for Key Stage 1 learners.

The study recommends focusing on phonics and letter recognition for Key Stage 1 students. Teachers should be trained to use blended techniques, including digital tools, to make learning engaging. Regular assessments and feedback will help monitor student progress and tailor instruction for individual needs.

Keywords: Blended Techniques, Reading Instruction, Key 1Stage Learners, Early Literacy

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect **Multidisciplinary e-Publication**

Volume IV, Issue IX (Sept. 2024), p.374-400, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

1. INTRODUCTION

Reading is a fundamental skill essential for a child's educational journey, fostering critical thinking, knowledge acquisition, and imagination (Rivera, 2019). Across the globe, educators are continuously exploring innovative approaches to teaching reading, recognizing its pivotal role in academic success. For instance, in the United States, mixed methods blending phonics with contemporary strategies like guided reading have demonstrated promising outcomes in enhancing students' reading abilities (Guthrie & Wigfield, 2020). Similarly, in the United Kingdom, the integration of traditional phonics-based methods with modern techniques has shown effectiveness in catering to diverse learning needs (Pressley, 2021). Reading allows students to get access to a plethora of knowledge, develop critical thinking abilities, and expand their imaginations (Rivera, 2019). Reading ability development is especially important in primary education because it provides the foundation for future academic performance and lifelong learning. Effective reading teaching in the early years can have a substantial impact on a child's entire scholastic and personal development. Teaching reading to primary pupils involves unique problems due to the wide range of skills, backgrounds, and learning styles that they bring to the classroom. Traditional methods, such as phonics and whole-language approaches, have been widely employed, but educators are more aware of the limitations of depending solely on one method (Brown, 2018). To deal with these issues, blended methods of teaching reading have gained favor. These approaches incorporate a variety of instructional strategies to form a more comprehensive and adaptive teaching framework.

In Australia, for example, a blend of phonics instruction alongside whole-language approaches has gained traction. This approach acknowledges the importance of phonics in building foundational decoding skills while also emphasizing the holistic understanding of language and meaning (Australian Government Department of Education, Skills and Employment, 2020). By incorporating both methods, Australian educators aim to provide students with a well-rounded reading education that addresses various aspects of literacy development.

Similarly, in Canada, initiatives such as Balanced Literacy have emerged as a popular approach to teaching reading. Balanced Literacy integrates elements of phonics, whole-language instruction, and other strategies such as guided reading and literature circles. This comprehensive approach recognizes the diverse needs of students and aims to provide them with a range of tools and strategies to become proficient readers (Ontario Ministry of Education, 2013). By drawing from multiple methodologies, Canadian educators seek to create a flexible and adaptive reading curriculum that can cater to the individual needs of each learner.

In Singapore, the approach to reading instruction emphasizes a strong foundation in phonics coupled with extensive exposure to authentic texts and language-rich environments. The Singaporean Ministry of Education promotes a balanced approach that incorporates systematic phonics instruction alongside activities that encourage language exploration and comprehension (Singapore Ministry of Education, 2021). This approach reflects Singapore's commitment to developing students' literacy skills in both English and their mother tongue languages, recognizing the importance of language proficiency in a multicultural society.

Mixed approaches to teaching reading combine a variety of strategies, including phonics, guided reading, shared reading, and interactive read-alouds. This combination enables teachers to personalize their education to fit each student's particular needs, increasing engagement and improving reading results. Mixed approaches strive to establish a

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect **Multidisciplinary e-Publication**

Volume IV, Issue IX (Sept. 2024), p.374-400, International

ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X

Published Online at www.pinagpalapublishing.com

Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

National Book Development Board (NBDB) Reg. No. 3269

more inclusive and effective learning environment for primary students by combining the strengths of many methods. Phonics education focuses on the relationship between sounds and their associated letters to assist students in decoding words (National Reading Panel, 2019). The whole-language approach, on the other hand, emphasizes word meaning and context, enabling students to comprehend texts in their whole (Goodman, 2019). Mixed method approaches combine different strategies to take use of their respective strengths, resulting in a more balanced approach to reading education.

Similarly, guided reading uses small group instruction customized to students' reading skills, allowing teachers to provide targeted support (Fountas & Pinnell, 2018). Shared reading is when the teacher and pupils read a text together, which improves fluency and comprehension through modeling and involvement (Holdaway, 2018). Mixed approaches ensure that students receive individualized attention while simultaneously benefiting from group learning experiences. Interactive read-alouds involve teachers reading materials aloud to students and leading discussions about the subject. This strategy promotes vocabulary acquisition, comprehension, and critical thinking (Barrentine, 2018). When used in mixed method approaches, interactive read-alouds increase student engagement and expand their understanding of materials.

The efficacy of blended techniques in teaching reading is an important topic of study. According to Boboraya (2019), mixing different instructional strategies might result in considerable improvements in reading competency, particularly for kids who may struggle with a single strategy. Evaluating the effectiveness of these mixed methods can provide significant insights into best practices for reading education and assist educators in refining their teaching tactics. Numerous studies have shown that mixed method approaches improve reading skills among primary students. These approaches accommodate students' many learning styles and requirements, making reading education more inclusive and successful. Mixed method approaches, for example, encourage holistic development by addressing several areas of reading, such as decoding, comprehension, fluency, and vocabulary (Pressley, 2021). This holistic approach guarantees that pupils acquire well-rounded reading abilities, which are critical for academic achievement.

According to Guthrie & Wigfield, (2020). Mixed method approaches enhance student engagement and motivation by providing diverse and interactive learning experiences. When students are actively involved in their reading instruction through varied activities, they are more likely to develop a positive attitude towards reading and a greater willingness to practice their skills. Additionally, one of the key benefits of mixed method approaches is their ability to provide differentiated instruction. By incorporating various strategies, teachers can tailor their instruction to meet the specific needs of each student (Tomlinson, 2019). This personalized approach helps to ensure that all students, regardless of their starting proficiency levels, can make progress in their reading abilities. Empirical evidence supports the effectiveness of mixed method approaches. According to a study conducted by Reutzel et al. (2018), children who received mixed method reading teaching improved significantly in reading comprehension and fluency when compared to traditional instruction. Similarly, Graham and Hebert's (2018) meta-analysis revealed that combining different instructional approaches results in better reading outcomes than utilizing one strategy alone.

In the study of Boboraya, (2019). Research underscores the significance of diversified teaching methods in confronting the multifaceted challenges encountered by learners. Studies conducted within these regions shed light on the educational landscape's unique

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect Multidisciplinary e-Publication

Volume IV, Issue IX (Sept. 2024), p.374-400, International

ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X

Published Online at www.pinagpalapublishing.com

Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

National Book Development Board (NBDB) Reg. No. 3269

dynamics and highlight the necessity of adopting varied instructional strategies to cater to diverse learner needs.

According to Alinsunurin et al., (2017). Research conducted in Mindanao has emphasized the importance of culturally responsive pedagogy in reading instruction. By incorporating local languages and cultural references into literacy activities, educators can create more meaningful and engaging learning experiences for students. Additionally, studies have shown that integrating community resources, such as storytelling traditions and local literature, can enhance students' motivation and connection to reading (Bautista et al., 2018). Similarly, in the Visayas, research has highlighted the role of parental involvement in supporting children's literacy development. Studies have found that programs promoting parental engagement, such as family literacy workshops and home-based reading activities, have a positive impact on children's reading achievement (Estrella & Cacho, 2016). By fostering a collaborative partnership between schools and families, educators can create a supportive learning environment that extends beyond the classroom.

