

Phonemic Awareness Strategies in Teaching Reading in Kindergarten

Leilani Unos-Estole

Faculty, Benguet State University

Abstract:

Phonemic Awareness is not as new to the field of literacy as some may think, although it is only in recent years that it has gained attention. For over 50 years, discussions have continued regarding the relationship between a child's awareness of the sounds of spoken words and his or her ability to read.

The research deals with the teacher's effectiveness in using phonemic awareness strategies to teach kindergarten reading. The study used a questionnaire as the main instrument in gathering data; total enumeration and descriptive research were employed. The participants were 50 kindergarten teachers from La Trinidad, Benguet. The study showed the effect of strategies and utilization of the strategies along the variables.

It can be said that teaching in kindergarten requires a strong ability of teachers to process the features of reading to accommodate the learner's different levels of phonemic awareness. However, many challenges will need to be addressed while they do this in the process.

Keyword: phonemic awareness, strategies, competencies, utilization, letter recognition, letter sound production, blending sounds.

1. Introduction

Teaching to read involves different things, and one of these is phonemic awareness. Phonemic awareness falls under phonological awareness, which is under a broader area of metalinguistic awareness (Chapman, 2003). Phonemic awareness focuses on the grounds of phonemes which help to increase decoding and reading skills. This becomes one of the hardest parts of reading because children have a hard time breaking down speech into the smallest unit of sound (Blachman, et al. 2000).

Phonemic awareness is one of the building blocks of a strong foundation for reading development. A phoneme is a sound in a unit of language. For example, say the word "apple" aloud. You use three distinct sounds "chunks" to pronounce this word- "a", "puh" and "I". Each of these is a phoneme. Phonemic awareness is an understanding that these sounds exist and a recognition that they make up words. We can read unfamiliar words because we use our knowledge of phonemes to sound out the word. Therefore, learners must be taught phonemes to help them transition between saying and reading phonemes.

Generally, teachers encounter problems among pupils, and these are lack of reading readiness, poor comprehension, lack of communication skills, and poor writing skills, which they carry from primary to college. These problems need to be addressed, strengthened, and to be given appropriate instruction and interventions. A most fundamental issue facing schools is how to teach reading and writing, particularly in the early grades. These prevailing problems and issues in reading affect the performance of learners. It

is along this line that the researcher will conduct this study on strategies for teaching phonemic awareness in kindergarten.

This study helped the researcher determine the strategies for teaching phonemic awareness in kindergarten, particularly in public schools in La Trinidad, Benguet. It may also help other teachers identify and utilize effective strategies in teaching phonemic awareness to kinder pupils. Moreover, the results of the study will enable parents, to inform their responsibilities in helping their children how to improve their reading skills. The results of the study may enable administrators to give possible solutions regarding problems encountered by teachers. They can implement and formulate programs that may improve the quality of education. The study would further provide concerned teachers with an assessment of the effectiveness in their teaching to cater to diverse emergent readers.

2. Conceptual Framework

Early reading is embedded in the language literacy and communication of the kindergarten curriculum. Reading is incorporated into activities, what the teacher needs to do is use the strategies to let the children understand what they are reading.

Phonological awareness is an understanding of the sound structure of language - that is, that language is made up of words, syllables, rhymes, and sounds (phonemes). Children do not have to know how to name letters or their corresponding sounds to demonstrate phonological awareness; it is first learned through oral language. It involves an understanding of words at the level of individual sounds- how to segment, blend, or manipulate individual sounds in words.

Phonological awareness is necessary for the effective use of phonics in reading and writing. Children entering kindergarten bring diverse skills, knowledge, and experiences each child's prior experiences will support the quest to become a successful reader. Kindergarten teachers and parents should instruct children by connecting letters and phonemes when reading. Through this sort of instruction, kindergarteners become aware not only of the different sounds in the English language but also begin to understand that specific letters represent specific sounds (Irvine-Apps, 1998). Teaching phonemic awareness is important because it helps children learn with the alphabetic principle (Manyak, 2008). Children must have an understanding of letter-sound relationships to use the English language. For teachers to be able to successfully incorporate phonemic awareness, they need to understand the different strategies enumerated in the kindergarten curriculum guide. Teachers must be able to help children understand how the letters of the alphabet represent speech (Blachman et al., 2000). It is also important that teachers have ways to teach students to segment their words. By teaching phonemic awareness, teachers can enhance their student's ability to read. There are many different strategies available to teach the skills needed to become a good reader.

Brain improvement happens in the span of the first 8 years of life. Early encounters contribute meaningfully to the structure of the brain and its capacities. Early years experiences, how we relate and react, straightforwardly influence the way the brain is interconnected. Development is additionally affected by sustenance, environment, and stimulus. Cognizant of how brain development takes place, a curriculum that will improve its development ought to be input. Subsequently, the development of the forty-week kindergarten curriculum or the National Kindergarten Curriculum Guide (NKCG). The NKCG intends to provide kindergarten teachers with everyday learning episodes, which are correspondingly supported with developmentally appropriate activities. It has two parts; part 1 is weeks 1 to 20, and part 2 is weeks 21 to 40. The prescribed blocks of time each week have content focus statements and 5 suggested

daily plans. The daily plans contain messages for the day and suggested activities. Activities and materials are appended after every weekly plan. The interrelatedness of all the learning domains is of utmost consideration, hence learning activities are carefully selected so that no learning area is taught in isolation. However, materials and activities are suggestive and the teacher is still empowered to use activities/materials deemed best suited to the class being handled. The content and skills to be developed are derived from the national kindergarten standards and competencies for five-year-old Filipino children. It employs the integrative approach in developing the skills relative to the content focus. Moreover, teachers must be imaginative in seeing the possibilities for school-related learning in the activities that interest children. Varied activities and a carefully selected assortment of learning materials are utilized through games, songs, dances, rhymes, poems, stories, pictures, and manipulative toys will make learning fun, pleasant, and enjoyable, thus ensuring active interaction among the learners (NKCG, 2011). The following strategies are discussed below, categorized under identifying letter names, producing letter sounds, and blending sounds.

Strategies in Teaching Letter Name Recognition

Letter Bingo. This activity is for letter recognition, using cardboard with upper case letters in each box and separate letter chips. The card and letter chips are distributed to each pupil. The teacher takes one call card at a time and reads the letter on it. If the child has the letter on his bingo card, he covers this with a token, until a player covers it all. Research has shown that children who can recognize letters of the alphabet have an easier time learning to make connections between the letters and the sounds they stand for. Children need to memorize the letter names, and they can do this through direct instruction along with many exposures to the letters in print.

Letter Lotto. Children match individual letter cards with the letters on the board. Students exchange cards after. Give each child a chance with all the lotto cards. Young children often find letters in the following groups confusing. Letter lotto will help children identify pairs of letters easily as they play with the cards; their identification skills will be enhanced while playing.

Alphabet fishing game. Children identify letters with the use of letter boards in a fish pattern. Arrange the chairs in a circle. Ask a pupil to sit on each chair. Each pupil takes turns fishing a card. Ask a child to identify the letter that he fishes out. Invite the children to think of two to three words that begin with the letter. At the end of the game, ask the children to count the number of fish that they caught.

