

Effects of Global Reading Approach on the Performance of Kindergarten Learners in Reading: Basis for Reading Material Development

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Abstract. This study aimed to determine the effects of Global Reading Approach on the performance of Kindergarten learners in Reading at Intavas Integrated School in Impasugong Bukidnon during the School Year 2023-2024. The result of the study would be the basis for reading material development. It specifically answered the following: the respondents' performance level of reading based on the pretest and posttest results in terms of phonemic awareness, phonics, vocabulary, fluency and comprehension, and the significant difference in the pretest and posttest reading performance of Kindergarten learners between those exposed to the Global Reading Approach (Experimental Group) and those exposed to the traditional reading approach (Control Group). Sixty (60) Kindergarten learners were involved in the study utilizing quasi-experimental research design. The data were treated with descriptive statistics such as frequency, percentage mean, standard deviation and T-test. Findings of the study revealed that a significant difference was identified in favor of those students exposed to Global Reading Approach. Further it revealed that the intervention helped students improve their posttest scores in reading performance. It concluded that the learners considered their experiences more pleasurable with the use of Global Reading Approach in teaching reading, as generally successful. It is recommended that Kindergarten teachers should be encouraged to use the Global Reading Approach in the learning process to enhance the reading performance of the Kindergarten learners.

Keywords: global reading approach, reading performance

Introduction

Reading skill is one of the basic macro skills that learners have to develop in order to learn other skills such as speaking, writing, and listening. Right from the beginning of school, children are taught the letter of each alphabet, its sound, correct spelling, and pronunciation. But there are still many learners who can read but do not understand what they read. In the context of Intavas Integrated School in Impasugong, Bukidnon, the latest results of PHIL-IRI for School Year 2022-2023 proved this phenomenon to be prevalent.

In the Philippines, in a broader sense, 27, 361 or 35.96% of learners from Grades 4 to 6 were tagged frustrated readers, 17, 836 or 23.44% were instructional readers, and 15, 095 or 19.84% were independent readers. This stressed the prevalence of frustrated readers after two years of no face-to-face instruction. In response to this problem, the Department of Education launched a program to accompany all Filipino learners and encourage them to discover the joy and comfort of reading. The ECARP program or Every Child a Reader Program, a national program of the Department of Education, aims to develop the skills of Filipino children in reading, counting and writing so that when they enter Grade 1, they are good at these skills (DepEd Order No. 70, s.2019).

In addition, the Department of Education's massive campaign of 3Bs or Hamon: Every Child Reads, which aims to raise the quality of education in the country, continued. As part of Sulong Edukalidad, DepEd aims to encourage all divisions and schools to intensify advocacy for reading so that the youth can learn at an early age. DepEd Secretary Leonor Magtolis Briones first clarified that this does not mean that learners cannot read, but it is just a way that can pave the way for children to learn more and focus.

However, despite the programs delivered by the Department of Education, there are still many learners with low reading competence. Bibon (2021) revealed that 24.7 percent of the reasons for learners dropping out are due to lack of interest because they do not know how to read or they did not understand the lesson, which indicates the tendency of falling motivation to continue studying.

One approach that has the potential to significantly improve learners' reading skills is through the use of the Global Reading Approach (GRA). This approach is good for preschool education or in the first grade of elementary school. Global Reading, as opposed to syllabic methods, begins connecting images with their corresponding written words and how they sound. The second stage includes syllabic decomposition and sounds and finally, the third stage of the process, it introduces letters and their phonetics. In the educational field, the global method -also known as the whole word method or generating phrase method- was notorious due to its applicability in children with cognitive limitations and/or special educational needs.

As cited in Jaramillo-Valencia et al. (2019), whole word method was also called the global method or look-and-say. It leaves the codes out and focuses on units beyond words, such as the understanding of texts. Education is considered the foundation of the development of an individual and a society. It is a process of study and learning that aims to expand the knowledge, skills, and understanding of people in different aspects of life. Hope is in reading. These are terms that have been heard often since the beginning. Because if most people are asked, only one answer will usually be heard - a person who can read can never be fooled. It is a beautiful and wonderful human quality to have a wide understanding. The learning phase is a time of extensive reading and writing. It is part of self-learning to acquire knowledge and information pertaining to things that are not yet known.

For the Curriculum Planner, they may be given guidance in developing the most effective and efficient curriculum to improve the reading of Kindergarten learners. The result of this study may provide important information to the planners of curriculum to implement interventions and changes in their curriculum. This may include new teaching methods, using different materials and understanding how to further improve learners' reading and comprehension skills. This study may serve as a basis for adjusting the goals, strategies, and expanding the knowledge of Kindergarten learners. For the school administration, there may be an awareness of the possibilities of how to better develop the Kindergarten learners' level of understanding, even at a low level. The developed reading material may be available in schools and will be an additional teaching tool that will be cultivated in the Kindergarten learners' macro reading skills.

Thus, the bases presented above became the strong foundation for the researcher to conduct the current study. The researcher has been a Kindergarten school teacher for years. As a teacher, the researcher saw the reading problems where some learners have poor comprehension, lack of interest, and difficulty in understanding the reading material. Therefore, the researcher was motivated to find out the reading performance of Kindergarten learners through a Global Reading Approach.

Literature Review

Global Reading Approach

Teachers have been implementing the new, analytical, or global style of teaching learners to read in recent decades. The Global Reading Method can be viewed as an introduction to literacy instruction as well as an alternative to the conventional approaches to teaching reading comprehension abilities. A few learning centers even advocate for teaching children to read at a young age utilizing this new approach. It uses flashcards, which are essentially just letters and pictures together. Glenn Doman, the method's creator, proposed that

kids learn to read via what he named the Global Reading Method, which went on to become well-known. Another well-liked approach for teaching children with dyslexia and other developmental disabilities who have trouble learning to read is the Global Reading Method. Children using the Global Reading Method are given the opportunity to read the entire word and are expected to rely on their visual perception and memory skills. As a result, rather than reading the word letter by letter, the youngster retains it as an image made up of letters. However, in contrast to a typical picture, which shows a specific thing, this one indicates a generalized notion about the object or event—that is, it has a specific meaning (Ekiđz eu, 2023).

Shea and Ceprano (2018) described the intricacy of reading comprehension, what is needed for complete and profound understanding, the situation of reading comprehension in developed nations, potential reasons for poor performance, and recommendations for teaching skills and strategies to enhance learners' demonstrated achievement in regular lessons and on assessments administered globally. Given the global nature of this issue, it is imperative to look at both locally specific etiologies that hinder reading comprehension and widely acknowledged principles for successful reading comprehension. These principles include abilities and tactics that cover Bloom's updated taxonomy for higher-order thinking as well as all of Irwin's micro and macro elements of reading for comprehension.

All members of the educational community—school, family, and society—find it concerning that early literacy instruction involves teaching children to read and write. For this reason, new approaches based on subject-matter experts' research and the use of digital tools may be advantageous to particular groups of people. Hence, Jaramillo-Valencia et al. (2019) presented the outcomes of developing and utilizing literacy software that was predicated on the Global Method for writing and reading. Some reading and writing processes of teaching that focused on pronunciation and replication of the written code were evidently among the most difficult problems to work on: learners' disinterest in literacy activities during class and low parental/caregiver monitoring of learners' learning process on these two abilities.

Bae (2019) assessed how reading literature from around the world affected learners' literacy skills and intercultural sensitivity in relation to their gender and grade levels. A one-group pretest-posttest design was used for this study. For fifteen weeks, 131 Korean learners in the fifth through eighth grades read and studied picture books featuring works of international literature. Latent mean analysis showed that there was no gender difference in the effects of reading global literature on L2 literacy achievement and the development of intercultural sensitivity. However, there were some variations in intercultural sensitivity performance across grade levels. The only grade level where there was no discernible development in intercultural sensitivity was in the seventh grade, particularly in the areas of respect for cultural differences, interaction attention, and interaction confidence. Additionally, in the other three grade levels, there was a statistically significant improvement in the interaction attentiveness measure of intercultural sensitivity.

Reading Process

Meanwhile, Chen (2018) mentioned that phonetics is the relationship between letters in written language and individual sounds in spoken language. Learners who get phonics training learn how to read and spell words using these relationships. Phonics relates sounds to written symbols in the alphabet. Phonics helps children develop critical word recognition skills. Children can apply sound-symbol relationships to reading text. Meanwhile, fluent readers can read orally with appropriate speed, accuracy, and proper expression. Fluency is the ability to read as people speak and make sense of the text without having to stop and decode each word.

Verola (2019) asserts that reading constitutes 80% of people's daily activities. Some of them read the list of dishes, enter restaurants, and read various announcements and street names. Texts based on class lessons are read. Some read newspapers to find out what is

happening in a place. To pass the time, maybe read a magazine, updates on Facebook and Twitter, or stories on Wattpad. Additionally, he said that reading is the interaction between the author and the reader. It is a talent that helps people learn solutions to issues about how to communicate to understand the truths of life and the secrets of nature.

Meanwhile, Rivera and Aggabao (2020) noted learners' difficulties in word recognition and reading comprehension. Learners often pronounce the wrong words, and their actions affect their reading ability. The authors present a recommended reading curriculum to provide reading remediation to learners with reading challenges. Along with this program, teachers can conduct drill lessons to monitor students' progress in areas where they need to improve. Teachers should also be aware of the common mistakes learners make in order to provide remedial instruction.

The Philippine Informal Reading Inventory (Phil-IRI) refers to a modified assessment tool consisting of a set of graded passages administered to the whole class and to individual students which is designed to determine a student's reading level. The Department of Education supports the Every Child a Reader Program (ECARP), which aims to make every Filipino child a reader and writer at his grade level. Accordingly, the Revised Philippine Informal Reading Inventory assessment shall continue to be given to children in public elementary schools across the country by the DepEd through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) (DepEd Order No. 14, s. 2018).

Phonemic Awareness

Basic phonemic awareness abilities include sound manipulation and deletion in addition to word awareness. In particular, these abilities include onset-rime blending and segmenting, phoneme deletion and manipulation, rhyming (hearing and producing rhymes), word comparison (long vs. short), and syllables (blending and segmenting). All of these fundamental abilities are necessary for the development of more sophisticated reading abilities, thus children who struggle with these abilities will probably struggle with more complicated reading abilities as well with subsequent reading experiences, potentially associated with dyslexia or other comparable processing issues. In Texas, phonemic awareness abilities will now be evaluated for all Kindergarten and first-grade kids due to the rising number of dyslexia diagnoses and low knowledge of early reading fundamentals. If the students have low scores, they will be screened further for potential dyslexia (Akyol & Boyaci 2019).

Also, Carruth and Bustos (2019) concluded that activities like oral language, pictures, and movement can be modified to fit into any classroom needs. Children will learn the necessary skills by playing with language using the various modes such as videos and pictures presented. They added that teachers cannot jump ahead to letter recognition or reading if children do not understand how language works. Phonemic awareness is an essential part of reading comprehension and is not to be disregarded.

Phonics

Teaching reading through systematic phonics emphasizes the development of letter-sound correspondences and how to use them to read and spell words. Although phonics instruction is primarily designed for beginners in the primary grades and for children having difficulty learning to read, it can be applied to elementary and secondary learners to make use of sound-symbol, vocabulary, and meaning to decode and comprehend texts (Bernhardt, 2019).