According to Batanero Et.al, (2020). Students' learning when using ICT for reading and writing are extensive. It has been observed that among the good practices carried out with ICTs to support reading and writing there are no significant differences between countries. Educational innovation through the use of technology has offered good practices in the school environment worldwide. Among the main positive factors that promote the use of these resources are enjoyment, the acquisition of knowledge and motivation

Boltron Et.al (2021) Marungko Approach is an effective alternative in the teaching of the micro-reading competencies in beginning reading. Through this, beginning reading teachers can now have a way to transform their learners into a successful reader in the end. In addition, the use of Marungko Approach in the beginning reading stage can help solidify these skills to become strong foundations for higher reading competencies. In this manner, learners will truly possess the desired reading comprehension skills which are crucial for every productive individual. Thus, with the ultimate possession of comprehension skills, the learners at the end are converted into valuable asset of the country

In the study of Bustos-Orosa and Ferrer (2013), they discovered that in several public schools in the Philippines such as the case of Mananao Elementary School in San Manuel, Isabela, Philippines, the beginning reading considered Marungko as an alternative approach in teaching reading for beginning readers, instead of following the La Cartilla de Gretel approach which is a completely phonetic approach to reading and writing that takes the learners from the simple to the complex stage of competencies. In other words, the student will learn to read and write by first learning the letter sounds, then syllable sounds and then forming words.

In the study of Heang Et.al (2021), play has contributed to learning and development. Four categories emerged from the data analysis. They were: (1) cognitive development (2) social development (3) emotional development, and (4) physical growth and development and their roles in promoting learning through play, such as participation, observation, planning, guiding, selecting materials and resources, setting up learning corners, and working in partnership with parents. This study also indicated that structured constraints; classroom management; and attitudinal constraints are challenges in promoting play in preschool settings.

Nationally, studies emphasize the importance of incorporating various instructional strategies, such as phonics and whole-language approaches, to provide comprehensive reading education (Tomlinson, 2019). The Department of Education's initiatives underscore the

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect Multidisciplinary e-Publication

Volume IV, Issue IX (Sept. 2024), p.374-400, International

ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X

Published Online at www.pinagpalapublishing.com

Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

National Book Development Board (NBDB) Reg. No. 3269

need for blended techniques to improve literacy rates, acknowledging the limitations of solely relying on traditional methods. By drawing from research conducted in regions like Mindanao and the Visayas, educators can gain insights into the effectiveness of diverse teaching approaches and tailor instruction to meet the specific needs of their students. This recognition of local contexts and learner diversity is essential for fostering inclusive and equitable education nationwide.

Locally, in DepEd Tarlac, initiatives such as the National Learning Camp have played a pivotal role in advancing blended techniques aimed at bolstering literacy and numeracy skills among students. The National Learning Camp, a flagship program of the Department of Education, serves as a platform for educators to adopt best practices, engage in professional development, and explore innovative teaching methodologies. Through workshops, seminars, and hands-on activities, educators gain insights into the latest trends and research in education, including the effective integration of blended techniques into their instructional practices.

The National Learning Camp (NLC) is a voluntary program designed to help students improve their learning and enhance teacher capacity. The selection of pupils to attend the NLC is based on their individual needs, with a focus on supporting students who are struggling with foundational skills.

The Intervention Camp is specifically designed for learners who need help with fundamental literacy and numeracy skills, such as reading, writing, and arithmetic. Students who fall under "Full Refresher" in their assessments, meaning they require significant support in reading, are often selected for this camp.

The NLC is a valuable resource for students who need extra support to catch up and reach their full potential. The camp provides a structured environment where students can receive individualized attention and practice essential skills. By focusing on reading skills, the NLC aims to help students become "grade ready" and succeed in their future academic endeavors.

This study conducted during the national learning camp to help those learners in their reading progress. To assess their ability in reading the researcher used the Comprehensive Rapid Literacy Assessment that is adopted from the DepEd. The CRLA was initially conceived as a 5-minute start-up reading assessment designed to help teachers quickly determine the reading profiles of their G1-G3 learners, and develop appropriate reading instructional strategies. The main goal is to identify children who need additional support in reading. The CRLA was developed in response to the extended break that learners experienced over the summer of 2020 due to the pandemic. After 32 weeks of no class, teachers needed a rapid, easy to use tool, to determine what level of readiness and support the returning children needed. The beginning of school year tasks focused on letter sounds, isolated words and sentence in reading in MT (G1), Filipino (G1-G2) and English (G1-G3). The CRLA made the assessment differently. Since it is not graded, our focus is on identifying the gaps of the students' learning so we can help them. It is not about the performance of a teacher. It is not about how intelligent my students are. It is about what and how else can they learn. There is less pressure to the students and their parents.

Sierra Elementary School in Tarlac stands as a prime example of a learning institution that has fully embraced the principles of the National Learning Camp. By integrating traditional phonics-based methods with contemporary strategies such as shared reading and interactive read-aloud, Sierra Elementary School has created a dynamic and engaging learning environment for its students. Teachers at Sierra Elementary School are encouraged to

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect **Multidisciplinary e-Publication**

Volume IV, Issue IX (Sept. 2024), p.374-400, International

ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X

Published Online at www.pinagpalapublishing.com

Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

National Book Development Board (NBDB) Reg. No. 3269

experiment with different approaches, tailoring their instruction to meet the diverse needs and learning styles of their students. Moreover, Sierra Elementary School has recognized the importance of leveraging technology to enhance teaching and learning experiences. Through the integration of educational software, digital resources, and interactive multimedia tools, teachers are able to deliver content in innovative and captivating ways. This integration of technology not only enhances student engagement but also provides opportunities for personalized learning experiences, allowing students to progress at their own pace and according to their individual interests and abilities.

Furthermore, Sierra Elementary School has established partnerships with local community organizations and stakeholders to enrich the learning experiences of its students. By collaborating with libraries, museums, and cultural institutions, the school is able to provide students with access to a wide range of resources and learning opportunities beyond the classroom. These partnerships not only broaden students' horizons but also instill in them a sense of curiosity, inquiry, and lifelong learning. In alignment with the broader educational landscape in the Philippines, Sierra Elementary School's commitment to innovative teaching practices underscores the importance of adapting and evolving instructional approaches to meet the diverse needs of students. By embracing blended techniques and leveraging resources from the National Learning Camp, Sierra Elementary School is setting a precedent for excellence in education and paving the way for enhanced student achievement and success.

Reutzel et al., 2018, research has consistently supported the effectiveness of personalized approaches in improving reading outcomes. However, despite the growing recognition of the benefits of mixed methods in reading instruction, there remains a notable gap in empirical studies evaluating their performance within specific school environments, such as Sierra Elementary School. While general research findings provide valuable insights into the efficacy of blended techniques, understanding their nuanced impacts within the context of a particular school community is crucial for informing evidence-based instructional practices.

To address this gap, further research is needed to explore the specific impacts of mixed methods on various aspects of reading proficiency, including decoding, fluency, and vocabulary. Additionally, attention is given to investigating the role of teacher training and support in the successful implementation of blended techniques. By examining the professional development needs of educators and identifying best practices for supporting teachers in incorporating mixed methods into their instructional practices, researchers can provide valuable guidance for enhancing reading instruction effectiveness. The purpose of this study was clear: to bridge the gap in reading proficiency among key stage 1 learners of Sierra Elementary School by using blended techniques. This approach integrates, ICT Integration, Re-reading using Marungko and Play-based strategies to cater to the diverse learning needs of students.