Letter Sort. Children will discriminate between upper- and lower-case letters. Spread out the cards on the table. Ask the children to sort the upper- and lower-case letters after doing this activity with them a few times, it can be something students do alone or with partners during word study.

Letter Poster. Write the upper- and lower-case letters for the day on top of the page. Ask the players to get or scribble words that begin with the letter for the day. Children stick their drawings on manila paper, then they will read the words posted.

Name Necklace. This is used to identify letters of one's name. Children are given cardboard. Ask the child to point out the letters of his name on individual cardboards. Let the child design each letter card. The teacher assists in stringing and tying the finished necklace around each child's neck. Why children must learn the letter and their names? Letters form the building blocks of learning to read. Letters form the basis of an idea of thought that can be built on. As such, they are the bricks on which other skills and concepts are going to be added.

Name Tracing. This is to familiarize one with the letters of one's name. Distribute them to the children their nameplates, then they will trace the letters of their names. Have them practice writing their names on air.

Letter Lacing Cards. This is for letter name recognition. Distribute the lacing cards, and have the children thread the cards until each hole has been covered. Have them say the letter name while forming the letter by tracing with their forefingers, writing on air, on the back of the classmates, and then on paper.

Walk around the letter with the teacher. Put masking tape on the floor in the shape of the letter in the day's lesson. With the children, say the letter and think of the word. Point out to the children that the letter has a round part and a straight part. Walk around the letter and sing a song about the letter. The identification of even a small number of words by children is accomplished by accessing phonetic associations already stored in memory; a letter-sound recognition memory mechanism enables phonetic associations between word spellings and pronunciations, a simpler form of phonetic processing than decoding which involves sounding out and blending.

Letter scavenger hunt. This is for letter-sound correspondence. Group children into pairs. Have each pair collect different objects in the classroom that begin with a given letter. The pair who collects the greatest number of objects wins the game.

Strategies in Teaching Letter Sound Production

Letter identification instruction includes teaching the name, characteristics, and formation of the 28 uppercase and lowercase letter symbols used in the language.

Clothespin Match. An activity to identify initial letter sounds. Hang an individual clothespin with letters attached to it on a clothesline. Ask each pupil to pick out a card and clip this to the appropriate clothespin initial letter of the object or person in the picture.

Picture-sound Match. Used to identify initial sounds. Divide a piece of cardboard or heavy paper into six sections. Draw or cut out three pictures and glue them on the top three sections of the card, On the bottom three sections, write the letters that correspond to the pictures above. Let the children match the pictures to their appropriate initial letters by using a yarn to connect them.

Rhymes. This is usually done to let the children memorize rhymes. Rhyming words usually found in books and are related to the day's lesson could also be daily routines. Activities to support emergent readers include teacher read-aloud, finger-point reading of familiar texts as well as echo, choral, and partner reading.

Picky Mommy. This is used to identify initial/final sounds. Distribute a set of picture cards evenly among pupils. Then use a classroom puppet or a sock puppet of any family member. Explain to children that the puppet is a sound puppet who likes only things whose name begins with the lesson of the day. Have the puppet provide corrective feedback by reiterating the beginning sound of each card to check the children's responses.

Find a Match. Spread letter cards upside down in the center. As each one picks a pair, the group sounds out the letter and thinks of one word that begins with the particular letter.

Where is the sound? Children should listen attentively and thoroughly. Let the children sit quietly in a circle. Another child is sent to another part of the room and makes a letter sound. The child in the center of the circle must try to point to where the sound is coming from and identify the name of the letter at was sounded off. When the child in the middle has figured out where the sound is coming from, another child will sit and produce a letter sound.

Sound Roll. This is for letter-sound association. Gather the children and let them sit in a circle. Give each child a picture card necklace. Roll the ball to one child. This can be done for final or medial sounds.

Make the sounds. They are used to reproduce the sequence of sounds. Have children identify single sounds first. Have children cover their eyes with their hands while the teacher makes two to three-letter sounds, the children identify the sounds in sequence. They may also blend the sounds.

Same and Different. Used for opposite words, to read and understand opposite words. Lay the category cards on the table. Show each pair of picture cards. Ask children if the words have the opposite meaning. If they do, have them place the card under the category that has the word "Different" written on it. If the words have the same meaning have them place it under the category card that has the word "Same" on it.

Pick A Part. Place the individual consonant letter cards into one bowl. Put the word segment cards into the other bowl. Take turns drawing one card from each bowl. If the child can make a real word with their cards, they will keep it, if not they return them.

Strategies for Teaching Blending Sounds

As children make the transition from pre-readers to emergent readers, the capability to analyze phonemes plays an important contribution to their success. Phonetic processing allows children to make connections between spoken and printed text. This storage of phonetic associations within a letter-sound memory mechanism expands the learner's knowledge to make sense of unknown words within unfamiliar contexts. While the advancement of reading ability is not solely contingent upon strong letter-sound recognition, this knowledge base is a critical component of reading success.

Blend a Word. This is an activity to blend sounds orally. The teacher will say a word very slowly, sound by sound, then say the word a bit faster and finally say the word the way it is usually said. Children then follow until they read the word correctly.

Form a Word. This is an activity to read high-frequency words. Prepare ten high-frequency word cards and eight sets of individual letter cards containing vowels and consonants found in these high-frequency words. Each child picks out a one-word card at a time. Let the child form the word using his letter card.

Listen and look. This is used to blend syllables to form words. Hold up stacks of pictures, and say the name of each, but in a very strange way syllable at a time. In naming each picture, speak in a strict monotone and insert a clear pause between each syllable. When the children figure out each word, hold up the picture and let children pronounce the syllable.

Two sound words. This is for segmenting sounds in words. Give each child two-inch cubes or counters. Then say each phoneme with a pause between its phonemes. Then let the children repeat the word in the same manner. In addition, have two blocks and a set of pictures of two-phoneme words. The children then repeat the word sound by sound while pointing to the respective blocks and then the word, pausing slightly less between phonemes with each repetition.

What's the new word? This is used to manipulate the sound of words. Explain to the children that when a sound is added to a word, there is a different word. Give an example to demonstrate the skill. Ask what happens if they add a new sound to the beginning of a word. Children must be able to figure out the new word.

Listen and write. An activity to blend letter sounds. Lay out letters, hold the calling cards and so your child cannot see the words. Say, "I'll go first." Side the letters one at a time into position to spell a word on the blackboard with lines. Say each sound while lining up the corresponding letters. Then, let children use their pointer finger or a pencil to point to a letter as they say the corresponding sounds.

CVC word spinner. Make a big spinner on it and write the chunks or rimes on it. Cut the spinner into 8 parts. Write the following chunks or rimes on each: an, ap, an, em, et, in, it. Then make a smaller spinner on and put the letters on it. Cut the smaller spinner into 8 parts. Write the following letters; m, t, n, s, p, b, c. Put the small spinner on top of the big spinner. At each turn, let a child turn the spinner.

