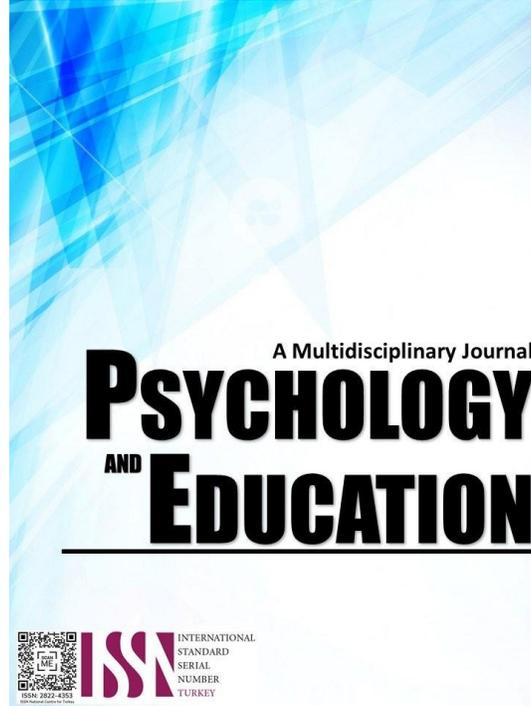


PHONEMIC AWARENESS IN KINDERGARTEN THROUGH VIDEO CLIPS



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Phonemic Awareness in Kindergarten through Video Clips

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Abstract

The study investigated the effectiveness of alphabet videos from YouTube in improving the phonemic awareness skills of kindergarten pupils at Juan B. Tabla Elementary School. Motivated by the challenges in learning reading basics, the research aimed to assess the impact of digital tools, particularly YouTube videos, in enhancing phonemic awareness. An action research approach with a descriptive-comparative design was employed. The study was conducted during regular class days, involving 25 kindergarten pupils as subjects. Pretest and posttest assessments, using the Comprehensive Rapid Literacy Assessment (CRLA), were administered to measure progress. The intervention included selecting appropriate videos, guiding students, monitoring progress, and providing reinforcement. Findings revealed a significant improvement in phonemic awareness skills, with a 100% success rate in various aspects. Most subjects demonstrated a highly significant improvement in their phonemic awareness skills. It was found out that none of the subjects who performed excellent in their phonemic awareness skills went up to 60% (15 respondents) and leaving the 40% (10 subjects) at above average level. Thus, showed that no subjects were on the poor, below average, and average levels. The results highlighted the potential of incorporating YouTube alphabet videos as an effective instructional tool. For Juan B. Tabla Elementary School, these insights support the integration of digital resources in early literacy education. Further research is recommended to explore its applicability in different learning contexts.

Keywords: *digital learning, early literacy, kindergarten pupils, phonemic awareness, video clips*

Introduction

Phonemic awareness is one of the important predictors of reading development in young children. Many children globally lack the basic reading and numeracy skills essential for success beyond the classroom. Technology is highly embraced by the children nowadays. Most of the learners in school own different kinds of gadgets, making the use of videos as a medium of teaching very strong. It catches more attention and delight than the more conventional printed material.

Additionally, videos are the ideal medium for those who learn best visually and orally stimulating and engaging learners, piquing their attention and keeping it for a longer span. It offers teachers a creative and effective way to tackle and deliver the lesson. In today's digital age, ICT skills are crucial for meaningful social and economic involvement, yet data reveal that numerous children and youth lack these essential competencies.

The advent of technology aids in providing early exposure to the alphabet video clips with a combination of sounds and other media, giving children ideas about the different letters. However, this confusion among children results in improper pronunciation of alphabet sounds. Furthermore, pupils coming from different ethno-linguistic groups find it harder to learn the proper sounds of the alphabet because they often lack early exposure to media technology due to their geographical setup. Language barriers stemming from distinct dialect sounds also obstruct their potential to adjust to learning the correct sounds of the alphabet. Mastering the correct sounds of the alphabet is crucial, as it lays the foundation for pupils' language skills and proper usage of letters, enabling learners to advance their knowledge toward word recognition in higher grades. As technology continues to play an integral role in education, integrating multimedia resources will be essential (Shaw, 2018).