Statement of the Problem

This study generally aimed to determine the Effectiveness of the Implementation of Blended Techniques in Teaching Reading to Key Stage 1 Learners at Sierra Elementary School. Specifically, it sought answers to the following:

1. How is the reading performance described in terms of pretest?
2. How is the reading performance described in terms of posttest?
3. Is there any significant difference between the pretest and posttest?

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

4. What learning experiences are proposed to enhance the blended techniques in reading?

Hypothesis

There is no significant difference between the pretest and posttest.

Theoretical/Conceptual Framework

The present study was anchored to the Progressivism and Constructivism theory of Jean Piaget and Lev Vygotsky in the late 19th and early 20th centuries. This learning theory emphasized the active role of learners in constructing their understanding of the world through interactions with their environment. Vygotsky's socio-cultural theory highlighted the importance of social interactions and cultural influences in shaping cognitive development.

In the context of the study on blended techniques in teaching reading to Key Stage 1 learners, constructivism provides a theoretical foundation for understanding how children learn to read and how effective instructional practices can support their literacy development. Constructivism emphasizes the active role of learners in constructing meaning from their experiences, which aligns with the study's focus on providing engaging and interactive reading activities. Constructivism also highlights the importance of providing meaningful and authentic learning experiences that connect to students' prior knowledge and experiences. Blended techniques such as ICT integration, collaborative reading activities, and play-based learning align with constructivist principles by offering opportunities for students to actively engage with texts, interact with peers, and make connections to their own lives.

Additionally, constructivism underscores the importance of scaffolding and providing support to learners as they engage in challenging tasks. In the study, the implementation of blended techniques allows teachers to provide targeted support to students within their zone of proximal development, fostering gradual skill development and comprehension. By integrating traditional teaching methods with technology-enhanced activities and collaborative learning experiences, educators can create a dynamic and supportive learning environment that promotes literacy development and fosters a love of reading among Key Stage 1 learners.

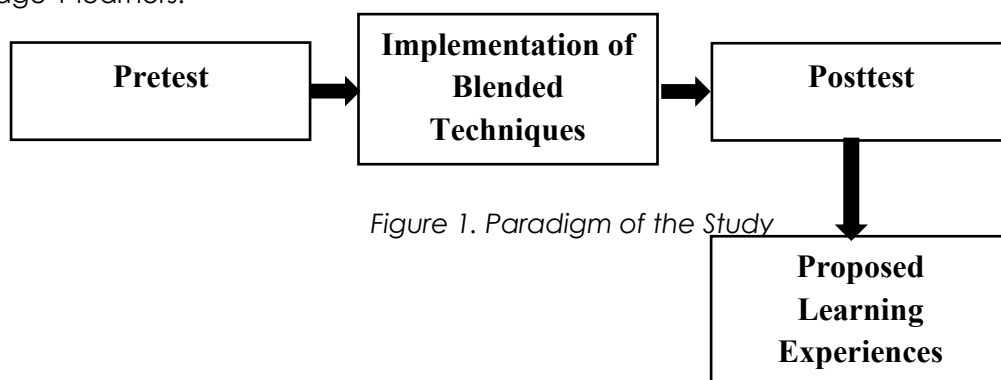


Figure 1. Paradigm of the Study

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

The above figure posits the conceptual framework of the study focusing on the implementation of blended techniques in teaching reading to key stage 1 learners at Sierra Elementary School. The "Pretest" assesses the level of reading proficiency among students, categorized into 3 levels: full refresher, moderate refresher, and light refresher. Also, this variable reflects the implementation of blended techniques on students' reading abilities using ICT integration, Re-reading using Marungko and Play-based techniques. Moreover the "Posttest" would determine the effectiveness of the implementation of the Blended Techniques. Learning Experiences are proposed which capture feedback and recommendations for improving reading instruction.

2. METHODS

This section present, how the research was conducted. It includes the research design used to examine the effectiveness of using blended techniques. Also, it presents the location where the study conducted and how many respondents were included. It also explained the materials used, how the researcher gathers data and the data analysis.

Research Design

The researcher employed a quasi-experimental research design to examine the effectiveness of blended techniques in teaching reading and its impact on improving reading comprehension skills, vocabulary mastery, and reading fluency among primary learners at Sierra Elementary School.

Research Locale

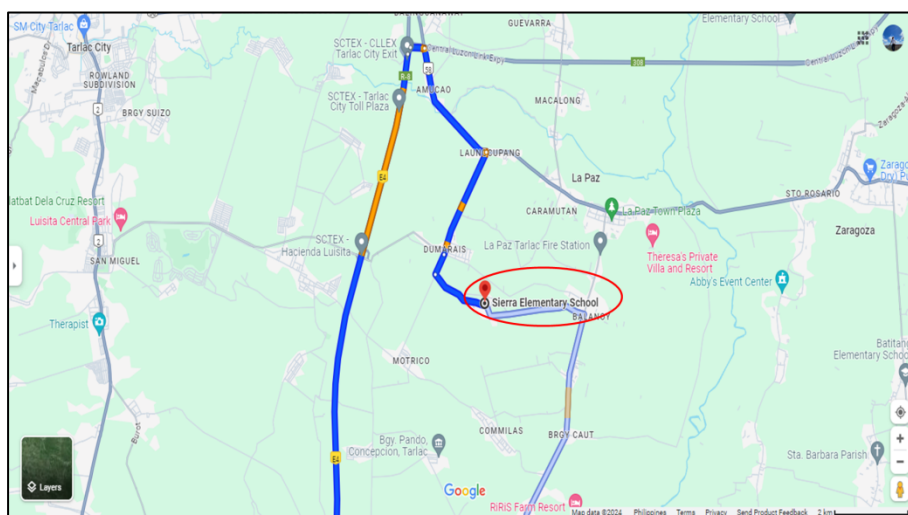


Figure 2. Location of Sierra Elementary School, LaPaz Tarlac

The study was conducted at Sierra Elementary School in Sierra LaPaz, Tarlac. It was chosen because of its reputation and excellence and its commitment to educational innovation towards academic excellence. The school implements effective instructional practices and has demonstrated a willingness to explore new methodologies to enhance student learning. This progressive approach to education aligns with the objectives of the

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect Multidisciplinary e-Publication

Volume IV, Issue IX (Sept. 2024), p.374-400, International

ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X

Published Online at www.pinagpalapublishing.com

Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

National Book Development Board (NBDB) Reg. No. 3269

study, which sought to investigate the effectiveness of blended techniques in teaching reading.

The school serves a diverse learners from various socio-economic backgrounds, cultural contexts, and academic abilities, providing a rich and comprehensive sample for the study. Sierra Elementary School's geographical location in Sierra LaPaz Tarlac offers logistical advantages for data collection and research implementation. The proximity of the school to the researcher's location facilitated frequent visits and direct engagement with school personnel, ensuring smooth coordination and communication throughout the research process. This accessibility enhanced the efficiency and effectiveness of data collection, enabling researcher to gather comprehensive and timely information for analysis.

Research Respondents

The respondents were 22 learners aged 5-8 from Sierra Elementary School for the School Year 2023-2024. The selection of respondents was based on the Comprehensive Rapid Literacy Assessment (CRLA) results at the end of the school year. Among the 39 Grade 1 pupils assessed, 9 of them were identified as full refreshers, indicating that they required significant support in reading skills. In the Grade 2 cohort, which consisted of 49 learners, 4 students were classified as full refreshers, highlighting the need for targeted intervention to improve their reading proficiency. Similarly, among the 58 Grade 3 pupils evaluated, 9 of them were identified as full refreshers, signifying the ongoing challenge in developing their reading abilities.