Poster. Make a poster for each word family. Have children list down words belonging to each word family on small strips of paper. As the match between spoken and printed. Words increase, and the child progresses to the second stage in which he is now free to attend to the word boundaries (beginning and ending consonants). As the child moves into the third reading stage, the internal parts (medial vowel/s) of the word can now be explored.

Word family flip book. Cut through all the cards in a spiral-bound index card notebook. Write consonants, blends, and diagraphs on the left section, and rimes on the right section. Prepare at least two sets with different words. Challenge the children to form words. The flip book can also be played by partners. That's why word family 'chunking' is such a powerful decoding strategy for beginning readers.

Team sound-off. Assign each team a sound, then call three children from different groups. Then they should say the sounds and ask the rest of the group to blend the sounds to form a word. The team that makes the chart number of guesses wins.

Factors Affecting the Utilization of Phonemic Awareness Strategies for Teaching Reading in Kindergarten
The awareness of the important relationship between preschool development and later reading success is growing. If this results in increased resources for prevention, more children will enter kindergarten with the skills necessary to learn to read.

Instructional delivery. Given the vital role of classroom teachers in enhancing effective instruction, there is a need to upgrade the teaching strategies that are used. The instructional competence of teachers plays a role in achieving the high academic performance of learners. In addition, effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations.

Classroom environment. Department of Education Order No.47 series 2016 stated that the school should provide a rich physical learning environment that is open, respectful, caring, nurturing, and safe for the total development of the learners. This includes the wider community setting where the learner's prior learning has its origins and which has been foundational in honing their learning abilities. Young children learn by doing and by active engagement with materials, equipment, people, and places in their learning environment. The physical environment should anticipate individual, small-group, and whole-group activities among students, and allow for teacher and student-initiated activities as well because through the group activities, children learn how to work with others, share, negotiate, resolve conflicts, learn self-advocacy skills, and practice.

Availability of resources. The teacher must have intensive knowledge and understanding of the physical, mental, social, and emotional potentialities of those educational activities. Department of Education Order No 47, Series 2016, stated that the use of learning materials and other resources that are locally developed and/or locally available is encouraged.

Figure 1 presents the paradigm of the study, which includes the strategies in teaching kindergarten and factors related to the utilization of phonemic awareness strategies in teaching kindergarten which, are independent variables. The strategies for teaching phonemic awareness have been identified, used, developed, and evaluated to help teachers in teaching phonemic awareness. It is sub-divided into levels of how children should be taught phonemic awareness. It provides a comprehensive framework on how teachers will utilize the strategies according to learners' diverse differences, levels of comprehension, and

learning styles. It will also show that phonemic awareness is intertwined with the teaching-learning process and is very important in the language development of kindergarten students.

Teachers' preparation of teaching-learning devices and relevant training/seminars attended are variables that could determine the utilization of phonemic awareness strategies in teaching kindergarten. Both are Important in the educative process. The teachers must be skillful and resourceful by capitalizing on the interest of the children and converting such leads into appropriate and workable learning activities.

MODERATING VARIABLES

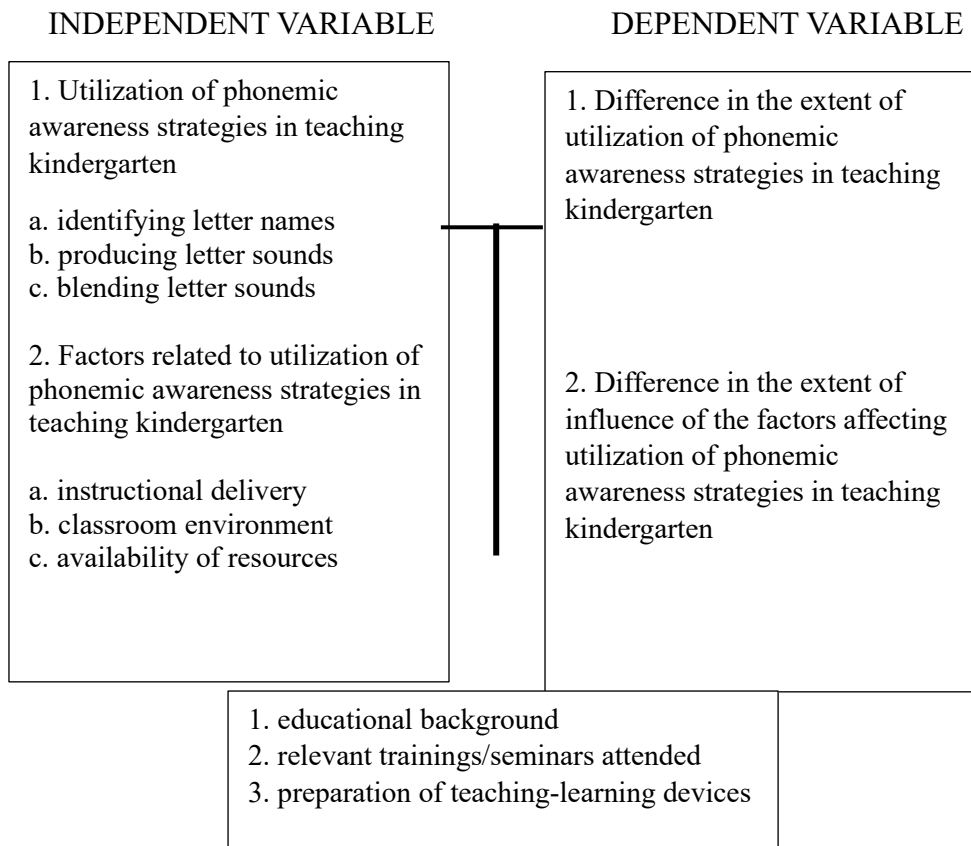


Figure 1. Paradigm of the study

Seminars, lectures, and practical are the main educational formats. As teachers become more involved in the curriculum and apply their ingenuity and inventiveness in the classroom and school problems, they find new strategies and approaches that are more effective in teaching. In addition, in today's world with its electronic and scientific instruments, it paves the way for many new devices and arrangements of equipment for better teaching and learning. Teachers who attend seminars learn new trends and strategies on how to teach reading to kindergarten.

Department of Education and private sectors offer seminars that help teachers enhance effective Instructions, to address the need to upgrade the teaching strategies that are used. In like manner, Teachers elaborate and structure facts, principles, and concepts to build robust cognitive frameworks that are assumed to help them apply what they have learned in new situations.

The National Early Literacy Panel (2008) states that: Teachers provide systematic, direct, and explicit phonics instruction so that children master the essential alphabetic code-breaking skills required for foundational reading proficiency. Equally, teachers provide an integrated approach to reading that supports

the development of oral language, vocabulary, grammar, reading fluency, comprehension, and the literacies of new technologies.

3. METHODOLOGY

This section presents the methodology used to interpret and analyze the data gathered. It consists of the research design, population and locale of the study, data collection instruments, data collection procedure, and treatment of data gathered.

This study used the questionnaire as the main instrument in gathering data. The study applied total enumeration and descriptive research to study the effectiveness of use the of phonemic awareness strategies in teaching reading in kindergarten along with letter recognition, letter production, and blending sounds.