Besides, learning to read is a complex task for beginners of English. To read correctly and fluently, they must synchronize a variety of cognitive functions, such as word recognition, sentence and text construction, and memory retention of the information read. Learning the alphabetic system, including letter-sound correspondences and spelling patterns, and applying this information to reading is a crucial step for novices (National Reading Panel, 2020).

Moreover, phonics has been called one of many cues used in reading. It refers to instructional practices that systematically emphasize how spellings are related to speech sounds. By definition, phonics teaching can be found in a wide range of reading curricula. Richards (2020) defines phonics instruction as any approach in which the teacher does/says something to help children learn how to decode words. This may involve teaching sound-symbol correspondences directly, having children manipulate sounds in written words through spelling tasks, pointing out patterns in similarly spelled words, or anything else that helps children learn about orthographic patterns in written language.

Vocabulary

Vocabulary has become increasingly important as the focus on communicative language teaching has increased in recent decades (Russell, 2018). It is believed that one of the most important components of language training is vocabulary. Richards (2020) refers to the importance of vocabulary in any language by asserting that, unlike grammatical competence, which is limited, learning vocabulary even continues in adulthood. According to Coady and Huckin (2019), vocabulary is central to language acquisition and of critical importance to the typical language learner.

Zarfsah and Yeganehpour (2021) stated that pedagogical consequences for both teachers and students, as well as text developers, is needed to enhance the vocabulary of the learners. The results of this research will be used by educators to gauge how much meaning to impart to students with varying levels of language ability when they are given lexical items. When learners are presented with enough contextual cues, they can feel at ease and inspired to learn and remember the meaning of the vocabulary.

Fluency

Paige (2020) stated that reading fluency has been through multiple conceptualizations. These comprise reading words aloud quickly, accurately reading words, reading linked content quickly, and reading expressively. Reading experts currently define fluent reading as a construct with three features or signs. These include the rate of one's reading, the accuracy at which words are pronounced, and the prosody (meaning expression) in one's voice that brings a text to life. He added that learners should regularly progress in their ability to read increasingly complex text. As children begin reading connected text in late Kindergarten or early first grade, regular assessment of fluency should begin no later than the middle of first grade. Because reading should develop quickly through third-grade, fluency assessment with prosody should occur three times per year. In the later elementary grades through middle school, fluency should be assessed twice a year for students who exhibit normal reading development and more frequently if they are struggling.

In the global reading approach, repeated reading is present. Over a few days, students read a brief paragraph that is between 100 and 200 words four times. Readings are done with the assistance of an instructor or more experienced reader to help with challenging word pronunciations. According to the results of the two research, practicing with repeated readings reduced word mispronunciations and increased reading speed, which enhanced reading fluency. Furthermore, understanding increased as students directed more of their attention toward extrapolating meaning from the text rather than word decoding (Lee & Yoon, 2018).

Comprehension

According to Roldan (2019), writing and reading are essential skills for accessing education. They are the main tools to guarantee the exercise of a responsible person at a critical level who actively participates in the society where it develops. Additionally, according to Blasco et al. (2019), academic knowledge is conveyed to students in classrooms through texts;

for this reason, reading development is a crucial component of learning for all people. In a similar vein, Munayco (2019) argues that in order for a reader to successfully communicate a stance on the read material that suggests a critical analysis, they must move beyond the literal and toward inferential knowledge.

On the other hand, the specialists of PISA (2018) conclude that, over the years, reading has evolved from the printed text that could be found in books to digital text as a result of the rapid growth and dissemination of information and communication technology. In order to use mobile devices and internet-based applications in this digital age, readers need to be familiar with ICT.

Fonseca et al. (2019) consider reading comprehension to be an activity developed in the mind of human beings. It is also the main goal of reading, where the meaning of what he reads is constructed based on the issues raised by the author of the book. When implicit information—hints provided by the author—is considered, this understanding becomes more comprehensive.

Performance in Reading

Along with a wide range of social and emotional challenges, including low self-esteem, anxiety, and despair, children who struggle with reading also face other challenges. The purpose of the study was to ascertain whether emotional and cognitive-control issues and reading difficulties in children with reading difficulties are related to each other in comparison to typical readers. Participants in the current study were children aged eight to twelve who were either typical readers or had reading challenges. The two groups' cognitive control, more especially their executive functions, emotional intelligence, and reading comprehension, were compared and connected. Compared to regular readers, children who struggled with reading exhibited much worse executive functions and emotional capacities. Reduced executive function and emotional capacity were linked to poor reading ability (Nachshon & Horowitz-Kraus, 2019).

Moreover, Grefenstette (2018) stressed that, unlike information retrieval, reading comprehension (RC) necessitates integrating knowledge and reasoning about events, entities, and their relationships throughout a whole document. The traditional method of evaluating RC ability in both artificial agents and young readers is question-answering. Nevertheless, most RC tasks and datasets now in use contain questions that may be answered by choosing responses based on surface-level information (such as global phrase frequency or local context similarity); as a result, they are unable to assess the crucial integrative component of RC. It provides a new dataset and set of activities that require the reader to read full novels or movie screenplays to answer questions on stories in an effort to promote the development of deeper language comprehension.

Finally, Nonte et al. (2018) argued that the connections between different student, home, and contextual factors and reading achievement have been the subject of several research. Though the relevance of non-cognitive outcomes is emphasized in the theoretical frameworks of large-scale assessments and research on school performance, the relationship between these characteristics and reading attitudes has received significantly less attention. The authors clarified the connections between student attitudes about reading and student, family, and context-related characteristics based on a few multi-group analyses conducted with a structural equation modeling approach.

Statement of the Problem

This study aimed to determine the effects of the Global Reading Approach on the performance of Kindergarten learners in Reading at Intavas Integrated School in Impasugong Bukidnon during the School Year 2023-2024. The result of the study would be the basis for

reading material development. Particularly, this paper sought to answer the following questions:

1. What is the respondents' performance level of reading based on the pretest results in terms of phonemic awareness, phonics, vocabulary, fluency and comprehension?
2. What is the respondents' performance level of reading based on the posttest results in terms of phonemic awareness, phonics, vocabulary, fluency and comprehension?
3. Is there a significant difference in the pretest reading performance of Kindergarten learners between those exposed to the Global Reading Approach (Experimental Group) and those exposed to the traditional reading approach (Control Group)?
4. Is there a significant difference in the posttest reading performance of Kindergarten learners between those exposed to the Global Reading Approach (Experimental Group) and those exposed to the traditional reading approach (Control Group)?
5. Based on the findings of the study, what reading material can be developed?

Theoretical Framework

The global reading approach is based on Lev Vygotsky's Sociocultural Learning Theory, which Kwasari (2022) also uses to emphasize learning as a social process and the foundation of human intelligence in cultural and societal contexts. According to this theory, students learn more effectively when lessons are grounded in real-world experiences. As a result, teaching materials should prioritize fostering understanding rather than rote memorization, thereby enhancing students' skills and conceptual comprehension. Utilizing visual aids such as pictures, flashcards, and images enables students to recall information in context, promoting a deeper understanding of topics rather than superficial knowledge. Consequently, contextual learning resources should match a student's cognitive level and thought processes, as well as the detailed aspects of learning.

Furthermore, the global reading approach views learning as the creation of new knowledge and meaning by integrating new information with prior knowledge. Students learn most effectively through images, a principle rooted in social learning theory often associated with student-centered classrooms. This theory posits that understanding a text depends on the words, sentences, pictures, diagrams, and other symbols it contains. The bottom-up theory explains how the reader's brain processes information visually and cognitively, starting from the base of the text. Supported by behaviorist theory, this model suggests that the brain functions as a blank slate, or *tabula rasa*. Also known as a part-to-whole or data-driven model, it indicates that readers rely heavily on the text's information.

Conversely, understanding also originates from the reader's mind, utilizing prior knowledge and experiences. This top-down flow of information suggests that reading performance in areas such as phonemic awareness, phonics, vocabulary, fluency, and comprehension is based on the text's overall meaning, shaped by the reader's existing knowledge. Readers draw on established schemas from their experiences and observations to interpret new information.

Scope and Limitations

This study is limited only to the effects of the Global Reading Approach on learners' performance in reading. This study explores the effect of the Global Reading Approach on the Kindergarten learner's performance in reading during the Second Quarter of the School Year 2023-2024. The study respondents were limited to Kindergarten learners at Intavas Integrated School. From the total number of two sections in Kindergarten, only two pre-existing, intact classes were randomly assigned to conditions.

Methodology

Research Design

The study employed a quasi-experimental design through the pretest and posttest on the reading performance of the Kindergarten learners. Quasi-experimental research is an experimental method to compare the alterations in a group that receives a development intervention with those of a different group. It aims to determine the effectiveness of the intervention strategy, which is the Global Reading Approach in the reading performance in a public Kindergarten school in Intavas, Impasugong Bukidnon. There were two heterogeneous groups selected as learner-respondents: the Experimental and the Control Group. It was utilized by the Experimental Group in teaching reading while the traditional reading method for the Control Group.

Study Setting

The study was carried out in Impasugong I District-Division of Bukidnon, specifically at Intavas Integrated School, which is a public institution at Intavas, La Fortuna, Impasugong, Bukidnon. The school has approximately four hundred fifty-six (456) pupils who were currently enrolled in the School Year 2023-2024. This was chosen as the setting of the study since the researcher is a Kindergarten teacher at this school.

The school is about 85 kilometers away from the city of Cagayan de Oro City. The school has nineteen(19) permanent teaching personnel and two job order teaching personnel distributed as follows: two(2) Kindergarten, two(2) Grade 1, two(2) Grade 2, two(2) Grade 3, two(2) Grade 4, two(2) Grade 5, two(2) Grade 6, one(1) teacher in the learners with Special Educational Needs (LSENs), one(1) teacher in the Grade 7, one(1) teacher in the Grade 8, one(1) teacher in the Grade 9, one(1) teacher in the Grade 10 and two(2) subject teachers.

Intavas Integrated School offers the following: Kindergarten, Basic Education, LSENs Learners with Special Educational Needs and Junior High School. The school as well is also supported by various stakeholders like the Parent-teacher Association, Bukidnon Greens Incorporated, Lawaan Farm whose main vision is to uplift the development of the learners. The school is committed to the continuous development of the learners and their holistic formation.

Study Population and Sampling Technique

The study involved a sample of sixty (60) Kindergarten learners from two (2) different Kindergarten classes, thirty (30) participants from the Control Group and thirty (30) from the Experimental Group. In choosing the group a toss coin was used. The Control Group received instruction using the traditional approach and the Experimental Group received the global reading approach from the Second Quarter competencies of Kindergarten Most Essential Learning Competencies (MELC). Table A below presents the distribution of the participants.

The respondents of this study were sixty (60) learners from the Kindergarten level of Intavas Integrated School. These learners belong to heterogeneously grouped classes. One section was randomly selected as the Experimental Group, while another section was selected as the Control Group. The Experimental Group consisted of thirty (30) Kindergarten learners, while the Control Group had thirty (30) Kindergarten learners. These two sections were chosen particularly for the said study because of the close similarities in terms of the number of learners, heterogeneous class type, and the learner's level of academic achievement. The sample represented the entire population of learners in the grade level.

Table A: Distribution of Respondents

Section	Group	Respondents
Kind	Experimental	30
Love	Control	30
Total		60

Research Instruments

The research instrument used in the study was a researcher-made test questionnaire from the ten (10) weeks content focus of the 2nd Quarter topics added with three (3) weeks content focus of the 3rd Quarter topics during the School Year 2023-2024 to complete the thirteen (13) weeks. The test was based on the Kindergarten MELC weekly content focus. A table of specifications was also prepared showing the number of items of the five (5) reading skills namely phonemic awareness, phonics, vocabulary, fluency and comprehension. This is a twenty (20)-item test for the two-group participants.