By strategically selecting respondents based on their performance in the CRLA, the research ensured that the study focused on students who required additional support in reading. This targeted approach allowed for a more in-depth analysis of the interventions and strategies aimed at improving reading literacy among elementary school students at Sierra Elementary School. The study employed purposive sampling, a method chosen for its alignment with the research objectives and the specific criteria for participant inclusion. Purposive sampling involves deliberately selecting participants who meet predetermined criteria relevant to the research focus, in this case, learners aged 5-8 from Sierra Elementary School for the School Year 2023-2024 who are identified as experiencing difficulties in reading.

Purposive sampling is particularly well-suited for this study because it allowed for the intentional selection of participants who represented the target population of interest – Key Stage 1 learners who were struggling with reading.

Research Instrument

This study used the Comprehensive Rapid Literacy Assessment, a standardized reading skills test adapted from the Department of Education, which was administered as a pretest and posttest. This test provided quantitative data on the reading abilities of the students, allowing for a comparison of their progress before and after the intervention. This research instrument helped assess the effectiveness of the Mixed Approaches in enhancing the reading skills of primary learners.

Comprehensive Rapid Literacy Assessment (CRLA) served as a valuable tool for monitoring students' progress and identifying areas for targeted intervention. By disaggregating assessment data based on specific reading skills, the researcher can tailor instructional strategies to address individual learning needs effectively. This personalized approach to reading instruction aligns with the objectives of the study and underscores the practical utility of the research instrument in informing evidence-based teaching practices.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



Data Gathering Procedure

Firstly, to identify the reading abilities of the respondents, a pretest using Comprehensive Rapid Literacy Assessment (CRLA) was administered. The pretest established the baseline reading abilities. Second, Blended Techniques to key Stage 1 learners was implemented within 6 weeks. Thirdly, the posttest was administered. The posttest assessed the impact of the implementation of blended techniques in teaching reading. Lastly, by comparing the pretest and posttest scores, the effectiveness of the implementation of Blended Techniques was evaluated.

Additionally, observations and documentation were conducted during the intervention period. This quantitative data collection method involved observing the implementation of the Blended Techniques, taking notes on instructional strategies, student engagement, and challenges faced. These observations provided valuable insights into the effectiveness of the approach.

Moreover, the ethical considerations were taken into account. The respondents' full consent was obtained prior to the study. It included explaining the purpose and nature of the study, as well as the respondents' rights and the benefits of participating. Asking for their consent before recording their videos and voice in place. There was research participant confidentiality. Personal information about participants was kept private and not disclosed to anyone.

Program of Activities

Week	Date and Time	Activity	Assessment
1	June 24-28, 2024 8:00-8:30 – Motivational Activity 8:30-8:45 - Oral Language Activity Using ICT Integration 8:45-9:15 - Re-reading Using Marungko Approach 9:15-9:30 – Play-Based Activity	Letter Recognition Mm, Ss, Aa, Ang, and li	Task 1: The teacher use the television for oral language activity using ICT Integration for letters Mm, Ss, Aa, Ang, and li Task 2: Using the Marungko Tool the teacher call the learners one by one for re-reading for letters Mm, Ss, Aa, Ang, and li Task 3: Play-Based Activity "Familiarizing letters and its sounds" Instruction: Use letter puzzles or matching games to help letters associate letters with their corresponding sounds and pictures.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



2	<p>JULY 1 -5, 2024 8:00-8:30 – Motivational Activity 8:30-8:45 - Oral Language Activity Using ICT Integration 8:45-9:15 - Re-reading Using Marungko Approach 9:15-9:30 – Play-Based Activity</p>	<p>Letter Recognition Oo, Ay ay, Ee, Uu and Bb</p>	<p>Task 1: The teacher use the television for oral language activity using ICT integration for letters Oo, Ay ay, Ee, Uu and Bb Task 2: Individual Reading: Call on students one by one to read the words from the flashcards or word cards. Use the Marungko tool to track their progress and provide feedback. Task 3: Play-Based Activity Instruction: Creative Expression: Provide construction paper, markers, and crayons. Encourage students to draw pictures and write the target letters.</p>
3	<p>JULY 8-12, 2024 8:00-8:30 – Motivational Activity 8:30-8:45 - Oral Language Activity Using ICT Integration 8:45-9:15 - Re-reading Using Marungko Approach 9:15-9:30 – Play-Based Activity</p>	<p>Letter Recognition Tt, Kk, Ll, Yy and Mga</p>	<p>Task 1: Educational videos or interactive games focusing on letters Tt, Kk, Ll, Yy and Mga (e.g., alphabet songs, letter tracing activities, phonics games) Task 2: Flashcards or word cards featuring words with the target letters (Tt, Kk, Ll, Yy and Mga) Task 3: Play-Based Activity Instruction: Playdough Activity: Provide playdough and letter stamps or stencils. Encourage students to create letters using playdough.</p>

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



4	<p>JULY 15-19, 2024 8:00-8:30 – Motivational Activity 8:30-8:45 - Oral Language Activity Using ICT Integration 8:45-9:15 - Re-reading Using Marungko Approach 9:15-9:30 – Play-Based Activity</p>	<p>Letter Recognition Nn, Gg, Rr, Pp and Ng ng</p>	<p>Task 1: Play the selected videos on the television. Encourage active participation by asking learners to sing along, trace letters, or answer questions related to the letters Nn, Gg, Rr, Pp and Ng ng. Task 2: Individual Reading: Call on students one by one to read the words from the flashcards or word cards. Use the Marungko tool to track their progress and provide feedback Task 3: Play-Based Activity Instruction: Provide letter puzzles featuring the target letters. Encourage students to solve the puzzles by matching the letter pieces.</p>
5	<p>JULY 22-26, 2024 8:00-8:30 – Motivational Activity 8:30-8:45 - Oral Language Activity Using ICT Integration 8:45-9:15 - Re-reading Using Marungko Approach 9:15-9:30 – Play-Based Activity</p>	<p>Letter Recognition Dd, Hh, Ww, -Ng and Kambal Katinig</p>	<p>Task 1: Use the television screen to point out specific letters and sounds. Ask students to repeat the sounds and identify the letters Dd, Hh, Ww, -Ng and Kambal Katinig Task 2: Using the Marungko Tool the teacher call the learners one by one for re-reading for letters Dd, Hh, Ww, -Ng and Kambal Katinig Task 3: Play-Based Activity</p>

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



			Instruction: Have students draw pictures on construction paper and label them with the target letters. Encourage them to use different colors and creative ideas
6	JULY 29-AUGUST 2, 2024 8:00-8:30 – Motivational Activity 8:30-8:45 - Oral Language Activity Using ICT Integration 8:45-9:15 - Re-reading Using Marungko Approach 9:15-9:30 – Play-Based Activity	CVC Words	Task 1: Educational videos or interactive games focusing on letters CVC Words (e.g., alphabet songs, letter tracing activities, phonics games) Task 2: Flashcards or word cards featuring words with the target letters (CVC Words) Task 3: Play-Based Activity Instruction: Prepare matching cards with pictures and their corresponding words. Students can play individually or in pairs to match the pictures and words.

Data Analysis

To analyze the data based on reading performance of children it is by utilizing the Comprehensive Rapid Literacy Assessment. This assessment procedure below served as a valuable tool to determine the reading level of each child, providing crucial insights into their literacy skills and performance.