Moreover, teaching letter sounds to kindergarten children is important as it will serve as a strong foundation for their reading skills. Kindergarten teachers often face difficulties in the instruction of visual concepts linked to letter sounds because of their abstract nature. The process requires a series of steps to help learners recognize various letter sounds, making phonemic awareness a challenging concept to master.

Technology is widely adopted by children today, with many learners owning a variety of gadgets. This makes videos a powerful and appealing teaching medium. Unlike traditional printed materials, videos capture learners' attention more effectively, especially for those who learn visually and auditorily. They stimulate engagement and help maintain focus for longer periods, offering teachers a creative and efficient way to present lessons.

Given the complexity of alphabetic principles, it is essential to develop high-quality educational materials. In the 21st century, teachers are encouraged to integrate technology to create dynamic and engaging learning experiences. Using alphabet videos as part of computer-assisted instruction is a creative strategy to enhance learners' phonemic awareness—an essential component in mastering letter sounds (Shaw, 2018).

DepEd Order No. 173, s. 2019, issued by then Education Secretary Leonor Briones, introduces the 3Bs initiative as a strategy to reinforce Every Child a Reader Program (ECARP). The primary objective of this initiative is to ensure that all learners become

proficient readers appropriate to their grade level. It calls on all education offices—from the central to the division level—as well as schools, to intensify reading advocacy efforts and enhance teacher training in effective reading instruction.

This study assessed the efficacy of using video clips to teach phonemic awareness among kindergarten pupils. The integration of video clips aims to provide an engaging learning experience that may help address the challenges faced by young learners, particularly those from diverse linguistic backgrounds. By employing this modern approach, the study will contribute to improving phonemic awareness and enhancing overall reading skills among kindergarteners.

In line with the growing need to enhance early literacy skills, the researcher opted to integrate video clips in delivering instruction on phonemic awareness to kindergarten learners. This innovative approach aimed to make the learning process more engaging and effective for young children. To assess its impact, the study compared the pretest and posttest results of the participants. The research was conducted among the kindergarten pupils of Juan B. Tabla Elementary School during the School Year 2024–2025.

Research Objectives

The study aimed to determine the effectiveness of integrating video clips in teaching phonemic awareness among kindergarten pupils at Juan B. Tabla Elementary School. Specifically, it sought to achieve the following objectives:

1. To assess the pretest scores of the subjects.
2. To evaluate the posttest scores of the subject.
3. To identify the gain scores of the pretest and posttest of the subjects.
4. To determine the significant difference between the pretest and posttest scores of the subjects.
5. To design an action plan based on the findings of the study.

Methodology

Research Design

The study used one group pretest and posttest research design. The subjects were intentionally chosen for the study to allow for a comparison of their pretest and posttest scores. They were categorized into groups—below average, average, and above average—according to their Comprehensive Rapid Literacy Assessment (CRLA) results obtained at the start of the school year.

Respondents

The subjects of this study involved the kindergarten learners of Juan B. Tabla Elementary School who were enrolled for the School Year 2024-2025. A total of twenty-five (25) learners from the morning session of kindergarten were included. The selection of subjects followed a specific process to ensure fairness and consistency based on their results in the Comprehensive Rapid Literacy Assessment (CRLA).

Procedure

To collect the necessary information, approval to conduct the study was sought from the Schools Division Superintendent of Iligan City, Public Schools District Supervisor of the South I district, and School Head of Juan B. Tabla Elementary School.

At the start of the 2024-2025 school year, the respondents completed the Comprehensive Rapid Literacy Assessment (CRLA). The researcher provided additional clarification on the importance of the assessment. The subjects were introduced to the alphabet videos during every class session in the morning. The lesson will encompass both the core content and related learning activities. Additional activities will be conducted to further expand on the discussion of the lesson.

During the introduction of the video clips, the subjects were encouraged to participate and engage during the class discussion actively. They were also given the chance to share their thoughts on the given lesson for the day.

A posttest was administered to the subjects one (1) month following the delivery of the lesson.