Statistical Treatment of Data

The data collected were treated statistically using the most appropriate statistical methods. Descriptive statistics such as frequency counts, percentages, weighted mean, standard deviation and independent sample T-tests were employed in analyzing and interpreting the data gathered. Frequency count, percentage, mean and standard deviation were used to measure the pretest and posttest reading performance level of the Kindergarten learners in terms of phonemic awareness, phonics, vocabulary, fluency, and comprehension. Further, an independent sample T-test was used to determine significant differences between the pretest and posttest reading performance levels of the Kindergarten learners taught using the traditional reading approach and global reading approach.

Ethical Consideration

Before primary data were formally acquired, a brief examination of the study's objectives was undertaken as part of the academic requirements. The paper passed through the Ethics Review Committee (ERC). The researcher obtained consent from the parents of the participants and inquired about their availability. There was no dishonesty or participants about the goals and objectives. The researcher made certain that the respondents were informed about the study's purpose and that they agreed to participate voluntarily.

The data collection method began as soon as the informed consent had been accepted. Through informed consent, the parents of the participants willingly decide to take part in the study. In order to guarantee anonymity, secrecy, and the avoidance of potential harm, all information was held and handled with the utmost confidentiality by not disclosing the names and identities of the research participants in accordance with RA 10173, generally known as the Data Privacy Act.

Results and Discussion

Problem 1. What is the respondents' performance level of reading based on the pretest results in terms of phonemic awareness, phonics, vocabulary, fluency and comprehension?

Table 1: Respondents' Performance Level of Reading in Phonemic Awareness (Pretest)

Raw Score	Range	Descriptive Rating	Control Group		Experimental Group	
			Frequency	Percent	Frequency	Percent
4	3.26-4.00	Advanced	0	0	0	0
3	2.51-3.25	Proficient	0	0	0	0
2	1.76-2.50	Developing	30	100	9	30
1	1.00-1.75	Emerging	0	0	21	70
Total			30	100	30	100
			Mean: 2.0		Mean: 1.56	
			SD: 0.00		SD: 0.72	
			Description: Developing		Description: Emerging	

Table 1 shows the distribution of the **Control Groups'** reading performance level in terms of **phonemic awareness** based on Kindergarten **pretest results**. As observed, the **overall mean** of 2.0 (SD=0.00) indicates that the respondents obtained the **Developing performance**. This means that the Control Group had incompetent reading performance in phonic awareness before the respondents were taught the traditional method of teaching reading. The result shows that there is a need for the learners to find ways to improve their reading performance level further in terms of phonic awareness. This implies that before the start of the experiment, the Control Group had little understanding of spoken words and syllables of sequences on speech sounds. It was observed that these learners had difficulties in reading performance in terms of phonics awareness. Hence, it shows that there is a need for the learners to find ways to improve their reading performance level in terms of phonemic awareness.

Moreover, based on the frequency and percentage distribution of the **Control Group**, it can be noted that all of the 30 respondents had a frequency of 30 (100%) reading performance level on phonic awareness classified as **Developing** level. The result divulge that all learners had difficulty in recognizing and differentiating words. It was difficult for them to understand how changing sounds can create new words. It is given, though, that teachers give ample to those learners who belong to this level. They need more activities that could help them improve their phonemic awareness level.

It can be inferred that before the commencement of the experiment, the Control Group exhibited inadequate reading performance in phonemic awareness. This indicates that before the experiment began, the Control Group struggled with reading in terms of phonemic awareness, encountering difficulties in understanding spoken words and syllables. Additionally, Kindergarten learners faced challenges in recalling the pronunciation of new words or names and discerning distinctions between similar-sounding words (Akyol & Boyaci, 2019).

Logsdon (2022) stated that reading difficulties are common in developing countries. it requires perception, understanding, application, and integration. It is the process of creating meaning from printed words and symbols. Hence, he added that reading difficulties on phonemic awareness are present during the Kindergarten years. They had difficulty learning to read and pronounce words and understand the meaning of text.

In furtherance, looking at the **Experimental Group**, got an **overall mean** of 1.56 (SD=0.72) indicates that the respondents obtained the **Emerging** performance level. This means that the Experimental Group had incompetent reading performance in phonic awareness before the respondents were taught the global reading approach of teaching reading. The results indicate that learners need to explore methods to enhance their reading proficiency, particularly in phonemic awareness. Therefore, it demonstrates that learners need to identify strategies to enhance their reading performance, especially in phonemic awareness.

Also, based on the frequency and percentage distribution of the **Experimental Group**, it is evident that out of 30 respondents, the highest frequency, comprising 21 (70%) learners, falls within the **Emerging** level of phonemic awareness. This suggests that the majority of respondents demonstrate proficiency at the lowest level of phonemic awareness. This indicates that prior to the experiment, the experimental had limited understanding of spoken words and syllables, as well as challenges in reading performance related to phonemic awareness. Therefore, there is a need for learners to explore methods to enhance their reading proficiency in terms of phonemic awareness.

Conversely, the **lowest frequency**, accounting for 9 (30%) respondents, belonged to the **Developing** level, which is the second-lowest level among the four levels of phonemic awareness. This indicates that all learners faced difficulty in recognizing and differentiating words, as well as understanding how changing sounds can create new words. While teachers allocate sufficient time to support learners in this level, additional activities are needed to help improve their phonemic awareness level. Teachers should investigate strategies to assist learners in overcoming phonemic awareness challenges and seek ways to enhance reading performance through tailored learning activities. Implementing a global reading approach can help participants grasp that spoken language comprises smaller linguistic units, facilitating phonological recognition. This approach emphasizes understanding how sounds correspond to letters, recognizing systematic spelling patterns, and building a vocabulary of easily recognizable words.

Claessen et al. (2020) noted that at this stage, it is common for Kindergarten learners to struggle on recognizing and identifying the spoken words. They added that basic skills in phonemic awareness, such as word awareness and the ability to manipulate and delete sounds, are essential. Hence, teachers should explore methods and strategies to enhance phonemic awareness, as it is essential for developing more advanced reading skills. Difficulties with these fundamental skills can lead to challenges in future reading experiences (Akyol & Boyaci 2019).

Pretest of the Control Group and Experimental Group is the preliminary test of the Kindergarten learner-participants' level of reading performance in terms of **phonics**. This involves assessing the correspondence between the sounds of spoken English and individual letters or combinations of letters. For instance, the sound "k" may be represented by various letter combinations such as "c," "k," "ck," or "ch." Instructing children to blend these letter sounds together aids in decoding unfamiliar or unknown words by phonetically sounding them out.

Table 2: Respondents' Performance Level of Reading in Phonics (Pretest)

Raw Score	Range	Descriptive Rating	Control Group		Experimental Group	
			Frequency	Percent	Frequency	Percent
4	3.26-4.00	Advanced	0	0	0	0
3	2.51-3.25	Proficient	0	0	0	0
2	1.76-2.50	Developing	9	30	15	50
1	1.00-1.75	Emerging	21	70	15	50
Total			30	100	30	100
			Mean: 1.3		Mean: 1.50	
			SD: 0.46		SD: 0.62	
			Description: Emerging		Description: Emerging	

Table 2 displays the distribution of the **Control Groups'** reading performance level in terms of **phonics** based on Kindergarten pretest results. The overall mean of 1.3 (SD=0.46) indicates that the respondents obtained a **Developing performance** level. This suggests that the Control Group initially demonstrated inadequate reading skills in phonics prior to receiving

instruction through the traditional method of reading instruction. This indicates that they faced challenges with phonics and decoding. They require explicit instruction and sufficient practice with phonics and decoding. Therefore, these instructions should emphasize alternative reading strategies, such as predicting words based on the initial letter or using picture cues. Hence, it is a signal that learners need to explore methods to enhance their reading proficiency, particularly in phonics.

Specifically, analyzing the frequency and percentage distribution of the Control Group reveals that among the 30 respondents, the **highest frequency**, comprising 21 (70%) learners, exhibits a reading performance level categorized as **Emerging** level in phonics. This indicates that the majority of the respondents fall into the lowest category of phonics proficiency. The findings underscore the necessity for teachers to devise strategic approaches to teaching reading to these learners. Although teachers typically allocate time for remedial reading sessions targeted at learners in the Emerging level, it has been observed that some of these learners display reluctance to attend such classes, posing a challenge for teachers. This can be attributed to the fact that these learners often prefer to return home after their regular classes in other subjects.

Conversely, the **smallest frequency**, comprising 9 (30%) learners, was attributed to the **Developing** level, which represents the second tier among the four levels of reading performance indicated by their pretest scores. This indicates that a limited number of learners fall into this category, which is expected as the assessment was conducted before the implementation of any strategies aimed at enhancing their reading proficiency.

These observations highlight the possibility that some learners in the Control Group had lacked fundamental knowledge of phonics. Additionally, it suggests that only a small number of learners were unfamiliar with phonics concepts. Notably, participants encountered difficulties when reading and identifying blended sounds. Consequently, it underscores the importance of implementing appropriate interventions and utilizing customized classroom resources. By adopting the correct approach, learners can better grasp the phonetic code in an engaging and accessible manner, ultimately reducing their challenges with phonics.

Looking at the **Experimental Group**, the **overall mean** of 1.50 (SD=0.62) indicates that the respondents obtained the **Emerging** performance. This suggests that the Experimental Group initially demonstrated inadequate reading skills in phonics prior to receiving instruction before the global reading approach. This indicates that they faced challenges with phonics and decoding. They require explicit instruction and sufficient practice with phonics and decoding. Therefore, these instructions should emphasize alternative reading strategies, such as predicting words based on the initial letter or using picture cues. Hence, it is a signal that learners need to explore methods to enhance their reading proficiency, particularly in phonics.

In contrast, the Experimental Group is evenly split, with 15 (50%) respondents falling into the **developing** and **emerging** levels of phonics. This suggests that all participants encountered challenges with phonics prior to the implementation of the global reading approach. Therefore, it is imperative for teachers to explore methods to enhance reading proficiency in terms of phonics.

Phonics instruction is an educational approach that emphasizes teaching reading through understanding and applying letter-sound relationships to decode and spell words. While typically targeted at young learners and individuals facing reading difficulties, phonics can also be advantageous for elementary and high school learners. It improves their capacity to decode and understand texts by incorporating associations between sounds and symbols, as well as integrating vocabulary and meaning.

As per the National Reading Panel (2020), phonics instruction plays a crucial role in the early stages of learning to read, particularly for beginners. This involves grasping the alphabetic system, which includes understanding letter-sound connections and spelling

patterns, and then applying this knowledge in reading. Therefore, it is essential for teachers to employ suitable instructional strategies, especially tailored for English language beginners, to facilitate effective reading instruction. These instructions should encompass various cognitive processes, such as word recognition, sentence comprehension, and retention of information, to ensure accurate and fluent reading.

The pretest administered to both the Control and Experimental Groups serves as an initial assessment of the Kindergarten learners' reading performance in terms of vocabulary. Its purpose is to evaluate their comprehension of the meanings of individual words encountered in reading. A learner's grasp of vocabulary is crucial for their capacity to read and comprehend text effectively.