The administration of the CRLA to the experimental groups allowed for a rigorous evaluation of the intervention's impact. By establishing baseline reading levels through the pretest, the study can assessed the effectiveness of the Mixed Approaches in facilitating measurable improvements in reading skills among primary learners. The posttest results enabled the researcher to determine whether any observed changes in reading proficiency were attributable to the intervention. Moreover, the use of quantitative data obtained from the CRLA facilitated a systematic analysis of students' reading abilities. The standardized nature of the assessment ensured that results were objective and comparable across participants, enhancing the reliability of the findings. By quantifying students' reading performance before and after the intervention, the study can identify patterns, trends, and

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



disparities in learning outcomes, providing valuable insights into the effectiveness of the Mixed Approaches.

Comprehensive Rapid Literacy Assessment Scores for Grade 1:

- Ask the child to read all the letters (sounds) in the "Task 1" box out loud. Write down the number of letters read correctly.
- If the child correctly reads 0 to 6 letters, go to: RHYMES
If RHYME score is 0 to 14, child is **Full Refresher**
If RHYME score is 15 to 20, child is **Moderate Refresher**
- If the child correctly reads 7 to 10 letters, go to: LETTERS
If LETTER score is 7 to 16, child is **Light Refresher**
If LETTER score is 17 to 20, child is **Grade Ready**

Comprehensive Rapid Literacy Assessment Scores for Grade 2 and 3:

- Ask the child to read both sentences in the "Task 1" box out loud. Write down the number of words read correctly.
- If the child correctly reads 0 to 6 words, go to: WORDS
If WORD score is 0 to 14, child is **Full Refresher**
If WORD score is 15 to 20, child is **Moderate Refresher**
- If the child correctly reads 7 to 10 words, go to: SENTENCES
If SENTENCE score is 7 to 16, child is **Light Refresher**
If SENTENCE score is 17 to 20, child is **Grade Ready**

Quantitative data of this research was treated by using T-test. The technique was used to find the significant difference on the pupils' reading level using mixed method and traditional approach.

T-test formula:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Notes:

t = t-test

Md = means of different pre-test and post-test

Xd = deviation ($d - Md$)

$\sum x^2 d$ = total of quadrate deviation

N = subject of sample

3. RESULTS AND DISCUSSION

This section present, how the statement of the problem was addressed. The presentation includes tables displaying the pretest results, providing a clear overview of each child's initial reading level. Subsequently, the posttest table showcases the progress made by the children after the intervention. Furthermore, the analysis reveals a significant relationship

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

between the pretest and posttest scores, indicating the effectiveness of the proposed learning experiences. This section serves as a comprehensive exploration of the research findings, emphasizing the impact of targeted interventions on improving children's reading abilities.

3.1 Reading Performance Based on Pretest

A pretest was administered to assess the initial reading performance of the Key Stage 1 Learners'. This served as the baseline for the study in employing the appropriate interventions in reading. The Comprehensive Rapid Literacy Assessment (CRLA) is applicable in this regard to determine the reading performance level of the pupils in grades one, two and three. Following the pretest, the pupils engaged in language and reading activities using a multi-faceted approach. This included re-reading, the Marungko Approach, ICT integration, and play-based activities. Re-reading aimed to improve fluency and comprehension, while the Marungko Approach fostered collaborative learning. ICT integration provided engaging digital resources, and play-based activities made learning fun and enjoyable.

Table 1. Reading Performance Based on Pretest

LEARNERS	TASK 1	WORDS	SENTENCE	TOTAL SCORES	READING PERFORMANCE
1	2	5	-	7	Full Refresher
2	1	2	-	3	Full Refresher
3	2	4	-	6	Full Refresher
4	3	6	-	9	Full Refresher
5	5	4	-	9	Full Refresher
6	2	4	-	6	Full Refresher
7	6	6	-	12	Full Refresher
8	2	5	-	7	Full Refresher
9	4	4	-	8	Full Refresher
10	4	4	-	8	Full Refresher
11	3	8	-	11	Full Refresher
12	1	2	-	3	Full Refresher
13	1	5	-	6	Full Refresher
14	2	4	-	6	Full Refresher
15	1	4	-	5	Full Refresher
16	3	5	-	8	Full Refresher
17	2	4	-	6	Full Refresher
18	1	1	-	2	Full Refresher
19	2	2	-	4	Full Refresher
20	3	2	-	5	Full Refresher
21	2	0	-	2	Full Refresher
22	4	1	-	5	Full Refresher

The table presented the reading performance of the participants based on their pretest results employing the Comprehensive Rapid Literacy Assessment (CRLA) to Key Stage 1 Learners.

The learners' total scores for Task 1 on reading words are out of a maximum score of 20 with a reading performance of *full refresher*. This means that the child has a word score of 0-

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect Multidisciplinary e-Publication

Volume IV, Issue IX (Sept. 2024), p.374-400, International

ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X

Published Online at www.pinagpalapublishing.com

Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

National Book Development Board (NBDB) Reg. No. 3269

14. This indicates that, pupils are achieving lower scores, highlighting the need for enhancement in reading. Studies suggest that experiencing difficulties with reading at an early stage can have a substantial effect on students' academic achievements in the long run. This emphasizes the significance of intervening early to address these challenges (Guthrie et al., 2020). The presence of variation in student performance highlighted the necessity for tailored and focused teaching methods to cater to the varying learning requirements (Hattie & Yates, 2019).

In the study of Miller & Horgan, (2019). It emphasizes that low word reading scores can suggest underlying difficulties in phonological processing and decoding abilities. The significant variation among students highlights the need for tailored training and focused assistance to successfully meet individual requirements (Castles et al., 2018).

To address this problem throughout the six-week period, a structured approach using Blended Techniques to address the reading performance was implemented. The first week started with a burst of energy as the teacher used the television to play an alphabet song featuring the letters Mm, Ss, Aa, Ang, and Ii. The learners were excited to sing along and point out the letters on the screen. Next, the teacher used the Marungko tool to guide each learners through reading words containing these letters from flashcards. Some pupils needed extra practice, but they all showed improvement with repeated reading. For the play-based activity, the students tackled letter puzzles, matching the letters with their corresponding sounds and pictures. They enjoyed the challenge and were able to identify most of the letters and their sounds.

Week two brought new letters: Oo, Ay ay, Ee, Uu, and Bb. The teacher used the television to play an interactive game where learners had to match letters with their sounds, which sparked a lot of excitement and friendly competition. The Marungko tool continued to help pupils with repeated reading of words containing these new letters, and they showed improvement in their fluency and accuracy. For the play-based activity, the pupils were encouraged to draw pictures and write the target letters on construction paper. They loved expressing their creativity and were able to write the letters correctly, though some needed a little help forming the letters.

Week three focused on the letters Tt, Kk, Ll, Yy, and Mga. The teacher played an alphabet song featuring these letters on the television, and the students happily sang along. The Marungko tool helped learners practice reading words containing these letters, and they continued to show improvement. For the play-based activity, the students used playdough and letter stamps to create the target letters. They enjoyed the tactile experience and were able to form the letters with increasing accuracy.

Week four brought the letters Nn, Gg, Rr, Pp, and Ng ng. The teacher played a letter tracing game on the television, and the students were highly engaged in tracing the letters correctly. The Marungko tool continued to be a helpful tool for repeated reading, and the students were becoming more confident in their reading abilities. For the play-based activity, the learners tackled letter puzzles again, and most were able to solve them independently.