La Trinidad is located three kilometers north of Baguio City and 256 kilometers north of Manila. It is bounded on the north by the municipality of Tublay and on the west by Sablan and Tuba. As the capital town of Benguet, it serves as the trading, educational, and institutional center for the province. Its rustic character remains in the rural areas where the economy focuses on the production of high-value commercial vegetables, cut flowers, and strawberries, earning its reputation as “the strawberry Fields and Rose Garden of the Philippines.”

The study covers the district of La Trinidad Benguet, Cordillera Administrative Region. There are public elementary schools 13 along the main roads, and 10 in remote areas. La Trinidad, Benguet is the center of educational institutions. People come from different places to earn their living here; thus, children of different cultures and different ethnic affiliations and languages need to be addressed in their emergent reading. Kindergarten teachers were chosen as the respondents because they work closely with children and they are the ones who are well versed in the stage of teaching phonemic awareness for emergent readers. They assess and give evaluations to the learners and employ methods and strategies to help the learners in the stage of phonemic awareness. All of the kindergarten teachers in the 16 elementary public schools of La Trinidad Benguet were chosen as the respondents.

The constructed questionnaire was the main data research tool of this study. To ensure the accuracy and reliability of the questionnaire, a pre-test was conducted at different schools but not the target respondents. The questionnaire is divided into two parts: part I consists of strategies in teaching phonemic awareness in kindergarten, and part II, consists of principles that affect teaching phonemic awareness in kindergarten pupils. With the use of Cronbach's alpha for reliability testing, the following were the results: the first part consists of 10 strategies in teaching letter recognition (.860), 10 strategies in letter production (.800), and 10 strategies in teaching blending sounds (.820). Then the second part has instructional delivery (.777), classroom environment (.777), and availability of resources (.874). Since the questionnaire was reliable, the study was started.

4. RESULTS AND DISCUSSION

Table 1. Summary of the extent of utilization of phonemic awareness strategies in teaching reading in kindergarten.

STRATEGIES	M	DE	R
Letter recognition	2.73	O	2
Letter sound production	4.00	O	3
Blending sounds	2.06	O	1

Mean	2.75	O	
------	------	---	--

Table 1 shows the summary of the result of the extent of utilization of phonemic awareness strategies in teaching reading in kindergarten. This implies that teachers used all the strategies at least twice a week to facilitate learning. The strategies are connected when teaching phonemic awareness; one strategy can level up an activity and can be used to help children generalize the lesson that was presented. However, in this situation, the teacher should strictly impose a routine on the carousel or group work so children will be able to use the materials sequentially. It is improbable that teachers would be able to provide instruction in all of these situations, so strategies that facilitate generalization across situations are likely to be more efficient.

Young children's attention to the critical features that distinguish one letter from another is vital, which aids the teacher in teaching letter recognition. Generally, strategies on letter recognition are often used with a mean of 2.73. This would mean that the strategies are used thrice a week depending on the necessity of the lesson to be taught. However, analysis revealed that the extent of utilization of strategies on letter recognition was lower than often with a t-value of -2.565 and a p-value of 0.013. This simply suggests that the extent of utilization of phonemic awareness strategies in teaching reading in kindergarten along with letter recognition is often utilized. This implies that the teachers used letter recognition strategies in variation depending on the need; kind and level of support the children need to address the teaching-learning process.

Instruction that presents letters at a quicker pace than a letter a week allows for more than one instructional cycle during the school year. This means that teachers prefer to use strategies that have more letters in it, further increasing, the frequency of exposure to the letters and allowing multiple repetitions through distributed instructional review cycles. This would certainly benefit the learners with limited knowledge of the alphabet letter as they would be exposed to all 28 letters sooner and participate in multiple instructional cycles during the academic year. This would also benefit learners who know of some or many letters, as they would learn less familiar or unknown letters sooner than they would with traditional alphabet instruction

Table 2. The extent of utilization of phonemic awareness strategies in teaching reading in kindergarten along with letter recognition.

STRATEGIES	M	DE	R
Letter Bingo/Match (Letter chips for letter recognition)	3.26	A	3
Letter lotto (match letters on lotto cards)	4.00	A	1
Alphabet fishing game (identify letter in fish pattern)	2.06	S	9
Letter sort (discriminate between upper- and lower-case letters)	3.22	O	4
Letter poster (letter recognition of the day in the poster)	2.62	O	5
Name necklace (identify letters of one's name)	1.70	R	10
Name tracing (familiarizing letters of one's name)	3.54	A	2
Letter lacing cards (letter name recognition)	2.58	O	6

Walk around the letter (walk around the letter in the days' lesson)	2.12	S	8
Letter scavenger hunt (collect different objects that starts with the days letter sound)	2.18	S	7
Mean	2.73	O	

Legend: t-value=-2.565 p-value=0.013
3.25-4.00 Always A *-highly significant
2.50-3.24 Often O
1.75-2.49 Sometimes S
1.00-1.74 Rarely R

From the results, it is seen that letter scavenger, walk around the letter, and alphabet fishing games are sometimes utilized as strategies in teaching letter recognition. These strategies need more time and a wider space for the children to use, giving of instruction also takes time when children are not attentive. Name necklace is rarely used for the reason that this is a need at the beginning of the class when children need to practice their names, identifying the letters in their name.

Table 3. Extent of utilization of phonemic awareness strategies in teaching reading in kindergarten along with letter sound production.

STRATEGIES	M	DE	R
Clothespin Match (identifying letter sounds hang in clothespin)	1.92	S	3
Picture sound match (write letters that correspond to the picture)	3.48	A	1
Rhymes (rhyming words related to activity)	3.22	O	9
Picky Mommy (puppet provides feedback if the sound is correct)	1.90	S	4
Find a Match (pick a pair and sounds out the letter)	2.78	O	5
Where is the sound? (pupil point where the sound is coming from)	2.52	O	10
Sound-roll (pupil roll a ball to the classmate with the same letter as his picture card)	2.18	S	2
Make sound (identify sounds in sequence)	3.54	A	6
Same and different (read and understand opposite words)	3.10	O	8
Pick a Part (draw segment cards into a bowl and read)	2.32	S	7
Mean	2.70	O	

Legend: t-value=-3.870** p-value=0.000
**-highly significant
3.25-4.00 Always A
2.50-3.24 Often O
1.75-2.49 Sometimes S
1.00-1.74 Rarely R

Generally, the extent of utilization of phonemic awareness strategies in teaching kindergarten along with letter sound production was often utilized with a mean value of 2.70. As presented in Table 3 it implies that teachers do not use a single strategy. However, the analysis revealed that the extent of utilization of strategies on letter production was lower than often with a t-value of -3.870 and a p-value of 0.000. The result shows that two or more different strategies are used in one lesson to give the children choices where they can understand better the concept being taught without getting bored in the activity, especially since some of the strategies along letter sound production are individualized and each child has to do it alone. This can be gleaned from the work of cognitive psychologists.

Based on the results make a sound and picture sound strategies are always used, this finding confirms that teachers prefer picture-associated materials. When teachers use the strategies, children's interest is aroused because the picture helps the learner identify the beginning, medial, and ending sounds of the picture's name. Teachers know that this kind of strategy prompts learners to participate in the activity.