Table 3: Respondents' Performance Level of Reading in Vocabulary (Pretest)

Raw Score	Range	Descriptive Rating	Control Group		Experimental Group	
			Frequency	Percent	Frequency	Percent
4	3.26-4.00	Advanced	0	0	0	0
3	2.51-3.25	Proficient	0	0	0	0
2	1.76-2.50	Developing	25	83	7	23
1	1.00-1.75	Emerging	5	17	23	67
Total			30	100	30	100
			Mean: 1.86		Mean: 1.23	
			SD: 0.68		SD: 0.43	
			Description: Developing		Description: Emerging	

Table 3 displays the distribution of reading performance levels in **vocabulary** among the **Control Group**, based on the **Kindergarten pretest results**. The **Control Group achieved an overall mean** of 1.86 (SD=0.68), indicating that respondents attained a **Developing** performance level. This suggests that prior to receiving instruction through traditional reading methods, the Control Group exhibited insufficient reading skills in vocabulary. They encountered challenges in understanding word meanings. Therefore, there is a need for instructional emphasis on alternative reading strategies, such as word prediction based on initial letters or utilizing picture cues. Consequently, this highlights the importance for learners to explore methods for enhancing their reading proficiency, especially in vocabulary.

Furthermore, upon analyzing the frequency and percentage distribution of the Control Group, it is evident that out of the 30 respondents, the **highest frequency**, accounting for 25 learners or 83%, is described as **Developing** in vocabulary. This suggests that the majority of the Control Group had limited knowledge or still encountered difficulties with vocabulary. It can be inferred that before the experiment began, the Control Group was vulnerable to experiencing challenges related to language and vocabulary despite receiving classroom vocabulary instruction alongside supplemental vocabulary intervention.

Conversely, the **lowest frequency**, consisting of 5 (17%) learners, described as **Emerging**. This represents the first tier among the four levels of reading performance indicated by their pretest scores. This indicates that only a few learners belong to this category, which is expected as the assessment was conducted prior to the implementation of any strategies aimed at enhancing their reading proficiency.

Kindergarten learners in the Control Group were observed to encounter various difficulties in developing vocabulary. These challenges encompass inadequate vocabulary, inaccurate pronunciation, misspellings, and a slow reading pace. Insufficient vocabulary poses obstacles to children's reading comprehension, making it challenging for them to understand text. Vocabulary is recognized as a fundamental aspect of language instruction.

Richards (2020) emphasizes the significance of vocabulary in language, highlighting that unlike grammatical competence, which has limitations, vocabulary acquisition continues even into adulthood. Coady and Huckin (2019) further underscore the importance of vocabulary in language learning, emphasizing its critical role for the average language learner.

In the context of the **Experimental Group**, the overall mean of 1.23 (SD=0.43) indicates that respondents achieved the **Emerging** level of reading proficiency in terms of vocabulary. This signifies that the respondents are at the lowest level. It is noteworthy that, as shown in Table 3, most of the Control Group also achieved the Emerging level. However, there are more learners in the Experimental Group at the emerging level than in the Control Group.

Additionally, upon examining the frequency and percentage distribution of the Experimental Group, it is apparent that out of the 30 respondents, the **highest frequency**, comprising 23 (67%) learners, described as **Emerging** in vocabulary. This indicates that the majority of the Experimental Group had limited knowledge or encountered difficulties with vocabulary. It can be inferred that prior to the global reading approach, the Experimental Group was susceptible to challenges related to language and vocabulary despite receiving classroom vocabulary instruction and supplemental intervention.

According to Coyne et al. (2022), Kindergarten learners have limited vocabulary, which makes reading difficult for children and hinders their ability to comprehend text. He added that the majority of the Kindergarten learners could not read and comprehend what was read. This is what the researcher observed before the start of the experiment.

In contrast, the Experimental Group got the **lowest** frequency of 7 (23%) described as **Developing**. This suggests that all participants encountered challenges with vocabulary prior to the implementation of the global reading approach. This suggests that all participants encountered challenges with vocabulary prior to the implementation of the global reading approach. The data implies that before the global reading approach was applied, every participant in the Experimental Group struggled with vocabulary to some extent.

As noted, prior to the commencement of the experiment, the Experimental Group encountered challenges in reading vocabulary. It can be inferred that the reading performance in the vocabulary of both groups was similar. Before being exposed to either the Global reading approach or traditional instruction methods, both groups exhibited inadequate reading proficiency in terms of vocabulary. Kindergarten participants struggled to read and comprehend written text.

Zarfsah and Yeganehpour (2021) stated that teachers should be innovative in teaching reading, and it is essential that they be experts in delivering the instruction. When learners are presented with enough contextual cues, they can feel at ease and inspired to learn and remember the meaning of the vocabulary. Their studies suggested that teachers must develop the most appropriate materials with the correct meaning for learners with various proficiency levels in terms of teaching reading.

The pretest administered to both the Control and Experimental Groups serves as the initial assessment of the Kindergarten learner-participants' reading proficiency in terms of fluency. Its purpose is to evaluate their capacity to read accurately, at a reasonable pace, and with appropriate expression while comprehending the text.

Table 4: Respondents' Performance Level of Reading in Fluency (Pretest)

Raw Score	Range	Descriptive Rating	Control Group		Experimental Group	
			Frequency	Percent	Frequency	Percent
4	3.26-4.00	Advanced	0	0	0	0
3	2.51-3.25	Proficient	0	0	0	0
2	1.76-2.50	Developing	19	63	15	50
1	1.00-1.75	Emerging	11	37	15	50
Total			30	100	30	100
			Mean: 1.63		Mean: 1.50	
			SD: 0.49		SD: 0.50	
			Description: Emerging		Description: Emerging	

Table 4 presents the **Control Group's** performance in reading during the pretest, focusing on fluency. As depicted, the Control Group achieved an overall mean of 1.63 (SD=0.49), described as **Emerging** reading performance level in fluency. This suggests that prior to instruction through traditional reading methods, the Control Group demonstrated inadequate fluency skills. Researchers observed that Kindergarten participants read slowly and hesitantly, frequently pausing at unfamiliar words and lacking appropriate expression in oral reading. These challenges are indicative of the difficulties Kindergarten learners face in terms of fluency.

Specifically, the table illustrates the frequency and percentage distribution of the Control Group, with the data showing that the **highest frequency**, comprising 19 respondents or 63%, described as **Developing**. This indicates that respondents require assistance in improving their fluency level.

Conversely, the **lowest frequency**, consisting of 11 respondents or 37%, described as **Emerging** level. This suggests that only a few respondents are Emerging readers, indicating a need for further improvement in fluency. During the intervention, it was observed that learners struggled with decoding words and avoided reading tasks. Observations also revealed that Kindergarten learners may struggle to develop fluency or lack confidence while reading. Factors contributing to this struggle may include limited exposure to reading materials, difficulties in phonemic awareness, and ineffective reading instruction in Kindergarten.

Paige (2020) emphasized that reading fluency should progress steadily, with regular assessments beginning in late Kindergarten or early first grade. Fluency assessments should occur three times per year through third grade and twice a year in later elementary grades and middle school for learners exhibiting normal reading development, with more frequent assessments for struggling learners.

On the contrary, the pretest results for reading performance among the respondents in the **Experimental Group** yielded an overall mean of 1.50 (SD=0.50), described as **Emerging**. This signifies that they belong to the lowest proficiency tier. Notably, the Control Group also achieved a similar level, as seen in Table 4. However, it's notable that there are more learners in the Control Group categorized as Developing level compared to those in the Experimental Group.

Moreover, the frequency and percentage distribution of the **Experimental Group**, as shown in the same table, reveal an equal distribution, with 15 respondents or 50% described as **Emerging and Developing**. This underscores the need for assistance in enhancing the reading performance level, particularly in terms of fluency, among Kindergarten learners.

It can be inferred that prior to exposure to the global reading approach, learners encountered difficulties in fluency while reading. Addressing these challenges through targeted instruction, support, and practice can facilitate improvements in fluency over time. Kindergarten learners exhibit varying levels of readiness for reading development, with some

requiring additional time and practice to become proficient readers. Additionally, learners who are acquiring reading skills in a non-native language may face additional obstacles in achieving fluency. Moreover, feelings of anxiety or self-consciousness about reading aloud can also impede fluency development.

Paige (2020) highlights that reading fluency encompasses rapid word recognition, accurate word reading, speed in reading connected text, and reading with expression. He emphasizes the importance of learners progressing in their ability to read increasingly complex texts regularly. The pretest administered to both the Control and Experimental Groups serves as an initial assessment of the reading proficiency level in comprehension among Kindergarten learner-participants. Its purpose is to evaluate their capability to read and comprehend written information. In Kindergarten, learners typically demonstrate the ability to comprehend what they read or what is read to them.

Table 5: Respondents' Performance Level of Reading in Comprehension (Pretest)

Raw Score	Range	Descriptive Rating	Control Group		Experimental Group	
			Frequency	Percent	Frequency	Percent
4	3.26-4.00	Advanced	0	0	0	0
3	2.51-3.25	Proficient	1	3	1	3
2	1.76-2.50	Developing	20	67	20	67
1	1.00-1.75	Emerging	9	30	9	30
Total			30	100	30	100
			Mean: 1.70		Mean: 1.70	
			SD: 0.651		SD: 0.651	
			Description: Emerging		Description: Emerging	

Table 5 displays the distribution of reading performance levels in comprehension among the Control Group and the **Experimental Group** based on the Kindergarten pretest results. Both groups achieved an overall mean of 1.70 (SD=0.651), described as **Emerging** performance. This suggests that prior to receiving instruction through traditional reading methods or the global reading approach, both groups had identical distributions and overall means. Both groups demonstrated insufficient reading skills in comprehension, encountering challenges in understanding word meanings. Therefore, it is necessary to emphasize alternative reading strategies, such as word prediction based on initial letters or utilizing picture cues, to enhance reading proficiency, especially in comprehension.

Further analysis of the highest frequency and percentage distribution reveals that both groups had identical distributions, with 20 learners or 67% of the 30 respondents described as **Developing**. This indicates that the majority of both groups had limited knowledge or encountered difficulties with comprehension. It can be inferred that before exposure to traditional teaching methods or the global reading approach, both groups faced challenges related to language and comprehension despite receiving classroom instruction.

Fonseca et al. (2019) believe that reading comprehension is an activity developed in the mind of the human being and the building blocks of learning to read. He added that when learners have strong reading comprehension skills, they can apply their reading in meaningful ways and they can take the information they have read about and use it to answer questions, express opinions, or even create something new.

In contrast, in the Experimental Group, the average reading comprehension score was 1.70 (SD = .651), described as **Emerging** which is the lowest level. Interestingly, Table 5 shows that most of the Control Group also reached the Emerging level. However, a larger proportion of learners in the Experimental Group were at the Emerging level compared to the Control Group.

When examining the frequency and percentage distribution within the **Experimental Group**, it is clear that out of 30 participants, the **highest** frequency, consisting of 20 (67%) learners, fell into the **Developing** level for comprehension. This suggests that the majority of the Experimental Group had limited knowledge or faced challenges with comprehension. This indicates that before the global reading approach was implemented, the Experimental Group had significant difficulties with language and comprehension, despite receiving classroom vocabulary instruction and supplemental intervention.

Conversely, the **lowest** frequency of both **Control Group** and **Experimental Group** was 1 (3%) participant, described as **Proficient**. This suggests that all participants experienced challenges with comprehension prior to the implementation of the global reading approach. The data implies that before applying the global reading approach, every participant in the Experimental Group struggled with reading comprehension to some degree.