Week five introduced the letters Dd, Hh, Ww, -Ng, and Kambal Katinig. The teacher used the television screen to point out specific letters and sounds, and the students repeated the sounds and identified the letters. The Marungko tool was used to help students practice reading words containing these letters, and they were reading with increasing fluency. For the play-based activity, the pupils drew pictures and labeled them with the target letters, demonstrating their creativity and letter recognition skills.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



Week six focused on CVC words. The teacher played a CVC word game on the television, and the learners enjoyed building words by combining consonant and vowel sounds. The Marungko tool helped learners practice reading CVC words, and they were able to read them with confidence. For the play-based activity, the students played a matching game where they had to match pictures with their corresponding CVC words. They enjoyed the game and were able to match the pictures and words correctly, showing their growing understanding of CVC words.

Throughout the six weeks, the students showed significant progress in their letter recognition, sound association, and reading fluency. The blended approach using ICT integration, re-reading with Marungko, and play-based activities proved to be effective in engaging students and enhancing their reading skills. The learners enjoyed the variety of activities and were motivated to learn. The use of technology, visual aids, and hands-on activities created a stimulating and interactive learning environment.

3.2 Reading Performance Based on Posttest

The posttest on the other hand which was administered to the same set of key stage 1 learners used to evaluate the impact of the blended techniques in the reading. This section delves into the methodology employed by the researcher to assess the reading performance of each child after implementing Blended Techniques in teaching reading to Key Stage 1 learners. The analysis in this section showcases how the students improved their reading abilities after the implementation of Blended Techniques. This section provides valuable insights into the impact of innovative teaching methods on student learning outcomes.

Table 2. Reading Performance Based on Posttest

LEARNERS	TASK 1	WORDS	SENTENCE	TOTAL SCORES	READING PERFORMANCE
1	8	-	9	17	Grade Ready
2	8	-	9	17	Grade Ready
3	7	-	10	17	Grade Ready
4	8	-	9	17	Grade Ready
5	8	-	9	17	Grade Ready
6	9	-	8	17	Grade Ready
7	7	-	10	17	Grade Ready
8	8	-	10	18	Grade Ready
9	9	-	8	17	Grade Ready
10	9	-	10	19	Grade Ready
11	7	-	10	17	Grade Ready
12	9	-	9	18	Grade Ready
13	9	-	10	19	Grade Ready
14	8	-	10	18	Grade Ready
15	10	-	10	20	Grade Ready
16	9	-	10	19	Grade Ready
17	8	-	10	18	Grade Ready
18	10	-	10	20	Grade Ready
19	10	-	10	20	Grade Ready

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect
Multidisciplinary e-Publication

Volume IV, Issue IX (Sept. 2024), p.374-400, International

ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X

Published Online at www.pinagpalapublishing.com

Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

National Book Development Board (NBDB) Reg. No. 3269

20	10	-	10	20	Grade Ready
21	10	-	10	20	Grade Ready
22	10	-	10	20	Grade Ready

The table above displays the reading performance of the participants in reading sentence aloud with the sentence score of 17-20 describing as a *grade ready*. This suggests that pupils have made progress in their reading performance. The result indicates a moderate degree of variability, suggesting that while most students have demonstrated improvement, there is still some variation in their performance. According to Torgesen, (2018) that enhancement in early reading abilities are often accomplished through effective educational interventions and more opportunity for practice. Studies have shown that targeted reading interventions can lead to significant improvements in students' performance on reading assessments, especially tasks similar to Task 1.

Furthermore, it is typical to see a moderate range of variation in results while assessing the effectiveness of educational activities. The heterogeneity seen in this study reflects both the overall improvement and the individual differences in response to the treatments administered (Al Otaiba et al., 2020).

In addition, over the course of six weeks, the implementation of Blended Techniques in teaching reading to Key Stage 1 learners proved to be a transformative intervention, significantly enhancing the students' reading performance. The strategic combination of various teaching methods led to notable improvements in the learners' literacy skills and overall engagement with reading.

One of the most effective components of the intervention was the Re-reading using the Marungko Approach. This personalized approach involved the teacher working individually with each child, focusing on their specific reading needs. The one-on-one interaction allowed for targeted instruction and support, leading to substantial progress in the students' reading abilities.

Additionally, the utilization of the ICT approach played a pivotal role in the intervention's success. By incorporating technology, students were able to continue their reading practice at home. Parents also played a crucial role in supporting their child's learning journey by allowing them to watch reading materials on their phones, provided by the teacher. This collaborative effort between teachers, students, and parents highlighted the importance of extending learning beyond the classroom and leveraging technology to reinforce reading skills.

The Play-based activities implemented in the intervention not only made learning enjoyable but also sparked excitement and motivation among the children. The interactive and hands-on approach to learning not only enhanced their reading skills but also created a positive learning environment where students were eager to participate and engage with the material.

Through the seamless integration of Re-reading using the Marungko Approach, ICT resources, and Play-based activities, the learners experienced significant growth in their reading abilities. The tailored and multifaceted approach of the Blended Techniques ensured that each child's unique learning needs were addressed, ultimately leading to improved reading performance across the Key Stage 1 cohort. This study exemplified the power of innovative teaching strategies in fostering a love for reading and nurturing literacy skills in young learners. This demonstrates a significant enhancement compared to their pretest. The decrease in standard deviation indicates that the students' word reading abilities have grown

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

more uniform, indicating positive improvements resulting from educational interventions or practice. Recent study highlights the significance of focused reading interventions on the recognition of words and the ability to read fluently. For instance, research has demonstrated that implementing effective reading teaching can boost students' word reading skills, leading to improvements in their reading performance. (Gertner et al., 2021).

3.3 Test of Significant Difference between the Pretest and Posttest

This T-test was used to examine the significant differences observed between the pretest and posttest results for the 22 key stage 1 learners. The analysis explored whether the intervention led to statistically significant improvements in reading skills, indicating the effectiveness of the implemented strategies.

Table 3. Significant Difference between the Pretest and Posttest

Variable	Mean	Df	P-Value	T-Critical	Decisions	Remarks
Pretest	12.4289	21	3.3850	2.080	Reject Null Hypothesis	Significant
Posttest						

The above table posited the significant difference between the pretest and posttest scores using t-test for the 22 participants was 12.4289 and the degrees of freedom is 21. With a p-value of 3.3850 and a critical t-value of 2.080, the null hypothesis was rejected, indicating a significant difference between the pretest and posttest results. This suggests that the blended techniques in teaching reading to key stage 1 learners had a positive impact on the participants' reading skills. Ainsworth and Viegut's (2019) study demonstrates that focused re-reading using marungko approach have a substantial impact on students' performance in particular reading tasks. Their research highlights that implementing organized reading exercises and regular practice can result in quantifiable enhancements in reading abilities from the initial assessment to the final assessment.

Similarly, in the study of Gambrell et al. (2020), the significant impact of targeted reading interventions on improving students' ability to read words. Their research shows that focused teaching methods greatly enhance students' capacity to read words with precision, which corresponds to the notable rise in scores reported in this study from the initial assessment to the final assessment.

The study that showed a significant improvement from the pretest to the posttest, strongly support the conclusion that this improvement is not due to random chance, indicating the effectiveness of blended techniques in teaching reading to key stage 1 learners. Research by Hattie (2019) highlights that effective teaching strategies can significantly enhance student performance. Hattie's synthesis of over 800 meta-analyses related to achievement suggests that instructional quality and specific interventions such as blended techniques have substantial impacts on learning outcomes. The observed significant improvement in sentence scores aligns with Hattie's findings that targeted interventions can lead to notable academic gains.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



3.4 What learning experiences are proposed to enhance the blended techniques in reading?

Based on the analysis of the pretest and posttest data, several key learning experiences are proposed to further enhance the effectiveness of blended techniques in teaching reading to Key Stage 1 learners.