The findings further reveal that pick apart, sound-roll, clothespin match, and picky mommy are sometimes utilized. This signifies that children prefer activities that allow group work, verbalizing, feeling, and movement. These senses are very important to the learning process of an individual. Communication skills play an important role in achieving new concepts as well.

Table 4. Extent of utilization of phonemic awareness strategies in teaching reading in kindergarten along with blending sounds.

STRATEGIES	M	D.E.	R
Blend with a word (blends sound orally)	3.54	A	1
Form a word (read high-frequency words)	3.30	A	3
Listen and look (blend syllables to form words)	3.28	A	4.5
Two sound words (segmenting sounds in words)	3.28	A	4.5
What's the new word? (manipulative sounds of words)	2.60	O	6
Listen and write (blend letter sounds, spell a word on the board lines)	3.50	A	2
CVC word spinner (let children turn the spinner then blend the onset and rimes)	2.00	S	9.5
Poster: word family for rimes	2.30	S	8
Word family flipbook	2.00	S	9.5
Team Sound-off	2.48	S	7
Mean	2.83	O	

Legend: t-value=-2.160* p-value=0.036

**-highly significant

3.25-4.00	Always	A
2.50-3.24	Often	O
1.75-2.49	Sometimes	S
1.00-1.74	Rarely	R

*-Significant

ns-not significant

The extent of utilization of phonemic awareness strategies in teaching reading in kindergarten along with blending sounds is often utilized with a p-value of 0.036 as presented in Table 4. This simply suggests that the extent of utilization of phonemic awareness strategies in teaching reading in kindergarten along with blending sounds is not often utilized but intact sometimes mean value of 2.83. However, the analysis revealed that the extent of utilization of strategies on blending sounds is lower than often with a t-value of -2.160. Some children may enter kindergarten with an awareness that words start with the same sound, even though they may not know which letter goes with that sound. However, kindergarten children benefit from exposure to phonemic awareness activities through classroom literacy and wordplay activities. From the result of the study, blending a word, listening and writing, forming a word, listening and look and two sound words are strategies that are always used along with blending sounds. These activities involve writing. As children begin to write, teachers can observe their developing phonemic awareness and letter-sound knowledge in early writing attempts-that is, what sounds they can segment from their speech, and how they can represent these sounds with the letters they know. When teachers analyze beginning writing attempts, it is important to remember that children will record the most prominent sounds they hear in the word. That is why at first, children usually spell using consonants rather than vowel sounds, and they may just record beginning and/or final sounds. Sometimes their choice of letters to represent sound reflects their attention to letter names and articulation of sounds rather than traditional letter-sound correspondences. In addition to the independent exploration of sounds, in the words, as evidenced by early writing attempts, children may also begin to write some high-frequency sight words from their exposure to words in the classroom and from word wall activities.

Toward that understanding, children learn to identify the new words. On the other hand, sometimes utilized strategies; are team off sound, poster: and word family for rimes, CVC word spinner, and word family flip book is more on sounding off aspect. Children love changes in variation and vocal tone. Rhymes also help them to learn to play with words. They tune their ears to all the sounds in the word. By hearing different sounds, they learn how sounds combine and blend to form a word.

Table 5. Summary of the difference in the extent of utilization of phonemic awareness strategies when compared according to the profile of the respondents

STRATEGIES	M	D.E.	R
Educational background	2.73	O	4
Seminars/trainings attended	2.89	O	1.5
Preparation of instructional materials	2.81	O	3
Number of materials being prepared	2.89	O	1.5
Mean	2.75	O	

The results show that regardless of the bachelor's degree, teachers often utilize phonemic awareness strategies in teaching reading in kindergarten. It proves that even those who graduated from General Education know phonemic awareness strategies. It demonstrates that even those who graduated from Common Instruction know phonemic mindfulness techniques.

Table 6. Difference in the extent of utilization of phonemic awareness strategies when compared according to the educational background of the respondents

STRATEGIES	M	D.E.	F-VALUE	P-VALUE
Letter Recognition				

BEE ECED	2.83	O	0.234ns	0.792
BEE Gen Ed	2.70	O		
Others	2.50	O		
Mean	2.68	O		
Letter Recognition				
BEE ECED	2.66	O	0.273ns	0.762
BEE Gen Ed	2.73	O		
Others	2.45	S		
Mean	2.61			
Blending Sounds				
BEE ECED	2.84	O	0.344ns	0.711
BEE Gen Ed	2.84	O		
Others	2.50	O		
Mean	2.73	O		

Legend: ns-not significant

3.25-4.00	Always	A
2.50-3.24	Often	O
1.75-2.49	Sometimes	S
1.00-1.74	Rarely	R

Since students in the primary grades spend very little time with expository texts, this seems to be a logical conclusion. Respondents regardless of educational attainment often use blending sounds, BEE ECED with the mean of 2.84. BEE Gen Ed with a mean of 2.84 and others who finished BEE but took other majors with a mean of 2.50. To provide high-quality preschool education, policymakers are increasingly requiring public preschool teachers to have at least a Bachelor's degree, preferably in early childhood education but others who graduated from other courses and took units in Early Childhood Education are accepted.

Table 7. Differences in the extent of utilization of phonemic awareness strategies when compared according to training/seminars attended on strategies in teaching reading

STRATEGIES/SEMINARS	M	D.E.	F-VALUE	P-VALUE
Letter Recognition				
District	2.47	S	1.206ns	0.318
Division	2.86	O		
Regional	2.78	O		
School	2.94	O		
Mean	2.76	O		
Letter Production				
District	2.51	O	2.126ns	0.110
Division	2.64	O		
Regional	2.84	O		
School	3.01	O		
Mean	2.75			

Blending Sounds				
District	2.63	O	1.377ns	0.262
Division	2.86	O		
Regional	3.04	O		
School	3.01	O		
Mean	2.89	O		

Legend: ns-not significant

3.25-4.00	Always	A
2.50-3.24	Often	O
1.75-2.49	Sometimes	S
1.00-1.74	Rarely	R

Analysis revealed that there were no significant differences in the extent of utilization of phonemic awareness strategies when compared according to training/seminars attended on strategies in teaching with P-values of higher than 0.05.

This simply suggests that training/seminars attended on strategies in teaching reading have no significant impact on the extent of utilization of phonemic awareness strategies in teaching reading in kindergarten. Specifically, all respondents, regardless of the level of training/seminars attended on strategies, often utilize the said strategies. Attempts to improve teacher education have tended to intervene This simply suggests that training/seminars attended on strategies in teaching reading have no significant impact on the extent of utilization of phonemic awareness strategies in teaching reading in kindergarten. Specifically, all respondents, regardless of the level of training/seminars attended on strategies, often utilize the said strategies. Attempts to improve teacher education have tended to intervene with the structure of the enterprise; such as lengthening teacher education or creating alternate routes. Professional training and seminars should be the first object of teacher educators’ attention and this curriculum must focus squarely on practice.