Selecting appropriate and useful measuring instruments is critical to the success of any research study. The research instrument is the Comprehensive Rapid Literacy Assessment (CRLA) pretest and posttest. As to the feedback of the subjects, a questionnaire was given

Data Analysis

The following statistical techniques were employed to answer the different problems presented:

For Problems 1, 2, and 3, Frequency and Percentage were employed to determine the distribution of the pretest, posttest scores, and gain scores of the subjects with the use of the alphabet videos.

For Problem 4, the Wilcoxon Signed-Rank Test was applied to compare the subjects' pretest and posttest score means, aiming to assess whether there was a significant difference in scores before and after the incorporation of alphabet videos.

Ethical Considerations

To ensure the protection and confidentiality of the subjects, all personal information was securely kept private, and informed consent was obtained from the parents or guardians of the learners prior to their involvement in the study. The researcher also sought approval from the authorized ethics committee to address any ethical considerations before proceeding with the research.

Additionally, the alphabet videos used in the study underwent a thorough validation process to ensure their quality and accuracy. An adopted rubric was utilized to evaluate the videos, with assessments conducted by English teachers, thereby enhancing the credibility and validity of the materials.

Finally, to verify the accuracy of the posttest and ensure the correct pronunciation of the alphabet, the researcher collaborated with an experienced English teacher. This step was taken to ensure the integrity and reliability of the data collected during the study.

Results and Discussion

This section presents the data gathered to answer the study's problems. It also analyzes and interprets the data collected by the researcher to solve the issues in the study.

Pretest Scores of Subjects

Table 1. Pretest Scores

Score Range	Frequency Count	Percentage (%)	Description
1 – 6	0	0	Poor
7 – 12	6	24.0	Below Average
13 – 18	14	56.0	Average
19 – 24	5	20.0	Above Average
25 – 30	0	0	Excellent
Total	25	100.0	

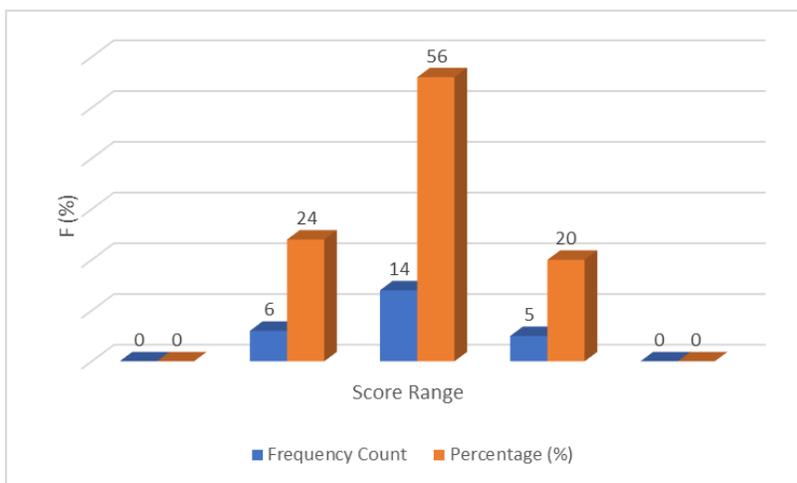


Figure 1. Pretest Scores

Table 1 (Figure 1) illustrates the distribution of pretest scores, categorized into specific score ranges along with their corresponding frequency and percentage. The data revealed a skewed distribution, with a noticeable concentration of scores falling within the "average" range (13–18). This clustering suggests that, at the beginning of the study, most of the learners demonstrated a moderate level of alphabet knowledge. The absence of a normal distribution suggests that learners' literacy abilities were not evenly distributed, possibly due to varying levels of prior exposure to foundational literacy instruction at home or in the context of early childhood educational programs.

Over fifty percent of the subjects involved in the study (56%) scored within the "average" range, reflecting a relatively central tendency in the pretest performance. This implies that while most learners had acquired some foundational alphabet knowledge, there remained significant room for improvement. Interestingly, no subjects scored in the "poor" (1–6) or "excellent" (25–30) categories. This absence of extreme scores suggests that the group was relatively homogenous in their literacy readiness, with none exhibiting either significant learning gaps or advanced proficiency. It may also reflect the limitations of prior exposure to structured literacy instruction, as kindergarten is often the first formal environment where such skills are systematically developed.