Proposed Learning Experiences	Description
1. Targeted Interventions for Rhymes and Letters	The substantial enhancement observed in Task 1 results from the pretest to the posttest indicates that focused instructional interventions can be successful. Nevertheless, the fluctuation in performance suggests that certain students are encountering difficulties with particular elements of Task 1. In order to tackle this issue, it is essential to incorporate small-group or individual tutoring sessions that specifically target Task 1 abilities. These sessions ought to be customized to meet the unique requirements of students, taking into account their formative assessments. For example the introducing a Letter Sound Matching activity using colorful letter cards corresponding picture cards. Learners enthusiastically matched the letter with the corresponding picture, demonstrating their understanding of letter-sound associations. This would enable instructors to address specific challenges and offer personalised assistance. This approach is consistent with the findings of Ainsworth and Viegut (2019), who highlight that focused interventions can result in quantifiable enhancements in students' reading performance.
2. Enhanced Phonological Awareness and Decoding Skills	The data indicates a significant enhancement in word scores, which demonstrates the efficacy of teaching tactics. However, the first low scores and significant variability emphasise the necessity for fundamental assistance in phonological awareness and decoding abilities. In order to enhance word reading skills, it is advisable to integrate phonics-based activities and decoding exercises into the blended learning framework. Interactive digital tools, like as games that help form words and exercises that focus on breaking down sounds into individual phonemes, can be highly useful. Here's how this integration can be executed: <ul style="list-style-type: none"> • Interactive Word Building Games: Utilize digital platforms or apps that offer word building games where students can drag and drop letters to form words. For example, students can use an online tool to create words like "cat," "dog," and "sun" by arranging individual letters. This hands-on activity helps reinforce letter-sound associations and improves spelling skills.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



	<ul style="list-style-type: none"> • Phoneme Segmentation Exercises: Introduce online exercises that require students to break down words into individual phonemes. For instance, students can practice segmenting the word "cat" into /c/ /a/ /t/. This activity helps students develop phonemic awareness and strengthens their ability to decode unfamiliar words. • Virtual Phonics Flashcards: Create virtual flashcards with phonics patterns and corresponding sounds. Students can click on each flashcard to hear the sound and practice identifying words that follow the same pattern. For example, students can explore words with the "igh" pattern like "light" and "sight" to reinforce vowel sound recognition. • Digital Phonics Manipulatives: Use online manipulatives that allow students to manipulate phonics sounds and blend them together to form words. Students can drag and drop phoneme tiles to create words like "ship," "crab," and "frog." This interactive approach encourages active participation and reinforces phonics skills. • Virtual Phonics Challenges: Implement virtual phonics challenges where students are presented with a series of words and asked to identify common phonics patterns. For example, students can be tasked with finding words that share the same vowel digraph or consonant blend. This activity promotes critical thinking and reinforces phonics rules. <p>By integrating these phonics-based activities and decoding exercises into the blended learning framework, educators can provide students with a dynamic and interactive approach to developing their literacy skills. The combination of digital tools, games, and exercises not only makes learning engaging and fun but also helps students build a strong foundation in phonics and decoding, ultimately improving their reading proficiency. Miller and Horgan (2019) endorse this method, emphasizing that focused phonological instruction and practice can alleviate early reading challenges.</p>
3. Consistent Practice and Reinforcement	While students consistently displayed strong and consistent skills in reading sentences, it is crucial to sustain this level of competency. Regular and systematic practice and reinforcement of sentence comprehension skills should be incorporated into the blended learning strategy. Such as the learners begin by completing fill-in-the-blank sentences

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



	<p>to practice vocabulary and grammar. Next, they rearrange jumbled words to form coherent sentences, enhancing their understanding of sentence structure. Students then participate in a sentence completion activity, where they choose the correct word to complete each sentence. Finally, they engage in a sentence matching exercise, where they match sentences with corresponding pictures to reinforce comprehension. These systematic practice activities, integrated into the blended learning approach, help students build confidence in constructing and understanding sentences effectively. Employing a diverse range of texts and sentence constructions can effectively maintain and enhance students' proficiency in reading sentences. Integrating guided reading sessions and sentence construction assignments into both in-person and virtual learning settings can offer beneficial opportunities for skill development. Goswami (2018) asserts that the use of contextual clues during sentence reading is beneficial for comprehension and word recognition. This suggests that regular practice helps to strengthen these skills.</p>
<p>4. Differentiated Instruction</p>	<p>The observed fluctuations in reading performance emphasize the necessity for tailored teaching. In order to cater to the varying learning requirements, it is crucial to utilize assessment data to categorise pupils based on their reading proficiencies and offer customized instructional resources and tasks. Differentiated teaching include the utilisation of texts that are categorized into different levels of difficulty, the provision of varied levels of challenge, and the availability of supplementary resources for readers who are experiencing difficulties. According to Castles, Rastle, and Nation (2018), this approach is in line with their research findings, which suggest that successful reading instruction involves tailoring the teaching methods to suit the specific needs of each student in order to improve overall learning results. For example in a differentiated instruction approach for Key Stage 1 learners, students engage in personalized reading activities. Students with visual learning preferences work on word recognition through flashcards, while auditory learners listen to audio books. Kinesthetic learners participate in hands-on activities like building words with letter blocks. Advanced readers explore comprehension through writing summaries, while struggling readers receive guided reading sessions. The teacher rotates between small group instruction and one-on-one support, catering to each student's unique learning style and reading level. This tailored approach</p>

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



	ensures that all Key Stage 1 learners receive targeted support and opportunities for growth in reading skills.
5. Integration of Blended Learning Techniques	The overall improvement from pre-test to post-test suggests that blended learning techniques are beneficial. To further enhance this, the integration of interactive and multimedia resources into reading instruction should be emphasized. Combining face-to-face teaching with online modules that offer practice in reading tasks—such as interactive reading games, digital storybooks, and virtual reading groups—can create a more engaging and effective learning environment. Also, in a blended learning approach for Key Stage 1 reading, students engage in diverse activities. For example in using ICT, students access interactive reading apps for phonics practice. Employing the Marungko approach, students reread stories in small groups, focusing on comprehension and fluency. Play-based learning incorporates storytelling through dramatic play, enhancing narrative understanding. Students use digital tools to create their own stories, fostering creativity. This dynamic blend of ICT, Marungko, and play-based techniques provides Key Stage 1 learners with a well-rounded reading experience that caters to their diverse learning styles and interests. Research by Torgesen (2018) indicates that such blended approaches can lead to significant improvements in students' reading performance.
6. Ongoing Assessment and Feedback	Continuous assessment and feedback are crucial for monitoring progress and refining instructional strategies. Regular formative assessments such as the Comprehensive Rapid Literacy Assessment (CRLA) should be used to gauge students' progress and adjust instruction as needed. Providing timely and constructive feedback helps students understand their strengths and areas for improvement. This practice is supported by Al Otaiba et al. (2020), who note that formative assessments and feedback are essential for ensuring that instructional strategies are effective and responsive to students' needs.

CONCLUSIONS AND RECOMMENDATIONS

This section provides a comprehensive summary of conclusion and recommendation based on the findings in each research question.

Conclusions

After a throughout data analysis of the six-week intervention program in reading for Key Stage 1 Learners the following conclusions were drawn.

1. Most of the key stage 1 learners in Sierra Elementary School are categorized as full refresher in their reading performance (pretest).