Table 8. Differences in the extent of utilization of phonemic awareness strategies when compared according to training/seminars attended on the preparation of learning materials.

STRATEGIES/SEMINARS	M	D.E.	F-VALUE	P-VALUE
Letter Recognition				
District	2.60	O	3.721*	0.018
Division	3.19	O		
School	2.92	O		
None	2.24	S		
Mean	2.76	O		
Letter Production				
District	2.59	O	2.344ns	0.085
Division	2.68	O		
School	2.97	O		
None	2.45	S		
Mean	2.67	O		

Blending Sounds				
District	2.78	O	1.295ns	0.287
Division	2.87	O		
School	3.01	O		
None	2.59	O		
Mean	2.81	O		

Legend: * -significant difference ns-not significant difference

3.25-4.00	Always	A
2.50-3.24	Often	O
1.75-2.49	Sometimes	S
1.00-1.74	Rarely	R

No significant differences were noted in the extent of utilization of letter production and blending sound strategies when compared according to training/seminars attended on the preparation of instructional materials. However, the analysis revealed significant differences in the extent of utilization of letter recognition strategies when compared to training/seminars attended on the preparation of instructional materials with a computed F-value of 3.721 and a p-value of 0.018. This simply suggests that the level of training/seminars attended on the preparation of instructional materials has a significant impact on the extent of utilization of the respondents on strategies on letter recognition. Specifically, respondents who attended training/seminars on the preparation of instructional materials often utilized the strategies on letter recognition. On the other hand, respondents who have not attended any training/seminars on the preparation of instructional materials seldom utilize the strategies on letter recognition.

In support of the result, the Department of Education also recognizes that the quality of learning is greatly influenced by the quality of teaching. Therefore, it is imperative for the Department of Education to hire good teachers and to support development in the teaching profession. Affirmative bases for this policy are also drawn from the learning of many interventions in education as well as empirical studies on similar professional development programs that demonstrate that a teacher’s participation in professional development activities has a positive impact on teacher's beliefs and practices, student's learning and the implementation of educational reforms (UNESCO ISO, 2006).

Table 9. Differences on the extent of utilization of phonemic awareness strategies when compared according to number of learning materials prepared.

STRATEGIES/SEMINARS	M	D.E.	F-VALUE	P-VALUE
Letter Recognition				
1-5	2.69	O	1.048ns	0.359
6-10	2.75	O		
11 or more	3.3	A		
Mean	2.92	O		
Letter Production				
1-5	2.69	O	0.206ns	0.815
6-10	2.55	O		
11-more	2.87	O		
Mean	2.70	O		

Blending Sounds				
1-5	2.82	O	0.147ns	0.864
6-10	2.85	O		
11-more	3.00	O		
Mean	2.89	O		

Legend: * -significant difference ns-not significant difference

3.25-4.00	Always	A
2.50-3.24	Often	O
1.75-2.49	Sometimes	S
1.00-1.74	Rarely	R

Analysis revealed that there are no significant differences in the extent of utilization of phonemic awareness strategies when compared according to several learning materials prepared with p-values of higher than 0.05. Thus, This simply suggests that the number of differences in the extent of utilization of phonemic awareness strategies when compared according to some learning materials prepared has no significant impact on the extent of utilization of phonemic awareness strategies in teaching reading in kindergarten. Specifically, all respondents regardless of the number of learning materials prepared often utilized the said strategies. Learning materials are important in education, learning materials are those devices that are used in classrooms to encourage the learning process and make it easier and more interesting. In addition, learning materials are the devices that help the teacher to clarify, establish correlate, and coordinate precise conceptions, understandings, appreciations, and support to make learning more actual, active, motivating, encouraging, and significant.

Learning materials are designated materials that may be locally or commercially produced. They come in the form of illustrations, wall charts exemplified pictures, drawings, real materials, Symbolic materials, and other three or two-dimensional items. There are also audio-visual aids. These are teaching machines like television, and all kinds of projectors, audio materials like radio When accurately used, they aid achievement and hold the attention of the children.

Table 10. Summary of the extent of influence of the factors affecting the utilization of phonemic awareness in teaching reading in kindergarten.

FACTORS	M	DE	R
Instructional Delivery	3.92	VHI	1
Classroom Environment	3.75	VHI	2
Availability of Resources	3.62	VHI	3
Mean	3.76	VHI	

Table 10 presents the summary of the level of influence of the factors affecting the utilization of phonemic awareness strategies in teaching reading in kindergarten. Generally, the results show that there are no significant differences in the degree of influence of the strategies related to the utilization of phonemic awareness strategies in teaching reading in kindergarten. The degree is very classroom environment highly influenced by instructional delivery (3.92), classroom (3.75), and availability of materials (3.62). This implies that the factors are innate in the teaching-learning process regardless of how the teacher uses the strategies, the factors remain to be given features that need to be addressed whatever the situation is.

Through discussion, teachers are giving up some control, some things can be done to ensure that learners stay on task during discussion.

Table 11. The extent of influence of the factors affecting the utilization of phonemic awareness in teaching reading in kindergarten along with instructional delivery.

INSTRUCTIONAL MATERIALS	MEAN	D.E.	RANK
Utilizing of personalize alphabet a phonic songbook	3.92	VHI	4
Utilizing puppets and/or stuffed animals available for additional small group letter/sound instruction	3.84	VHI	6
Utilizing phonics picture book or language chart several times a day	4.00	VHI	3
Utilizing emotionally engaging, multisensory instruction that motivates and accelerates learning	3.78	VHI	7
Utilizing one consistent alphabet and phonics book with key symbols and charts available throughout the room	3.90	VHI	5
Utilizing an alphabet chart at the floor level for the natural phonic awareness center	4.00	VHI	3
Utilizing rote singing and sounding of the letters of the alphabet	4.00	VHI	3
Mean	3.92	VHI	

Legend: t-value=43.250** p-value=0.000

3.25-4.00	Always	A	VHI**-highly significant
2.50-3.24	Often	O	HI*-significant
1.75-2.49	Sometimes	S	MI ns-not significant
1.00-1.74	Rarely	R	SI

Table 11 presents the extent of influence of the factors affecting the utilization of phonemic awareness in teaching reading along with instructional delivery. Generally, the respondents perceive that instructional delivery can very highly influence the utilization of phonemic awareness strategies in teaching reading with a mean of 3.92. Utilizing of phonics picture book or language chart several times a day, utilizing an alphabet chart at the floor level for natural phonic awareness center as well as utilizing rote singing and sounding of the letters of the alphabet have the highest level of influence. On the other hand, puppets and stuffed animals are available for additional small group letter/sound instruction as well as utilizing emotional engagement. multisensory instruction that motivates and accelerates learning has the least level of influence on the utilization of support. support. The teacher must be aware that, for all children, phonemic awareness develops over time as they begin to explore language in different ways. Sometimes behaviors will be well established; at other times, children may demonstrate knowledge of a particular phonemic awareness skill in some situations, but not in others. The information about the children should be used as guidelines, for phonemic awareness strategies. In kindergarten, the classroom teacher should have a good understanding of students' phonemic awareness knowledge to help in planning to address the needs of all learners. The general classroom instruction focusing on phonemic awareness, print awareness, and oral language development will likely be all that is necessary to help them learn to read and write. For

children without this underlying understanding of the sound structure of language at the oral level, more specific instruction in large groups, small groups, or individual settings will be necessary to develop their phonemic awareness skills. It is through focused children observation and assessment that teachers determine who needs what kind and what level of the primary focus of assessment is to inform the teacher and to drive instruction. Knowing what the children know and almost know can help determine what kind of instruction will help the children move forward most effectively. To supplement ongoing balanced literacy programs, small-group or individual instruction that is at an appropriate level can be utilized to help children who have difficulty with any aspect of phonemic awareness.