Zarfsah and Yeganehpour (2021) stated that during the Kindergarten stage, it is common for them to struggle on reading comprehension. So, it is crucial that they have these skills because it enables them to access and analyze information and communicate effectively. Hence, it is important that teachers should be innovative in teaching reading.

Summary of Pretest of the Control Group and Experimental Group is the preliminary test of the Kindergarten learner-participants' level of reading performance. Reading performance is the total score of all the reading skills in terms of phonemic awareness, phonics, vocabulary, fluency, and comprehension. This assessment is meant to gauge an individual's ability to comprehend, apply, and analyze textual materials in order to meet objectives, advance their knowledge and skills, and engage with the group.

Table 6: Summary of the Respondents' Performance Level of Reading Before being Exposed to Global Reading Approach (Experimental and Control)

Reading skills	Pretest Result					
	Control Group			Experimental Group		
	Mean	SD	Description	Mean	SD	Description
Phonemic awareness	2.00	.000	Slightly Competent	1.56	.727	Incompetent
Phonics	1.30	.466	Incompetent	1.50	.629	Incompetent
Vocabulary	1.86	.681	Slightly Competent	1.23	.430	Incompetent
Fluency	1.63	.490	Incompetent	1.50	.500	Incompetent
Comprehension	1.70	.651	Incompetent	1.70	.651	Incompetent
Overall	1.70	1.60	Incompetent	1.5	1.1	Incompetent
Legend:	3.26-4.00 Very Competent			1.76-2.5 Slightly Competent		
	2.51-3.25 Competent			1.00-1.75 Incompetent		

Table 6 summarizes the respondents' reading performance levels before exposure to the global reading approach, comparing both the Experimental and Control Groups based on Kindergarten pretest results. For the **Control Group**, the **overall** mean was 1.70 (SD=1.60), described as **Incompetent** level of reading performance. This suggests that, before any instructional intervention, the participants displayed inadequate reading skills. The traditional reading methods used prior to the study were insufficient to improve the learners' reading performance to an acceptable level. This highlights the need to explore and implement alternative or supplementary instructional methods to address the deficiencies in reading skills.

The large standard deviation of 1.60 indicates a wide range of reading abilities within the Control Group, showing that some learners performed significantly better or worse than the

average. This variability emphasizes the importance of differentiated instruction to cater to the diverse needs of learners within the group. The inadequate performance level before any instruction raises questions about the effectiveness of traditional reading methods and suggests a need to review and possibly revamp these methods.

Meanwhile, the **highest** mean in the Control Group, which had an overall mean of 2.00 (SD=0.000), it is evident that at their best, the group reached a level of slightly competent in **phonemic awareness**. The standard deviation of 0.000 indicates no variability in this performance metric among the participants, meaning all participants assessed at this level scored exactly 2.00. This implies that most participants in both groups had limited knowledge or encountered difficulties with comprehension. It can be inferred that, before exposure to either traditional teaching methods or the global reading approach, both groups faced challenges related to language and comprehension, despite having received classroom instruction.

Conversely, the **lowest** mean in the Control Group, with an overall mean of 1.30 (SD=0.466), indicates an incompetent level of reading performance in **phonics**. This suggests that some participants in the Control Group performed significantly below the expected reading proficiency level, highlighting a critical need for intervention. Learners at this level are not meeting basic reading standards, which can significantly impact their overall academic progress. The data suggests an urgent need for immediate and intensive reading interventions tailored to address the specific deficiencies of learners performing at this level. The standard deviation of 0.466 indicates moderate variability in reading performance among these participants, reflecting a range of incompetence but consistently below acceptable levels. The moderate standard deviation suggests that while the performance is generally poor, there is some variation in how poorly the learners are performing. This variability indicates that a one-size-fits-all approach to instruction may not be effective for this group.

According to Whitehurst and Lonigan (2022), some children may not yet be developmentally ready to comprehend and manipulate phonemes and phonics, which impedes their ability to decode words and develop reading skills. They also noted that younger Kindergarten learners often fall behind their older peers in phonemic awareness and phonics due to differences in maturation rates. These developmental differences can lead to varying levels of reading readiness and performance.

Paige (2021) highlights the complex nature of reading performance challenges in Kindergarten learners. Several factors play significant roles, including developmental readiness, home literacy environment, instructional quality, language processing skills, learning disabilities, and cultural and linguistic diversity. To address these challenges, a comprehensive approach is required, involving effective instructional methods, early identification and support for learning disabilities, and customized interventions to meet the diverse needs of young learners. Understanding these factors can aid educators, parents, and policymakers in developing strategies to enhance phonemic awareness and reading outcomes for Kindergarten learners.

The **Experimental** Group's mean score of 1.50 (SD=1.10) indicates **incompetent** reading performance, similar to the Control Group, before the implementation of the Global Reading Approach. This similarity highlights that both groups started with equally low reading skills, indicating a general deficiency among participants before the intervention. The large standard deviation (1.10) suggests wide variability in reading abilities within the Experimental Group, reflecting differences in backgrounds, prior reading exposure, or inherent learning abilities.

In comparison, the **highest** overall mean of 1.70 (SD=0.651) in **reading comprehension** suggests that, on average, the group's performance was **incompetent** before

any intervention. The standard deviation of 0.651 indicates variability in scores around the mean, implying some participants performed significantly better or worse than others.

Conversely, the **lowest** overall mean of 1.23 (SD=0.430) in **vocabulary** reading performance indicates very low average performance. This score suggests that the group's ability to understand and use vocabulary in reading contexts was significantly below expected levels. The standard deviation of 0.430 shows less variability in scores around the mean of 1.23 compared to higher standard deviations, indicating more consistent performance among participants.

The research highlights the early obstacles in reading that Kindergarten learners encounter, stressing the crucial need for effective interventions to improve their reading abilities. According to Coady and Huckin (2019), Kindergarten-aged children typically acquire a vocabulary of 2,100 to 2,200 words by the age of six, underscoring the significance of innovative teaching approaches such as word lists and visual aids. Claessen et al. (2020) and Logsdon (2022) observe widespread challenges in reading among Kindergarten learners, indicating the necessity for focused interventions aimed at enhancing reading comprehension.

Problem 2. What is the respondents' performance level of reading based on the posttest results in terms of phonemic awareness, phonics, vocabulary, fluency and comprehension?

Table 7: Respondents' Performance Level of Reading in Phonemic Awareness (Posttest)

Raw Score	Range	Descriptive Rating	Control Group		Experimental Group	
			Frequency	Percent	Frequency	Percent
4	3.26-4.00	Advanced	6	20	12	40
3	2.51-3.25	Proficient	18	60	15	50
2	1.76-2.50	Developing	6	20	3	10
1	1.00-1.75	Emerging	0	0	0	0
Total			30	100	30	100
			Mean: 2.80		Mean: 3.30	
			SD: 0.76		SD: 0.53	
			Description: Proficient		Description: Advanced	

Table 7 displays the distribution of the **Control Group's** reading performance levels in **phonemic awareness** based on the Kindergarten **posttest** results. The **overall mean** score of 2.80 (SD=0.76) for the Control Group indicates a descriptive rating of **Proficient** in phonemic awareness. This suggests that after the intervention, the Control Group showed slightly competent reading performance in this area. The improvement from Developing to Proficient level indicates the positive impact of traditional teaching methods on phonemic awareness.

Further analysis of the frequency and percentage distribution reveals that out of 30 respondents, the **highest frequency**, comprising 18 (60%) learners, described as **Proficient** level in phonemic awareness. This suggests that the majority of the Control Group gained proficient knowledge in this area after being exposed to traditional teaching methods.

Conversely, the **lowest frequency**, consisting of 6 (20%) learners, was assigned to both the **Advanced** and **Developing** levels. This indicates that only a few learners reached this category, which is unexpected given the assessment aimed at enhancing their reading proficiency.

As observed, after being exposed to tradition teaching, the learners are competent to understand on spoken words and syllables of sequences on speech sounds. Hence, some of the Kindergarten learners had improved in their reading performance in terms of phonemic

awareness. They were proficient in recognizing and differentiating words and could draw connections of what is being read.

Furthermore, the **Control Group** was observed to encounter various difficulties in developing phonemic awareness even after being exposed to the traditional reading approach. These challenges encompass inadequate vocabulary, inaccurate pronunciation, misspellings, and a slow reading pace. Insufficient vocabulary poses obstacles to children's reading comprehension, making it challenging for them to understand text. Vocabulary is recognized as a fundamental aspect of language instruction.

Nachshon and Horowitz-Kraus (2019) emphasized that with proper reading interventions, learners' reading performance can improve. They suggested that Kindergarten learners should be taught to recognize and name all uppercase and lowercase letters of the alphabet. Additionally, they recommended that children learn to recognize and read consistent letter-sound correspondences, including predictable consonants, short vowels, and certain digraphs and blends. They further noted that the more words children are exposed to in their language environment, the more words they will learn. As a result, stronger language skills at the start of Kindergarten better prepare children to read effectively. Improved reading skills in early education increase the likelihood of high school graduation.

In the **Experimental Group**, the **overall mean** score of 3.30 (SD=0.53) described as **Advanced** rating in phonemic awareness. This suggests that after exposure to the global reading approach, their reading performance in phonemic awareness improved significantly from Emerging to Advanced proficiency. This improvement highlights the positive impact of the global reading approach on phonemic awareness.

Furthermore, the table shows that the **highest frequency**, 15 (50%) respondents, fell within the **Proficient Level**, the second highest level. This result indicates that the respondents improved their phonemic awareness proficiency after being exposed to the global reading approach.

In contrast, the **lowest frequency**, 3 (10%) respondents, were at the **Developing** level. This suggests that only a few respondents did not improve their phonemic awareness level, showing that the global reading approach helped reduce the number of learners struggling in phonemic awareness.

Observations indicated that majority of the learners after exposed to global reading approach did not struggle with understanding words. They were skilled in recognizing and differentiating words and could draw connections with what they read. Consequently, Kindergarten learners exposed to the global reading approach were more competent compared to those not exposed to it. Both groups remembered how to pronounce new words or names and distinguish differences in similar-sounding words. Using global reading approach, the teacher presented pictures depicting specific things and read the words aloud. This approach increased the Experimental Group's interest in reading.

Ekidz (2023) stated that the Global Reading Method can enhance pupils' phonemic awareness by giving them the opportunity to read with pictures. This method helps them remember how to pronounce new words and distinguish similar-sounding meanings. As a result, instead of reading words letter by letter, children retain them as images composed of letters.

As observed, by providing pictures and flashcards help aid the learners in recognizing and differentiating words. This suggests that the teachers should use global reading approach to aid the difficulties of the learners in terms of phonic awareness. Hence, the participants must be taught in reading through global reading approach to help understand that spoken language that is made up of smaller linguistic units (phonological recognition). The idea that these sounds are represented by letters (alphabet principles), numerous structured correspondences

between sound and spelling, and a vocabulary of well-known words that can be rapidly and automatically recognized are all important factors.

Hence, global reading approach really help the Kindergarten learners improved their phonemic awareness. Hence, the participants must be taught in reading through global reading approach to help understand that spoken language that is made up of smaller linguistic units (phonological recognition). They were able to remember how to pronounce new words or names and distinguishing differences in similar sounding words and it helped them understand spoken words and syllables through the help of learning materials, like pictures and flash cards.