This pattern underscores the importance of targeted instruction to move students beyond the average range and close the gap between emerging and proficient readers. This trend highlights the significance of targeted instruction to move students beyond the average range and close the gap between emerging and proficient readers. Furthermore, it emphasizes the critical window of opportunity during

early childhood for educators to intervene and support children in building strong foundational literacy skills.

Roberts (2021) emphasized that the early years of education are critical for developing foundational literacy skills such as reading comprehension, letter-sound associations, and writing. Young learners thrive in literacy-rich environments that incorporate phonemic awareness, vocabulary building, and meaningful print exposure. The findings of this study support Roberts' claims, demonstrating the need for intentional learning interventions to foster early literacy and reduce future reading challenges.

Posttest Scores of Subjects

Table 2. Posttest Scores

Score Range	Frequency Count	Percentage (%)	Description
1 – 6	0	0	Poor
7 – 12	0	0	Below Average
13 – 18	0	0	Average
19 – 24	10	40.0	Above Average
25 – 30	15	60.0	Excellent
Total	25	100.0	

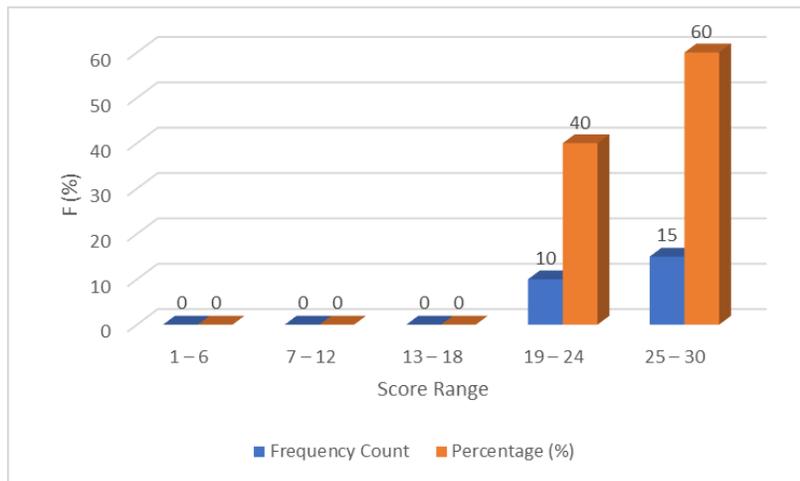


Figure 2. Posttest Scores

Table 2 (Figure 2) displayed the posttest scores of the 25 kindergarten subjects on a foundational literacy skills assessment. This table revealed a remarkable shift in the learners' performance when measured against their pretest scores. The data showed a dramatic improvement, suggesting that the intervention implemented during the study exerted a considerable influence on the children's literacy development. The progression from the pretest to the posttest reflected not just a general increase in scores but a clear upward movement across the scoring categories, indicating that the instructional strategy used was effective and well-targeted.

The posttest results demonstrated that 100% of the subjects scored within the "above average" (19–24) or "excellent" (25–30) ranges. This substantial progress indicated a significant gain in literacy skills after the inclusion of alphabet video clips in the instructional approach. The absence of scores in the "poor" (1–6), "below average" (7–12), and "average" (13–18) ranges suggests that all learners reached a level of proficiency well above their initial performance. Such results emphasize the effectiveness of multimodal instructional tools—like educational videos—in enhancing young learners' engagement, retention, and conceptual understanding of foundational literacy elements such as letter recognition, phonemic awareness, and sound-symbol correspondence.

This favorable result reinforces the notion that multimedia resources hold a vital function in enhancing early childhood learning, especially when thoughtfully designed to match learners' developmental needs. The incorporation of alphabet video clips offered learners consistent exposure to letters and their corresponding sounds in an engaging and visually engaging format. This repeated exposure likely supported both auditory and visual memory, which is crucial in early reading development.

Rachmani (2020) emphasized that the exposure-based interventions contribute meaningfully to the development of emergent literacy skills among preschool children, especially when integrated seamlessly into various classroom activities. Rachmani highlighted that effective literacy instruction involves intentional planning by educators, who incorporate both large- and small-group learning opportunities, embed instruction into play and transitional moments, and thoughtfully adjust daily routines to ensure frequent engagement with reading and writing activities.