Table 12. The extent of influence of the factors affecting the utilization of phonemic awareness in teaching reading in kindergarten along classroom environment.

STRATEGIES	MEAN	D.E.	RANK
The classroom is set up for learning the tables accommodate small groups, in various places around the classroom	3.86	VHI	1.5
Consider the space from a child’s perspective	3.80	VHI	3.5
Create areas for different kinds of learning through play that allow purposeful learning and conversation	3.64	VHI	6
Selected and arranged materials and resources in ways that invite children to explore.	3.68	VHI	5
The classroom is well ventilated and windows are wide for airflow	3.80	VHI	3.5
Different areas are provided for individual choice of activity	3.58	VHI	7
Small group activity encourages free communication	3.86	VHI	1.5
Mean	3.74	VHI	

Legend: t-value=16.6580** p-value=0.000

- | | | | |
|-----------|-----------|---|--------------------------|
| 3.25-4.00 | Always | A | VHI**-highly significant |
| 2.50-3.24 | Often | O | HI*-significant |
| 1.75-2.49 | Sometimes | S | MI ns-not significant |
| 1.00-1.74 | Rarely | R | SI |

Generally, the respondents perceive that classroom environment very highly influences the utilization of phonemic awareness strategies in teaching kindergarten, with a mean of 3.75 as presented in Table 12. The analysis also revealed that the hypothesis is rejected with a computed value of 16.658 and a p-value of 0.000. This simply suggests that the level of influence of the classroom environment on the utilization of phonemic awareness strategies in teaching reading is indeed very highly influential. The environment also includes most importantly, the people influencing the child; these may include the immediate family, friends, and peers. Teachers need to look into the displayed materials in the classroom wherein the children can work with their classmates especially during free play time. This can help children express their ideas and make them active in the learning process, especially if they find a relationship to the concepts presented.

Table 13. The extent of influence of the factors affecting the utilization of phonemic awareness in teaching reading in kindergarten along availability of resources

STRATEGIES	MEAN	D.E.	RANK
Adequate tables and chairs for the class size	3.84	VHI	1
Teaching materials and resources are used to support learning throughout the day.	3.78	VHI	2
Instructional materials are displayed for easy access to the children	3.74	VHI	3
Media resources are available to boost children’s interest example; television, radio, and others	3.62	VHI	4
Materials in the classroom environment reflect the strength, needs, capabilities, and interests of each child	3.58	VHI	5
Parents share educational materials needed for particular activities	3.38	VHI	7
Indigenous materials are available for more meaningful learning	3.42	VHI	6
Mean	3.62	VHI	

Legend: t-value=11.543** p-value=0.000

- | | | | | |
|-----------|-----------|---|-----|-----------------------|
| 3.25-4.00 | Always | A | VHI | **-highly significant |
| 2.50-3.24 | Often | O | HI | *-significant |
| 1.75-2.49 | Sometimes | S | MI | ns-not significant |
| 1.00-1.74 | Rarely | R | SI | |

On the provision of availability of resources, the results revealed that teachers themselves make their resources available to children: it also shows that there are visual aids resources such as TV, radio, and OHP Although some materials are not enough for the number of learners, teacher make a way to supplement the lack of materials. When the teachers know how to grab student’s attention, teachers can provide a friendly and interesting atmosphere for the children to learn. This will encourage the children not just to learn by listening and writing what the teacher told, said, and provided in the classroom, but they will find the initiative to read what they learn to improve their understanding of the lesson.

Table 14. Summary of the differences in the level of influence of the factors affecting the utilization of phonemic awareness strategies when compared according to the profiles of respondents

FACTORS	M	DE	R
Educational Background	3.53	VHI	4
Training/Seminars Attended	3.61	VHI	2.5
Preparation of Learning Materials	3.62	VHI	1
Number of Materials Being Prepared	3.61	VHI	2.5
Mean	3.59	VHI	

The extent is very highly influenced which implies that the factors do not reflect the employment of the strategies regardless of how the teachers attend seminars, use materials, prepare materials, and make materials. Although some issues arise during the teaching-learning process that seem to affect children,

teachers should give learners opportunities to observe and practice with the materials. Finding enough time to teach is a challenge, especially with a diverse learner population.

Table 15. Differences in the level of influence of the factors affecting the utilization of phonemic awareness strategies when compared according to educational background

STRATEGIES/SEMINARS	M	D.E.	F-VALUE	P-VALUE
Instructional Delivery				
BEE ECEd	3.99	VHI	2.264ns	0.115
BEE Gen Ed	3.89	VHI		
Others	3.86	VHI		
Mean	3.91	VHI		
Classroom Environment				
BEE ECEd	3.81	VHI	0.584ns	0.562
BEE Gen Ed	3.73	VHI		
Others	3.57	VHI		
Mean	3.70	VHI		
Availability of Resources				
BEE ECEd	3.79	VHI	2.836ns	0.069
BEE Gen Ed	3.58	VHI		
Others	3.21	VHI		
Mean	3.53	VHI		

Legend: ns-**- significant *-significant ns-not significant

3.25-4.00 Very Highly Influenced VHI
 2.50-3.24 Highly Influenced HI
 1.75-2.49 Moderately Influenced MI
 1.00-1.74 Slightly Influenced SI

Analysis revealed that there are no significant differences in the level of influence of the factor affecting the utilization of phonemic awareness strategies in teaching reading when compared according to educational background with p-values of higher than 0.05. This simply suggests that educational background has no significant influence on the utilization of phonemic awareness strategies in teaching reading. Specifically, all respondents, regardless of their educational background perceive that all factors very highly influence the extent of utilization of phonemic awareness strategies in teaching kindergarten.

