

ENHANCEMENT OF PHONOLOGICAL AWARENESS OF LEARNERS HAVING CONFUSION BETWEEN PHONEMES /B/ AND /D/

An Action Research

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November 2022

Abstract. Through routine and purposively enhanced reading activities, this study aims to determine the performance of identified Grade III learners who struggle to recognize the phonemes /b/ and /d/. It utilized ten 8-year-old learners as participants in this study. When in-person classes resumed in the Philippines after two years of remote learning during the Covid-19 pandemic, our learners were products of the Kindergarten Catch-Up Education Program (KCEP). We gave regular enhancement activities containing five pairs of words with /b/ and /d/ initial, medial, and final sounds to learners per day for ten consecutive days. A preliminary activity, “*A Daily Dose of /b/ and /d/*,” introduced words containing these phonemes and labelled pictures before the start of every class. The post-test results revealed a significant difference in the respondents’ performance in recognizing the phonemes /b/ and /d/. When interviewed, learners found “*A Daily Dose of /b/ and /d/*” exciting and helpful. The intervention prepared the learners for the next level of reading skills: word recognition and comprehension.

Keywords: *Phonological Awareness, Phonemes*