Ekidz (2023) affirmed that using the Global Reading Method, learners were given the opportunity to read the entire word and are expected to rely on their visual perception and memory skills. As a result, rather than reading the word letter by letter, the youngster retains it as an image made up of letters. But in contrast to a typical picture, which shows a specific thing, this one indicates a generalized notion about the object or event that is, it has a specific meaning.

The posttest for both the Control Group and the Experimental Group is the final assessment of the Kindergarten participants' reading performance levels after exposure to either the Global reading approach or traditional instruction methods. This test evaluates their ability to match spoken English sounds with individual letters or groups of letters.

Table 8: Respondents' Performance Level of Reading in Phonics (Posttest)

Raw Score	Range	Descriptive Rating	Control Group		Experimental Group	
			Frequency	Percent	Frequency	Percent
4	3.26-4.00	Advanced	5	16	12	40
3	2.51-3.25	Proficient	11	37	16	53
2	1.76-2.50	Developing	14	47	2	7
1	1.00-1.75	Emerging	0	0	0	0
Total			30	100	30	100
			Mean: 2.73		Mean: 3.33	
			SD: 0.73		SD: 0.50	
			Description: Proficient		Description: Advanced	

Table 8 is the presents the distribution of the reading performance level results of the respondents in the **Control Group**. The **overall mean** of 2.73 (SD=0.73) indicates that the respondents obtained the **Proficient** level. This means that the respondents belong to the second highest level. This means that after exposed to traditional approach, there is a slight improvement of the reading performance level of the Control Group, Hence, it improved from Emerging to Proficient.

In particular, the frequency and percentage distribution of the Control Group where the data show that the **highest frequency** of 14 or 47% of the respondents are classified as still to **Developing** Level which is still identified to be the second lowest level. The result reveals that the respondents need help in improving their reading performance in terms of phonics. As observed, after exposed to traditional approach in teaching reading there were still more learners struggled to spell the words and to decode unfamiliar words.

In contrast, the **lowest frequency** of 5 (16%) of the respondents obtained the **Advance** Level. It can be noted that only few of the respondents had Advanced level after being exposed to traditional approach which means that learners still need to work out more on their reading performance level in phonics especially those belonging to the Developing level.

Phonics instruction is an essential element of the traditional reading approach, focuses on the connection between letters and sounds. The National Reading Panel (2020) asserts that phonics instruction is vital for beginners as it involves understanding the alphabetic system,

letter-sound correspondences, and spelling patterns, which are fundamental to reading. Systematic phonics instruction has been proven to significantly improve young learners' abilities to decode and spell words, thus enhancing their reading fluency and comprehension.

In the **Experimental Group**, the **overall mean** of 3.33 (SD=0.50) indicates that the respondents reached the **Advanced** level. This places them in the highest category among the four levels of reading performance. It is noteworthy that their level is not the same as that of the Control Group, as shown in Table 8. The Experimental Group demonstrated significant improvement, moving from the Emerging to the Advanced level. Thus, the global reading approach effectively facilitates the transition from emerging to advanced reading proficiency in phonics by offering a holistic, engaging, and supportive learning environment. By incorporating visual and contextual elements, it enhances phonemic awareness, comprehension, and overall reading skills.

Specifically, the same table shows the frequency and percentage distribution of the Experimental Group, where the data indicate that the **highest frequency**, 16 (53%) respondents, are classified at the **Proficient** Level, the second-highest level. This result reveals that the majority of the respondents made significant improvements. More learners were competent in spelling and decoding unfamiliar words, demonstrating that the global reading approach greatly aided in improving the reading performance of the Kindergarten learners.

In contrast, the **lowest frequency**, consisting of 2 (7%) respondents, was at the **Developing** Level. This indicates that only a few respondents remained at the Developing level, showing a decrease in the number of learners needing to work on their phonics skills. This implies that the global reading approach can reduce the number of Kindergarten learners struggling with phonics.

This suggests that the global reading approach was more effective than traditional methods for teaching phonics. Observations showed that using pictures and flashcards helped learners blend the sounds of letters and decode unfamiliar words by sounding them out. This implies that teachers should use the global reading approach to address learners' difficulties in phonics. The global reading approach significantly helped Kindergarten learners improve their phonics, enabling them to remember how to pronounce new words, distinguish between similar-sounding words, and understand spoken words and syllables with the aid of learning materials such as pictures and flashcards.

Rivera and Aggabao (2020) affirmed that by using printed pictures and flashcards learners' difficulties in word recognition and reading comprehension were lessen. Learners did not often pronounce the wrong words because they can understand what is being presented by the teachers. The authors also recommended to provide reading remediation to learners with reading challenges and can conduct drill lessons to monitor learners ' progress in areas where they need to improve. Teachers should also be aware of the common mistakes learners make to provide remedial instruction.

Jaramillo-Valencia et al. (2019) presented the outcomes of developing and utilizing a literacy software that was predicated on the Global Method for writing and reading. It was found out that the learners will be skillful in recognizing and differentiating words and could draw connections of what is being read.

The posttest administered to both the Control and Experimental Groups serves as the conclusive assessment of Kindergarten learners' reading abilities after exposure to either the Global Reading Approach or traditional teaching methods. This test focuses specifically on how well they comprehend the meanings of individual words while reading. It plays a crucial role in evaluating the effectiveness of each instructional approach in improving the learners' capacity to understand and interpret vocabulary within context.

This final evaluation is designed to detect any advancements or differences in reading comprehension compared to their initial performance before the interventions. It is pivotal in

determining whether the Global Reading Approach or traditional methods have effectively enhanced the learners' grasp of vocabulary and overall reading skills. Researchers will analyze these results to draw conclusions about the impact of the instructional strategies used and to guide future educational approaches aimed at enhancing early literacy development in Kindergarten classrooms.

Table 9: Respondents Performance Level of Reading in Vocabulary (Posttest)

Raw Score	Range	Descriptive Rating	Control Group		Experimental Group	
			Frequency	%	Frequency	%
4	3.26-4.00	Advanced	1	3	12	40
3	2.51-3.25	Proficient	2	7	13	44
2	1.76-2.50	Developing	27	90	5	16
1	1.00-1.75	Emerging	0	0	0	0
Total			30	100	30	100
			Mean:2.16		Mean: 3.20	
			SD: 0.37		SD: 0.80	
			Description: Developing		Description: Proficient	

Table 9 presents the distribution of the reading performance levels in vocabulary for the **Control Group** based on the posttest results. The **overall** mean of 2.16 (SD=0.37) indicates that the respondents reached the **Developing** level. This suggests that even after exposure to the traditional approach, the reading performance of the learners remained at the Developing level, indicating ongoing difficulties with vocabulary and struggles in understanding context.

The frequency and percentage distribution show that 27 (90%) of the respondents were still at the **Developing** level. This reveals a significant need for improvement in vocabulary skills among the majority of the Control Group. Conversely, only 1 respondent, or 3%, achieved the **Advanced** level, highlighting that most learners still require considerable support to enhance their reading performance in vocabulary.

The traditional approach to reading instruction, with its emphasis on phonics and vocabulary, remains a robust method for improving reading performance among young learners. The systematic and explicit nature of this approach ensures that foundational reading skills are effectively developed, paving the way for advanced literacy. However, educators continue to seek the most effective methods for teaching reading, as the traditional approach, although proven and reliable, may not be sufficient alone (National Reading Panel, 2020).

In the **Experimental Group**, the **overall** mean of 3.20 (SD=0.80) indicates that the respondents reached the **Proficient** level, the second highest level among the four levels of reading performance. This marks a significant improvement from the Emerging level before the intervention.

The frequency and percentage distribution for the **Experimental Group** shows that 13 (44%) respondents were at the **Proficient** level, the second highest level. This indicates that the majority of respondents made significant improvements, becoming more competent in understanding words, recognizing and differentiating them, and drawing connections with the text.

In contrast, only five (5) respondents, or 16%, were at the **Developing** level, showing a decrease in the number of learners needing to work on their vocabulary skills. During the intervention, those exposed to the global reading approach showed greater competency in understanding the meanings of individual words. Observations indicated that after the intervention, the majority of the Control Group participants still had difficulties with vocabulary, whereas the majority of the Experimental Group had competent knowledge. This

suggests that the global reading approach effectively reduced the number of learners with inadequate reading performance in vocabulary.

Coyne et al. (2022) studied the long-term effects of Kindergarten vocabulary instruction and intervention and found that using color pictures to present word meanings significantly aids in understanding. During the global reading approach, learners were asked to identify pictures corresponding to vocabulary words, which helped them comprehend meanings through visual representation. This method proved effective in improving vocabulary skills, making the global reading approach a valuable intervention for enhancing vocabulary among Kindergarten learners.

The posttest of the Control Group and Experimental Group is the final assessment of the Kindergarten learner-participants' reading performance levels after being exposed to either the Global reading approach or traditional instruction methods. This test evaluates their ability to read accurately, at a reasonable speed, and with proper expression, while comprehending the text.

Table 10: Respondents' Performance Level of Reading in Fluency (Posttest)

Raw Score	Range	Descriptive Rating	Control Group		Experimental Group	
			Frequency	Percent	Frequency	Percent
4	3.26-4.00	Advanced	6	20	12	40
3	2.51-3.25	Proficient	14	47	13	44
2	1.76-2.50	Developing	10	33	5	16
1	1.00-1.75	Emerging	0	0	0	0
Total			30	100	30	100
			Mean: 2.86		Mean: 3.23	
			SD: 0.50		SD: 0.49	
			Description: Proficient		Description: Advanced	

Table 10 shows the distribution of the reading performance results among the respondents in the **Control Group**. The **overall mean** rating of 2.86 (SD=0.50) indicates that the respondents obtained the **Proficient** level. This implies that when all the respondents' posttest scores are combined and averaged, they generally belong to the **Proficient** level. This means that after the respondents were taught the traditional method of reading, most of them obtained this level of reading performance in fluency, which is the second highest level. The result shows that there is an improvement in reading performance level. Hence, it improved from an emerging level to a proficient level.

In particular, based on the frequency and percentage distribution of the Control Group, it can be noted that out of 30 respondents, the **highest** frequency of 14 (47%) have a reading fluency level classified as **Proficient** level. This indicates that majority of the respondents belong to the second highest level of fluency. The result discloses that the traditional approach in teaching reading helps improve the fluency level of the learners.

On the other hand, the **lowest** frequency of 6 (20%) belonged to the **Advanced** level which is the highest among the four levels of reading fluency. This means that only few learners belong to this level. Hence teachers should use other strategies to improve the fluency level of the learner.

As observed by the researcher, the learners exposed to traditional approach feel awkward in reading. They stop of unfamiliar words and have expressions not appropriate to the meaning in oral reading. They were very not competent to understand the unknown words to them or words that were synonymous.

Traditional teaching methods, often characterized by direct instruction and a focus on rote memorization, have been criticized for their inability to cater to the individual learning

needs of learners. According to Darling-Hammond et al. (2020), these methods may not fully engage learners or address different learning styles, leading to disparities in academic achievement. Additionally, traditional methods can sometimes fail to foster critical thinking and problem-solving skills, which are essential for success in the modern world (Freire, 2018).

Looking at the Experimental Group, the overall mean of 3.23 (SD=.49) indicates that the respondents reached the Advanced level, the highest category among the four levels of reading performance. This marks a significant improvement from the Emerging level before the intervention. This implies that learners who were taught with a global reading approach had improved their reading performance level through the help of pictures or images being presented to them.