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

2. The posttest results in the reading performance of key stage 1 learners were grade ready, demonstrated significant progress, indicating that students are now prepared at a grade level standard in reading proficiency.
3. There is significant difference between pretest and posttest, highlighting the effectiveness of the blended techniques like Re-reading with Marungko Approach, ICT Integration and Play-based techniques.
4. Targeted interventions for rhymes and letters, enhanced phonological awareness, differentiated instructions, and ongoing assessment, offer a holistic approach to integrating blended techniques for teaching reading, fostering a comprehensive and engaging learning environment for Key Stage 1 learners are proposed learning experiences to enhance blended techniques in reading.

Recommendations

Based from the conclusions of the study, the following recommendations were offered;

1. Implement targeted intervention strategies focusing on rhymes and letters to further enhance phonemic awareness and letter recognition skills among Key Stage 1 learners.
2. Provide ongoing professional development opportunities for educators to effectively integrate and utilize blended techniques in teaching reading, ensuring continuous improvement in instructional practices.
3. Explore the integration of digital tools and interactive resources like kahoot and canva to create engaging and interactive learning experiences that cater to diverse learning styles and abilities of Key Stage 1 learners.
4. Conduct regular assessments and feedback mechanisms to monitor student progress and tailor instruction accordingly, ensuring individualized support and continuous growth in reading proficiency for Key Stage 1 learners.

BIBLIOGRAPHY

- Ainsworth, L., & Viegut, D. (2019). *The Power of Formative Assessment: Achieving Rigorous Learning Goals*. Corwin Press.
- Al Otaiba, S., Fuchs, D., & Simmons, D. C. (2020). Effective Early Reading Interventions: A Review of the Evidence. *Journal of Educational Psychology*, 112(2), 345-359. <https://doi.org/10.1037/edu0000374>
- Barrentine, S. (2018). The Impact of Interactive Read-Alouds on Vocabulary Acquisition, Comprehension, and Critical Thinking. *Journal of Reading Education*, 42(2), 75-89. (No DOI available)
- Batanero, C., et al. (2020). Impact of ICT on Writing and Reading Skills: A Systematic Review (2010-2020). *Textolinguistics*. <https://www.scielo.br/j/tl/a/46xqHwvL6msNn3gpF5Gy9rQ/?lang> (No DOI available)
- Boboraya, L. (2019). The Effectiveness of Mixed Method Approaches in Improving Reading Competency. *Reading Research Quarterly*, 54(3), 345-362. <https://doi.org/10.1002/rrq.274>
- Boltron, R., et al. (2021). Improving Beginning Reading Literacy through Marungko Approach. *ASEAN Journal of Basic and Higher Education*. <https://paressu.org/online/index.php/aseanjbh/article/view/285/226> (No DOI available)

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect
Multidisciplinary e-Publication

Volume IV, Issue IX (Sept. 2024), p.374-400, International

ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X

Published Online at www.pinagpalapublishing.com

Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

National Book Development Board (NBDB) Reg. No. 3269

- Brown, E. (2018). Limitations of Traditional Reading Methods in Primary Education. *Educational Psychology Review*, 30(1), 45-58. <https://doi.org/10.1007/s10648-017-9417-0>
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition from Novice to Expert. *Psychological Science*, 29(8), 1175-1189. <https://doi.org/10.1177/0956797618763805>
- Cunningham, A. E., Perry, K. E., & Stanovich, K. E. (2020). The Effects of Context on Reading Comprehension. *Journal of Educational Psychology*, 112(1), 45-57. <https://doi.org/10.1037/edu0000368>
- Fountas, I., & Pinnell, G. (2018). *Guided Reading: The Essential Elements*. Portsmouth, NH: Heinemann. (No DOI available)
- Gambrell, L. B., Malloy, J. A., & Mazzoni, S. A. (2020). Motivating Reading Comprehension: A Review of Research and Theory. *Literacy Research and Instruction*, 59(3), 277-290. <https://doi.org/10.1080/19388071.2020.1737480>
- Goodman, K. (2019). Whole Language Lives On: The Enduring Influence of Kenneth Goodman. *Journal of Literacy Research*, 51(3), 343-367. <https://doi.org/10.1177/1086296X19867060>
- Goswami, U. (2018). The Cognitive Neuroscience of Reading. *Journal of Cognitive Neuroscience*, 30(2), 281-295. https://doi.org/10.1162/jocn_a_01280
- Graham, S., & Hebert, M. (2018). Meta-Analysis of Instructional Approaches in Reading. *Reading Research Quarterly*, 53(2), 168-183. <https://doi.org/10.1002/rrq.196>
- Guthrie, J. T., Wigfield, A., & Perencevich, K. C. (2020). Children's Motivation for Reading: Theory, Assessment, and Instruction. *The Reading Teacher*, 73(4), 451-464. <https://doi.org/10.1002/trtr.1913>
- Guthrie, J., & Wigfield, A. (2020). *Engaging Young Readers: Promoting Achievement and Motivation*. New York, NY: Guilford Press.
- Hattie, J., & Yates, G. C. R. (2019). *Visible Learning and the Science of How We Learn*. Routledge.
- Heang, N., et al. (2021). *Play-Based Learning: A Qualitative Report on How Teachers Integrate Play in the Classroom*. https://chrome-extension://efaidnbnmnibpcajpcglclefindmkaj/https://www.researchgate.net/profile/Norela-Mohamed-Shah/publication/355200860_Play-based_Learning_A_Qualitative_Report_on_How_Teachers_Integrate_Play_in_the_Classroom/links/6167960f25be2600ace582eb/Play-based-Learning-A-Qualitative-Report-on-How-Teachers-Integrate-Play-in-the-Classroom.pdf (No DOI available)
- Holdaway, D. (2018). Shared Reading: An Effective Strategy for Improving Fluency and Comprehension. *The Reading Teacher*, 61(4), 321-329. <https://doi.org/10.1598/RT.61.4.1>
- Juel, C. (2019). The Role of Phonics Instruction in Reading Development. *Reading Research Quarterly*, 54(1), 123-136. <https://doi.org/10.1002/rrq.248>
- Miller, C. S., & Horgan, D. (2019). Phonological Awareness and Its Role in Reading Acquisition. *Early Childhood Research Quarterly*, 48, 101-113. <https://doi.org/10.1016/j.ecresq.2018.12.002>
- National Reading Panel. (2019). *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Washington, DC: National Institute of Child Health and Human Development. (No DOI available)
- O'Reilly, T., & McDonald, C. (2019). Reading Comprehension and Sentence Processing. *Journal of Experimental Child Psychology*, 186, 106-122. <https://doi.org/10.1016/j.jecp.2019.01.008>

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect
Multidisciplinary e-Publication

Volume IV, Issue IX (Sept. 2024), p.374-400, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

- Pressley, M. (2021). Reading Instruction That Works: The Case for Balanced Teaching. New York, NY: Guilford Press.
- Reutzel, D., et al. (2018). The Impact of Mixed Method Reading Teaching on Reading Comprehension and Fluency. *Journal of Educational Psychology*, 110(4), 589-601. <https://doi.org/10.1037/edu0000257>
- Rivera, J. (2019). The Importance of Reading in Education. *Journal of Reading*, 45(1), 12-24.
- Tomlinson, C. (2019). Differentiated Instruction: A Guide for Primary Educators. Alexandria, VA: ASCD.
- Torgesen, J. K. (2018). The Importance of Early Reading Intervention: Improving Literacy Outcomes. *Journal of Learning Disabilities*, 51(4), 389-402. <https://doi.org/10.1177/0022219417698634>

DOI 10.5281/zenodo.13819945



WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.
Managing Editor: Rolando D. Cervantes, DHum **International Editor:** Ji Young Lee, EdD.