Table 16 Differences in the level of influence of the factors affecting the utilization of phonemic awareness strategies when compared according to training/seminars attended on strategies in teaching reading

STRATEGIES/SEMINARS	M	D.E.	F-VALUE	P-VALUE
Instructional Delivery				
District	3.94	VHI	1.279ns	0.293
Division	3.95	VHI		
Regional	3.91	VHI		
School	3.84	VHI		

Mean	3.91	VHI		
Classroom Environment				
District	3.80	VHI	1.008ns	0.398
Division	3.79	VHI		
Regional	3.60	VHI		
School	3.65	VHI		
Mean	3.75	VHI		
Availability of Resources				
District	3.73	VHI	1.096ns	0.360
Division	3.62	VHI		
Regional	3.60	VHI		
School	3.47	VHI		
Mean	3.61	VHI		

Legend: ns-**- significant *-significant ns-not significant

3.25-4.00	Very Highly Influenced	VHI
2.50-3.24	Highly Influenced	HI
1.75-2.49	Moderately Influenced	MI
1.00-1.74	Slightly Influenced	SI

It is therefore incumbent upon the DepEd to ensure teachers' continuing professional development (CPD) within the framework of School-Based Management (SBM) embodied in the School Improvement Plans (SIPs). As such this policy highlights the fact that the focus of learner development is at the school where deliberate measures must be taken to improve student learning outcomes. The space and opportunities for teachers to collegially discuss strategies that will lead to better teaching and learning processes can be integral to SIP's. Pedagogical approaches, new trends and issues, technology, and applications can also be a basis for the updates of materials and teaching strategies and techniques.

Table 17 Differences in the level of influence of the factors affecting utilization of phonemic awareness strategies when compared according to training/seminars attended on the preparation of learning materials.

STRATEGIES/SEMINARS	M	D.E.	F-VALUE	P-VALUE
Instructional Delivery				
District	3.95	VHI	3.240*	0.030
Division	3.97	VHI		
Regional	3.83	VHI		
School	3.97	VHI		
Mean	3.92	VHI		
Classroom Environment				
District	3.85	VHI	1.707ns	0.179
Division	3.81	VHI		
Regional	3.61	VHI		
School	3.77	VHI		
Mean	3.76	VHI		

Availability of Resources				
District	3.74	VHI	1.559ns	0.212
Division	3.52	VHI		
Regional	3.50	VHI		
School	3.73	VHI		
Mean	3.62	VHI		

Legend: ns-no significant difference

3.25-4.00	Very Highly Influenced	VHI
2.50-3.24	Highly Influenced	HI
1.75-2.49	Moderately Influenced	MI
1.00-1.74	Slightly Influenced	SI

Analysis revealed that seminars/training attended on the preparation of instructional materials have a significant impact on the influence on utilization of phonemic awareness strategies in teaching reading. Specifically, respondents who attended school seminars perceived that instructional delivery had a lower influence as compared to their counterparts. Skillful teaching requires appropriately integrating specific moves and activities in particular cases and contexts. based on the application of knowledge and understanding of one's pupils and professional judgment.

This integration also depends on opportunities to practice to measure one's performance against exemplars. Performing these activities effectively is intricate work. In addition, monitoring of output in preparing instructional materials will let the teachers finish works or learning materials that they have started, so it will be used during the school year and not be kept for the next school year, or it will not be finished due to other related works that they need to prioritize.

Table 18 Differences in the level of influence of the factors affecting the utilization of phonemic awareness strategies when compared according to the number of learning materials prepared.

STRATEGIES/SEMINARS	M	D.E.	F-VALUE	P-VALUE
Instructional Delivery				
1-5	3.95	VHI	0.533ns	0.589
6-10	3.97	VHI		
11 or more	3.83	VHI		
Mean	3.93			
Classroom Environment				
1-5	3.77	VHI	2.923ns	0.064
6-10	3.79	VHI		
11 or more	3.33	VHI		
Mean	3.63	VHI		
Availability of Resources				
1-5	3.63	VHI	3.187*	0.050
6-10	4.00	VHI		
11 or more	3.19	HI		
Mean	3.61	VHI		

Legend: ns-no significant difference

3.25-4.00	Very Highly Influenced	VHI
2.50-3.24	Highly Influenced	HI
1.75-2.49	Moderately Influenced	MI
1.00-1.74	Slightly Influenced	SI

Analysis revealed that there are no significant differences in the level of influence of the instructional delivery and classroom environment on the utilization of phonemic awareness strategies in teaching reading when compared according to several instructional materials prepared with p-values of higher than 0.05. This implies that the number of materials does not affect the teaching-learning process of how a teacher delivers instruction and how the classroom environment is structured.

By "work of teaching" it means the core tasks that teachers must execute to help pupils learn. On the other hand, significant differences were noted in the level of influence of availability of resources on the utilization of phonemic awareness strategies in teaching reading when compared according to several learning materials prepared and a p-value of 0.050. This simply suggests that the number of learning materials prepared has a significant impact on the utilization of phonemic awareness strategies in teaching reading. Specifically, respondents who prepared less than 10 instructional materials perceive that the availability of resources very highly influences the extent of utilization of phonemic awareness strategies in teaching reading. It implies that they maximize the materials they have prepared to meet the children's needs. On the other hand, respondents who prepared 11 or more instructional materials perceived that the availability of resources highly influenced the utilization of phonemic awareness strategies in teaching reading. This implies that teachers are used to using materials and eventually see the effect of teaching as highly influenced.

For teacher, focusing on phonological, the general classroom instruction awareness, print awareness, and oral language development will likely be all that is necessary to help children learn to read and write. Thus, teacher-prepared materials play a big role in the effectiveness of the lesson. This implies that the materials should be prepared well in line with the lesson and interest of the children; if possible, individual materials should also be prepared to ensure meaningful, enriched, and effective learning.

4. Conclusions

1. The extent of utilization of phonemic awareness strategies in teaching reading in kindergarten along with letter recognition, letter sound production, and blending sounds is often utilized.
2. Various factors, like instructional delivery, classroom environment, and availability of materials have no significant differences in the extent of utilization of phonemic awareness strategies in teaching reading in kindergarten. Regardless of educational background, relevant training/seminars attended, and preparation of learning materials, teachers often utilize the strategies.
3. The extent of influence of the factors affecting the utilization of phonemic awareness strategies in teaching reading in kindergarten along with instructional delivery, classroom management, and availability of materials is very highly influenced.
4. The differences in the extent of influence of the factors affecting the utilization of phonemic awareness in teaching reading in kindergarten compared according to the degree of respondents, seminars attended, preparation of learning materials, and number of materials prepared is very highly influenced.

References

1. BLACHMAN, B., E. BLACK and D. TANGEL,. 2000. Phoneme segmentation training and learning about print. Cambridge, MA :MIT Press. Google Scholar CHAPMAN, 2003. Reframing metalinguistic awareness for low- literature. Extracted from [http:// repository. library. georgetown .edu/.. young georgeton-0076D- 13308.pdf](http://repository.library.georgetown.edu/..young%20georgetown-0076D-13308.pdf), Accessed on March 24,2018.
2. DEPED Order No,47.s.2016: Omnibus Policy On Kindergarten Education DepEd Complex, Meralco Avenue, Pasig City.
3. IRVIN-APPS,L. 1998. Research relating phonological Awareness to Early reading success MANYAK, PC. 2008.Phonemes in use: Multiple activities for a critical process Reading Teacher,61 (659-662.doi: 10.1598/RT.61.8.8
4. NELP. NATIONAL EARLY LITERACY PANEL. 2008. Developing early literacy: Report of the national early literacy panel. Washington, DC: National Institute for Literacy 7. NKCG. NATIONAL KINDERGARTEN CURRICULUM GUIDE. 2011. Curriculum Development Division Bureau of Elementary Education Department of Education in cooperation with United Nations Children Fund