Furthermore, the frequency and percentage distribution for the **Experimental Group** shows that 13 (44%) respondents, were at the **Proficient** level, the second-highest level. This indicates majority of the Experimental Group had competent reading performance level in terms of fluency based on their posttest scores.

During the intervention, those exposed to the global reading approach showed greater competency in understanding the meanings of individual words. Observations indicated that after the intervention, this suggests that the global reading approach effectively reduced the number of learners with inadequate reading performance in fluency.

Glenn Domman as cited in the study of Ekidz (2023) viewed Global Reading Method as an introduction to literacy instruction as well as an alternative to the conventional approaches to teaching reading abilities like fluency. He added that children to read at a young age, uses flashcards and pictures are essential in teaching reading comprehension.

Posttest of the Control Group and Experimental Group is the final test of the Kindergarten learner-participants' level of reading performance of comprehension after the two groups were exposed to either Global reading approach or traditional as a medium of instruction. This is to test their ability to read and understand written information. In Kindergarten, learners are able to understand what they read or what is read to them (Schmidt & Tiba 2021).

Table 11: Respondents' Performance Level of Reading in Comprehension (Posttest)

Raw Score	Range	Descriptive Rating	Control Group		Experimental Group	
			Frequency	Percent	Frequency	Percent
4	3.26-4.00	Advanced	11	36.5	15	50
3	2.51-3.25	Proficient	11	36.5	13	44
2	1.76-2.50	Developing	8	27	2	6
1	1.00-1.75	Emerging	0	0	0	0
Total			30	100	30	100
			Mean:3.16		Mean: 3.43	
			SD: 0.59		SD: 0.67	
			Description: Proficient		Description: Advanced	

Table 11 shows the reading performance on **comprehension** of the respondents in the **Control Group**. The **overall mean** of 3.16 (SD=0.59) indicates that the respondents obtained the **Proficient** level. This means that the respondents belong to the second highest level. This indicates that after exposed to traditional approach, there is a slight improvement of the reading performance level of the Control Group. Hence, it improved from Emerging to Proficient.

In particular, the frequency and percentage distribution of the Control Group where the data show that the **highest** frequency is the equal distribution of 11 (36.5%) of the respondents which are classified as **Proficient** and **Advanced**. The result reveals that majority of the

respondents had improved their comprehension level after the traditional reading approach. As observed, after being exposed to the traditional approach in teaching reading there were still more learners who struggled to spell the words and decode unfamiliar words.

In contrast, the **lowest** frequency of 8 (27%) of the respondents obtained the **Developing** level. It can be noted that only few of the respondents now had difficulties in comprehension after being exposed to the traditional approach. This means that few learners still need to work out more on their reading performance level in comprehension, especially those at the developing level.

Traditional approaches often involve guided reading sessions where teachers read texts aloud, model comprehension strategies, and engage learners in discussions about the text. This practice helps learners learn how to approach reading systematically and develop critical thinking skills. According to Rasinski (2020) work on fluency and comprehension shows that traditional guided reading practices, where teachers model fluent reading and engage learners in text discussions, improve both reading speed and comprehension. These practices help learners develop the ability to read smoothly and understand texts deeply.

Looking at the **Experimental Group**, the **overall** mean of 3.43 (SD=0.67) indicates that the respondents reached the **Advanced** level, the highest category among the four levels of reading performance. This implies that after the intervention majority from the Experimental Group had advanced reading performance level in terms of comprehension. This marks a significant improvement from the Emerging level before the intervention to Advanced. This implies that learners who were taught with global reading approach had improved their reading performance level through the help of pictures or images being presented to them. Thus, majority of the learners were very competent to understand words that were written.

The **highest** frequency and percentage distribution for the **Experimental Group** show that 15 (50%) respondents, were at the **Advanced** level, the highest level. This indicates majority of the Experimental Group had very competent reading performance level in terms of reading comprehension based on their posttest scores.

In contrast, the **lowest** frequency of 2 (6%) of the respondents obtained the **Developing** level. There was a reduction of the number of learners who struggled to read like reading the word incorrectly or pausing at an unknown word. It can be noted that only a few of the respondents now had difficulties in comprehension after being exposed to the global reading approach.

During the global reading approach, when the teacher reads the passage with corresponding pictures, pupils are attentive and motivated; after the teacher reads the word, they follow and point to the pictures. Through the use of flashcards, and printed books with pictures, they can easily understand the word that was presented to them.

Shea and Cetrano (2018) described the complexity of reading comprehension, what is needed for complete and profound understanding, the situation of reading comprehension in developed nations, potential reasons for poor performance, and recommendations for teaching skills and strategies to enhance learners' demonstrated achievement in regular lessons and on assessments administered globally. Hence, Global reading approach is one of the strategies that could help improved the reading comprehension of the pupils.

Summary of Posttest of the Control Group and Experimental Group is the final test of the Kindergarten learner-participants' level of reading performance after the experiment. Reading performance is the total score of all the domains reading skills in terms of their phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Table 12: Summary of the Respondents' Performance Level of Reading After being Exposed to Global Reading Approach (Experimental and Control)

Reading skills	Posttest Result					
	Control Group			Experimental Group		
	Mean	SD	Description	Mean	SD	Description
Phonemic awareness	2.80	.76	Competent	3.30	.53	Very Competent
Phonics	2.73	.73	Competent	3.33	.50	Very Competent
Vocabulary	2.16	.37	Slightly Competent	3.20	.80	Competent
Fluency	2.86	.50	Competent	3.23	.49	Competent
Comprehension	3.16	.59	Competent	3.43	.67	Very Competent
Overall	2.74	1.3	Competent	3.30	1.7	Very Competent
Legend:	3.26-4.00 <i>Very Competent</i>			1.76-2.5 <i>Slightly Competent</i>		
	2.51-3.25 <i>Competent</i>			1.00-1.75 <i>Incompetent</i>		

Table 12 presents the summary distribution of respondents performance level in reading after being exposed to Global Reading Approach (Experimental and Control). Based on observations from the **Control Group**, the average reading performance improved significantly to a **competent** level, with a mean score of following traditional instructional methods. This suggests that traditional approaches effectively enhanced Kindergarten learners' reading skills within the study's parameters. The success of these methods implies their potential value for educators and curriculum developers aiming to design or enhance literacy programs for young learners.

The standard deviation of 1.30 indicates considerable variability in reading performance among Kindergarten learners after traditional instruction. This variability highlights the importance of ongoing assessment and adaptation of instructional strategies to optimize learning outcomes for all learners, considering their diverse learning paths and needs.

In terms of specific skills within the Control Group, **comprehension** had the **highest mean** score at 3.16 (SD = 0.59). This suggests that, despite not receiving the global reading approach, the Control Group reached a competent level of comprehension on average. The improvement from an incompetent to a competent level before the intervention indicates positive changes in reading performance, potentially influenced by general educational activities, maturation, or other external factors. However, this moderate improvement underscores the limitations of relying solely on conventional methods or passive learning environments to achieve significant gains in comprehension.

Conversely, **vocabulary** had the **lowest mean** score in the Control Group at 2.16 (SD = 0.37), indicating relatively low vocabulary skills that improved slightly from an incompetent to a slightly competent level under the traditional approach. The modest standard deviation of 0.37 suggests limited variability in vocabulary scores, indicating consistent low performance among most participants. This underscores the inadequacy of traditional teaching methods in significantly enhancing vocabulary acquisition, highlighting the need for more effective instructional strategies to bolster vocabulary learning.

Traditional methods demonstrated some improvement in reading performance among Kindergarten learners, particularly in comprehension, but they fell short in significantly boosting vocabulary skills. This calls for a reevaluation of current teaching practices and the adoption of more dynamic and engaging methods, such as the global reading approach, to ensure learners develop stronger foundational language skills. Implementing targeted vocabulary interventions could lead to more substantial improvements in this critical area of language development.

Verola (2019), Rivera and Aggabao (2020) stated recommended reading curriculum to provide reading remediation and innovations, and programs to help learners with reading challenges. Along with this program, teachers can conduct drill lessons to monitor learners' progress in areas where they need to improve. Teachers should also combine the wonderful learning process with the power of growing technological innovation.

The study's findings highlight a notable enhancement in **reading performance** among learners who received the global reading approach. Initially classified as incompetent in reading skills, these learners significantly improved their average reading performance to 3.30 (SD = 1.7) after the intervention, reaching a **Very Competent** level. This outcome underscores the effectiveness of employing comprehensive teaching methodologies like the global reading approach to improve educational outcomes. By integrating various reading strategies, educators can better cater to diverse learning needs and facilitate substantial growth in reading proficiency.

Enhanced reading competence is crucial for overall academic success and lifelong learning, enabling learners to comprehend complex texts, analyze information critically, and communicate effectively. These insights contribute to existing literature on educational interventions and underscore the importance of evidence-based practices in educational settings. Further research into the specific mechanisms and sustainability of such interventions is warranted to enhance literacy education further.

Moreover, the **highest mean in comprehension** score post-intervention was 3.43 (SD = 0.67), indicating a significant improvement from an incompetent to a **Very Competent** level in comprehension skills. This demonstrates the substantial impact of the global reading approach on enhancing participants' reading comprehension abilities. The moderate variability in scores suggests consistent performance at a high level among most participants.

Conversely, **vocabulary** showed the **lowest mean** post-intervention at 3.20 (SD = 0.80), interpreted as a **Competent** level. Despite starting from an incompetent level, participants showed significant improvement due to the global reading approach, achieving at least a competent level. This method's effectiveness in raising vocabulary skills across a broad spectrum of learners underscores its adaptability and potential for widespread application in educational settings.

Also, finding shows that the learners from the **Experimental Group** become more competent with the use of the global learning approach. All the domains of reading have reached the next proficiency level. This reinforces the application of this strategy even more. This influenced the increase of the reading performance of the Experimental Group. During the activities, the learners saw different pictures and were observed to be more inquisitive and eager to ask questions. They were attentive and paid attention to their teachers. It was observed further that learners were not afraid to ask questions so that they could understand the lesson. Many of the learners had a good time participating in the reading sessions, especially for activities that involved global learning activities and making connections. The more they find the activities very engaging when they can relate the passage to their own life experiences. Their background knowledge somehow assisted them to better understand the texts given to them. This goes to show that global reading approach helps learners increase of their reading performance when compared to the conventional method.

This showed that the Global Reading Approach employed in reading instruction had something to do with the improvement of the reading performance of the learners and their proficiency level. The finding further shows that the learners from the Experimental Group had higher reading performance. This influenced the increase in the reading performance of the Experimental Group. During the activities, the learners can see pictures during the reading process. Learners were observed to be more inquisitive and eager to explain what's in the pictures. They were attentive and paid attention to their teachers and groups. It was observed

further that learners were not afraid to ask questions so that they could understand the lesson. This goes to show that the Global Reading Approach helps learners increase their reading proficiency when compared to the traditional method.

Overall, this approach promotes inclusive and equitable learning outcomes, ensuring that all learners, including those initially struggling, can achieve meaningful improvements in their reading abilities. The approach's success highlights the value of targeted interventions in education and suggests that evidence-based strategies are essential for maximizing learners' comprehension outcomes.

According to Bishop et al. (2018), the demands of comprehending increasingly complex text have increased, and some learners have begun to struggle. The help of the Global Reading Approach provides an introduction of global comprehension methods and details. It may help learners improve their reading ability. A learners-centered approach, like explicitly teaching techniques including front-loading text, skimming text, recognizing a variety of textual and visual cues, and asking questions regarding context clues, can improve academic performance in terms of reading. With these approaches, teachers can guide children toward more proficient comprehension by understanding their present reading techniques.