The findings of the present study are consistent with those reported by Rachmani (2020), demonstrating how strategically designed and consistently implemented literacy interventions— such as utilizing instructional videos on the alphabet—can accelerate learning outcomes in early learners. Additionally, Rachmani emphasized that meaningful repetition, multisensory experiences, and contextual

learning play critical roles in reinforcing language and literacy development, which further validates the instructional methods used in this research.

Gain Scores of Subjects

Table 3. *Gain Scores*

Range	Frequency	Percentage (%)
1 – 4	3	12.0
5 – 8	3	12.0
9 – 12	14	56.0
13 – 16	5	20.00
Total	25	100.0

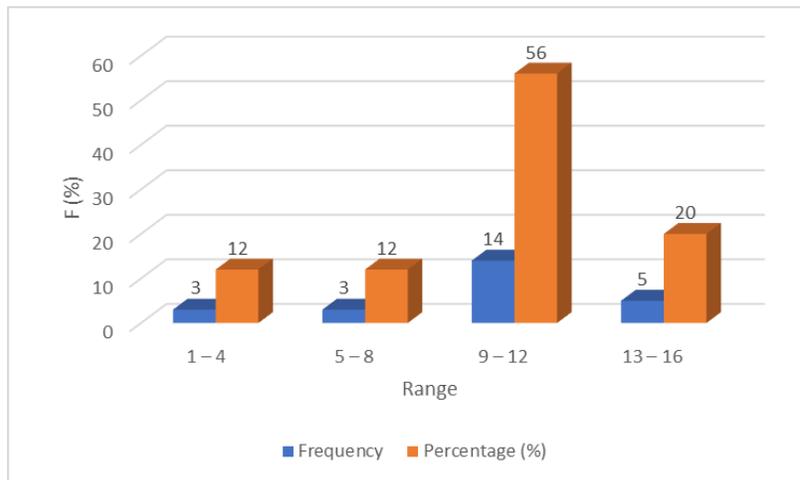


Figure 3. *Gain Scores*

Table 3 (Figure 3) presents the distribution of gain scores among the 25 subjects in the study. Gain scores reflect the numerical difference between each subject's posttest and pretest results, serving as an indicator of learning progress over the intervention period.

The data showed that a majority of the subjects (56%) achieved gain scores within the 9–12 range. This finding suggests that over half of the students demonstrated a significant improvement in phonemic awareness following the intervention. This range also represents the modal class, indicating it was the most frequently occurring gain score interval among the group.

Meanwhile, 20% of the subjects showed even higher gain scores within the 13–16 range, indicating a substantial improvement. On the other end of the spectrum, a combined 24% of the subjects fell into the lower gain score categories of 1–4 and 5–8, pointing to more modest gains, though improvement was still evident.

It is important to highlight that none of the subjects recorded a zero-gain score, meaning every student exhibited some level of progress. This further supports the conclusion that the instructional use of video clips was effective in enhancing the phonemic awareness skills of kindergarten learners.

The results indicated that integrating video-based instruction in early literacy education has the potential to yield measurable improvements, especially when compared to more traditional teaching approaches. Given these findings, the use of educational videos as supplementary tools may warrant broader adoption in kindergarten curricula to support and enhance literacy development (Inot et al., 2024).

Difference between the Posttest and Pretest Scores of Subjects

Table 4. *Difference¹ Posttest and Pretest Scores*

Posttest	Pretest	Static	df	p-value	Mean Difference	SE Difference
		325	24.0	<0.001	10.5	0.743

Note: 2 – Wilcoxon Signed-Rank Test; ns – p > 0.05; * – p < 0.05; ** – p < 0.01; *** – p < 0.001

Table 4 presents the difference between the posttest and pretest scores of the subjects. The p-value is <0.001, indicating a statistically significant difference between the posttest and pretest scores. This means the observed difference is unlikely to have occurred by chance. The mean difference between posttest and pretest scores was 10.5. This suggested that, on average, subjects' scores increased by 10.5 points in the posttest after the intervention or the integration of video clips.