Problem 3. Is there a significant difference in the posttest reading performance of Kindergarten learners in reading between those exposed to the Global Reading Approach (Experimental Group) and those exposed to the traditional reading approach (Control Group)?

Table 13: Comparison of the Kindergarten Learners' Pretest Performance Between the Experimental and Control Group

Group	t-value	p-value	Interpretation
Experimental Control	2.32	0.058	Not Significant

Based on the table above, the pretest data for the Experimental and Control Groups show a p-value of 0.058, which is higher than the accepted significance level of 0.05. This means the difference in pretest scores between the two groups is not statistically significant. Consequently, accepting the null hypothesis asserts that there is no significant difference in the reading performance of Kindergarten learners between those exposed to the Global Reading Approach and those exposed to the traditional reading approach. This indicates that both groups had similar reading performance levels before the experiment began.

The absence of a significant difference in pretest scores implies that the Experimental and Control Groups were comparable at the study's outset. This baseline equivalence is essential for the experiment's validity, ensuring that any differences observed in the posttest results can be more confidently attributed to the intervention rather than pre-existing differences. The comparable reading performance levels across both groups indicate that the learners faced similar challenges in reading, such as difficulties with word pronunciation and text comprehension. This uniformity allows for a fair evaluation of the Global Reading Approach versus the traditional method once the intervention is applied.

Moreover, the data indicates that both groups of Kindergarten learners faced significant reading difficulties before any interventions were applied. The Control Group's slightly higher scores in comprehension suggest that their existing reading strategies may have provided some understanding of the text. However, their struggles with phonics point to foundational gaps in reading instruction. The Experimental Group's uniformly low scores across various areas, particularly in vocabulary, highlight a more widespread issue with reading readiness and skills.

The overall incompetence in reading performance for both groups underscores the need for effective and targeted reading interventions.

The Control Group's relatively better comprehension performance suggests that phonics-focused interventions could be particularly beneficial for them. Improving this foundational skill could enhance their overall reading ability. Conversely, the Experimental Group's low scores across all reading areas indicate a need for comprehensive support, particularly in vocabulary. Interventions for this group should be multifaceted, incorporating phonics, vocabulary building, and comprehension strategies.

The pre-intervention scores serve as a crucial baseline for evaluating the effectiveness of the Global Reading Approach versus the traditional reading method. Any improvements observed post-intervention can be more reliably attributed to the specific teaching methods used, given the initial equivalence in reading incompetence between the groups. The notably low scores in vocabulary for the Experimental Group and phonics for the Control Group highlight areas where focused instructional strategies could be particularly effective. Enhancing vocabulary through interactive, context-rich activities and strengthening phonics through systematic instruction could be key areas of focus.

In conclusion, the per-intervention data highlights the urgent need for tailored reading interventions to address the specific challenges faced by Kindergarten learners. By targeting these identified weaknesses, educators can better support young learners in developing the necessary skills for reading success. Observations revealed that all participants, regardless of their group, experienced significant reading difficulties. These challenges included trouble with word pronunciation and comprehension, highlighting a fundamental struggle with basic reading skills. This commonality underscores the need for effective reading interventions in early education. The practice of teachers reading aloud and modeling fluent reading was used to address these issues, helping learners develop their phonemic awareness and fluency, which are essential for reading success. The study's pretest findings provide a crucial understanding of the learners' starting points, setting the stage for assessing how different teaching approaches might enhance their reading skills.

Claessen et al. (2020) and Logsdon (2022) have stated that reading difficulties are common in developing countries and that effective reading requires perception, understanding, application, and integration. It is the process of creating meaning from printed words and symbols. Reading is a form of communication, as well as a source of information and ideas. Therefore, there is a critical need for interventions to address the challenges in reading.

Problem 4. Is there a significant difference in the posttest reading performance of Kindergarten learners in reading between those exposed to Global Reading Approach (Experimental Group) and those exposed to the traditional reading approach (Control Group)?

Table 14: Comparison of the Kindergarten Learners' Posttest Performance Between the Experimental and Control Group

Group	t-value	p-value	Interpretation
Control			
Experimental	8.14	.000	Significant

Table 14 reveals the substantial difference in posttest scores, coupled with a p-value of .000, indicating that the Global Reading Approach had a significantly positive impact on the reading performance of Kindergarten learners compared to the traditional reading approach.

The Experimental Group outperformed the Control Group by a notable margin, suggesting that the intervention was highly effective.

This significant improvement implies that the Global Reading Approach is a superior method for enhancing reading skills in young learners. The data provides strong evidence that this approach can address various reading challenges more effectively than traditional methods. This is particularly relevant for foundational reading skills such as phonics and vocabulary, which were areas of struggle for both groups before the intervention. The results underscore the importance of adopting innovative and evidence-based reading strategies in early education. The success of the Global Reading Approach highlights the need for schools and educators to consider incorporating such methods into their curriculum to support early literacy development. Additionally, these findings suggest that ongoing assessment and refinement of teaching methods are crucial for optimizing educational outcomes.

Moreover, based on the assessment of posttest scores, the Control Group demonstrated proficiency across multiple domains, including phonics, phonemic awareness, fluency, and comprehension. Their strongest area was comprehension, indicating a solid grasp of textual content, while vocabulary showed the least proficiency. Despite this minor shortfall, overall posttest results indicated a competent level of skill across all evaluated areas, suggesting that the traditional reading approach effectively supported the foundational reading abilities of Kindergarten learners.

In contrast, the Experimental Group exhibited notably higher proficiency levels in comprehension, phonemic awareness and phonics, indicating very competent performance. This underscores the successful implementation of the Global Reading Approach in bolstering fundamental reading skills within this group. Additionally, the Experimental Group achieved competence in vocabulary, fluency, and comprehension, showcasing a comprehensive improvement across all measured domains and highlighting the intervention's robust impact on their overall reading abilities.

Although both groups achieved competency in vocabulary and fluency, the Experimental Group's outstanding performance in comprehension, phonemic awareness, and phonics is particularly notable. The highest scores for the Experimental Group were in comprehension, while vocabulary was their weakest area. These findings highlight the Global Reading Approach's effectiveness in enhancing key foundational skills critical for early literacy development.

The interpretation of these findings suggests that targeted interventions can effectively enhance specific aspects of reading proficiency among Kindergarten learners, aligning with existing literature emphasizing the importance of early intervention strategies in enhancing reading skills. By focusing on foundational skills early in a child's education, educators can establish a solid foundation for continued academic success and literacy growth.

These findings hold significant implications for educational practice and policy, emphasizing the adoption of evidence-based approaches like the Global Reading Approach to enhance reading proficiency among young learners. Educators and policymakers can utilize these insights to inform curriculum development and instructional strategies tailored to meet the diverse needs of Kindergarten learners in reading education. Furthermore, the results suggest that interventions targeting comprehension, phonemic awareness and phonics can play a crucial role in narrowing literacy gaps and promoting equitable educational outcomes.

In conclusion, the comparative analysis of posttest scores underscores how targeted interventions, such as the Global Reading Approach, can substantially enhance specific facets of reading ability among Kindergarten learners. These findings not only highlight the potential of such interventions to contribute to broader academic achievement but also set the stage for further research into effective early literacy interventions. Ultimately, these insights support

ongoing efforts to enhance educational practices that foster early reading skills and cultivate academic success from the outset of schooling.

This conforms with the studies of Коломоець (2018), Nonte et al. (2018), and Bae (2019) that the global reading approach is an effective way to improve the reading performance of the learners. Previous studies conducted claimed that any reading approaches could enhance as long as active participation of the learners is maximized. These findings show that teaching reading with the use of global reading approach is effective. As observed, during the activity both learners appreciated the strategy in explaining the concepts in detail. Global reading approach therefore is an effective strategy to improve the reading ability of the learners.

Problem 5. Based on the findings of the study, what reading material can be developed?

Reading Material

Reading is even more crucial for Kindergarten learners, and it is one of the basic macro skills that learners have to develop in order to learn other skills such as speaking, writing, and listening. Right from the beginning of school, children are taught the letter of each alphabet, its sound, correct spelling and pronunciation. But there are still many learners who can read, but do not understand what they read.

This demands for the reading teachers to have a reading materials and interventions to help learners improve their reading performance of the Kindergarten learners. This study reveals that learners who were exposed to Global Reading Approach have proficient reading performance compared to those learners who were not exposed to global reading approach. Hence, it is deemed necessary to integrate the global reading approach in reading.

The objective of this study is to design a reading material in integrating global reading approach teaching reading. This approach would enhance the reading performance of the learners in terms of phonemic awareness, phonics, vocabulary, fluency and comprehension.

This material is expected to; understand that spoken words that composed of smaller units of sound and begin to understand how the English alphabets work; Identify the word, place it in context, and remember it. Retell the story they heard through dramatic retelling; or use picture cards to put the story's events in sequence, reread their decodable letters with a partner/group. And connect these stories to their own experiences.

Conclusions

Based on the results and discussions that have been presented, the following conclusions were made:

The study clearly demonstrates the superior effectiveness of the Global Reading Approach compared to traditional teaching methods in improving reading performance among Kindergarten learners. Before the intervention, both groups exhibited varying foundational reading skills, with the Control Group excelling in phonemic awareness but struggling with phonics and the Experimental Group showing strength in comprehension but weakness in vocabulary.

Further, following the intervention, both groups showed improvements, but the Experimental Group exposed to the Global Reading Approach exhibited significantly higher levels of competency across all reading domains, including comprehension, phonemic awareness, phonics, fluency, and vocabulary. These findings highlight the substantial impact of the Global Reading Approach in enhancing reading skills, particularly comprehension, which remained the strongest skill post-intervention for both groups. The Control Group, although improved, still found the vocabulary to be their weakest area, while the Experimental Group achieved very competent levels in all assessed areas, underscoring the effectiveness of the Global Reading Approach. The significant difference in posttest reading proficiency scores

between the two groups further underscores the value of the Global Reading Approach in fostering comprehensive literacy development.

The intervention not only addressed specific weaknesses in foundational reading skills but also facilitated overall literacy growth, essential for academic success and lifelong learning. In conclusion, the Global Reading Approach proves to be a more effective teaching strategy for Kindergarten learners, offering enhanced benefits in reading skill development compared to traditional methods. This approach's ability to significantly improve reading performance highlights its potential as a valuable tool in early childhood education, supporting educators in nurturing proficient and confident young readers.

Recommendations

In accordance with the findings and conclusion of the study, the following recommendations are hereby presented:

1. Teachers may provide individualized instruction in phonics, utilize visual aids and hands-on activities to enhance learning and implement targeted vocabulary activities focusing on context, meanings, and usage.
2. Teachers may use targeted activities on context, word meanings, and usage. Interactive games, discussions, and diverse texts aid word learning.
3. Teachers may provide personalized support, diverse instruction, and interactive activities. Targeted interventions, explicit skill teaching, and collaboration among teachers.
4. Teachers may continue engaging in activities, provide ongoing support, and encourage collaborative learning. Regular assessments, teacher training, and a supportive atmosphere are crucial for maintaining positive reading outcomes.
5. Teachers may use the developed materials in their reading classes and include it in lessons to improve learners' reading skills.
6. Administrators and DepEd officials may encourage teachers to develop and try out other teaching strategies that could facilitate better learning from the learners.
7. Parents may cooperate with teachers in utilizing the developed reading material in teaching their children reading.

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