In addition, the standard error of the mean difference was 0.743. This measured the variability of the mean difference. A smaller standard error indicates greater precision in the estimate of the mean difference. Furthermore, the highly significant p-value led to the

rejection of the null hypothesis. The null hypothesis states that there is no significant difference between the posttest and pretest scores. The results strongly suggested that the intervention had a significant effect.

Statistical significance is commonly represented by the p-value. Based on the type of statistical test employed, the p-value is computed to estimate the probability of obtaining the observed sample outcomes—or more extreme ones—under the assumption that the null hypothesis is true. In essence, it reflects the likelihood that any observed difference in mean scores (or other statistical values) occurred by chance, assuming that no true difference exists. (Laerd Statistics, n.d.).

Conclusions

Based on the findings of the study, the following conclusions are drawn:

Most of the subjects showed a highly significant improvement in their phonemic awareness skills. It was found out that none of the subjects who performed excellent in their phonemic awareness skills went up to 60% (15 subjects) and leaving 40% (10 subjects) at an above average level. Thus, showed that no subjects were on the poor, below average, and average level.

According to Bakla et al. (2022), video served as an interactive teaching tool and proved to be an extremely versatile medium. The ability to pause, play, and rewind was highly beneficial. This feature allowed instructors to pause the video at any point and engage students by asking them to explain, debate, or predict the outcome of a historical event or a demonstration.

Based on the findings, it was concluded that the integration of technology, particularly the use of video clips, was an effective method for teaching phonemic awareness to kindergarten learners, significantly enhancing their performance. Video proved to be a highly interactive and adaptable medium. The ability to pause, play, and rewind the videos proved invaluable, providing an opportunity to engage students in discussions, ask them to explain or debate historical events, or predict the outcomes of demonstrations.

Thus, the results strongly suggested that the intervention or the integration of video clips being studied had a significant positive impact on the subjects. The substantial mean difference and the very low p-value provide compelling evidence to support this conclusion.

The research indicated a significant improvement in the pupils' performance, as reflected in the comparison of their pretest and posttest scores following the implementation of the intervention. Consequently, a key conclusion drawn from this study is that the use of downloaded videos for phonemic awareness development was a more effective approach than traditional instructional methods in enhancing the phonemic awareness skills of kindergarten pupils.

In light of the analysis, findings, and conclusions drawn from the study, the following recommendations are proposed: (1) It is recommended that kindergarten teachers and students use the downloaded video tutorials stored in Google Drive as a learning resource to enhance phonemic awareness. (2) By using downloadable videos, learners are better able to grasp the concepts of sound development for each letter, while also fostering greater motivation and interest in phonemic awareness. (3) Kindergarten teachers may update their teaching methods by incorporating active learning strategies, such as ICT integration, to enhance their instructional skills. They may utilize the digital copies of the downloaded videos in their daily classroom lessons. (4) School administrators may organize training programs to update and improve the techniques required for teaching phonemic awareness to young learners. Additionally, they should provide equipment such as televisions, laptops, computers, and speakers to teachers in each classroom to facilitate the integration of technology in teaching. (5) Kindergarten District Coordinators may disseminate the findings of this research by providing practical guidance on how to utilize downloaded video lessons effectively. Furthermore, they may share insights and strategies for incorporating ICT in the classroom, drawing from their personal experiences. The results of this study may also serve as an encouragement for kindergarten teachers to adopt downloaded videos more extensively across various lessons. (6) Parents may stay informed about their children's academic progress and performance in school, and provide support for all activities, particularly those involving the integration of ICT in the teaching and learning process. (7) The community and stakeholders may be made aware of the use of technology in schools and gradually come to understand the significance of embracing this technological trend. (8) Curriculum planners may evaluate the integration of technology in the curriculum. This will help align their efforts with the educational objectives of the K to 12 Basic Education program and support the development of 21st-century skills, particularly in ICT integration within the teaching-learning process. Additionally, they should consider organizing training and seminars to equip teachers with pedagogical and computer programming skills. (9) And lastly, future researchers may conduct studies to assess the effectiveness of different types of video instruction for various topics in kindergarten education.

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