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ATTITUDE TOWARD TEACHING PHONEMIC AWARENESS TO PRIMARY LEARNERS: BASIS FOR PROPOSED STRATEGIES

PRECIOUS MAY I. DE GUZMAN
Institute of Graduate and Professional Studies
Lyceum-Northwestern University
Dagupan City

Abstract:

This study employed the quantitative-descriptive research design in the assessment of the attitudes of teachers toward the teaching of phonemic awareness to primary learners in San Mauricio Elementary School, Schools Division of San Jose City during the school year 2023-2024. The quantitative-descriptive research design was utilized to present the profile of the teachers in terms of highest educational attainment, number of years of experience in teaching phonemic awareness and trainings attended related to the teaching of phonemic awareness. It was also used to assess the attitudes of the teachers toward the teaching of phonemic awareness in terms of use and significance. Based on the findings of the study, strategies were proposed to enhance the teaching of phonemic awareness to the primary learners in San Mauricio Elementary School. This study was conducted in San Mauricio Elementary School, Schools Division of San Jose City with 4 teachers as respondents of the study. They provided answers to the sub-problems raised in the study. Frequency, percentage and weighted means were utilized for data analysis.

Summary of Findings: 1.0 Profile of Teachers in the Primary Level In terms of highest educational attainment, 1 or 4 or 25% has a master's degree; 2 or 50% have earned masteral units; and 1 or 25% is a graduate of bachelor's degree. In terms of number of years of experience in teaching phonetic awareness, 1 or 25% have been teaching for more than 15 years; 1 or 25% has been teaching for 6 to 10 years; and 2 or 50% for 1 to 5 years. In terms of trainings attended related to the teaching of phonetic awareness, 3 or 75% of the 4 teachers have attended on the District and Division levels with 2 or 50% on the Regional level and 1 or 25% on the National level. 2.0 Attitudes of Teachers on Teaching Phonemic Awareness In terms of use, the teachers "strongly agree" that Phonemic Awareness instruction can be used to prevent future reading difficulties (WM=4.75); they "agree" on six indicators with WM that ranged from 3.75 to 4.25; and "neutral" on reading difficulties cannot be prevented in primary grades with WM of 3.75. In terms of significance, the teachers "strongly agree" on five indicators with WM that ranged from 4.50 to 4.75; they "agree" on six indicators with WM that ranged from 3.75 to 4.25. 3.0 Proposed Strategies to Enhance Phonemic Awareness Strategies were proposed to enhance the teaching of phonemic awareness to primary learners in San Mauricio Elementary School, Schools Division of San Jose City.

Based on the findings of the study, the following conclusions were drawn: 1. Most of the teachers have earned masteral units, have been teaching phonemic awareness for 1 to 5 years and have attended trainings related to the teaching of phonemic awareness on the District and Division levels. 2. Generally, the teachers strongly agree of the significance of using phonological awareness to prevent future reading difficulties. 3. The proposed strategies can enhance the teaching of phonemic awareness to primary learners.

Based on the conclusions drawn, the following **recommendations** were offered: 1. The proposed strategies should be considered for use of primary learners to enhance their level of phonemic awareness. 2. Teachers should be motivated to attend more relevant trainings on speech therapy for learners for their professional development. 3. Similar studies may be conducted on a wider scope to validate the findings of the study.

Keywords: phonemic awareness, strategies, attitudes.

I. INTRODUCTION

Teaching children to read has always been an essential part of education. There have been many different techniques and tools that educators have used in the past that have helped many children learn to read. Learning more about brain development and considering the age at which students are expected to achieve specific reading skills, it is essential to remember that learning to read is sequential and needs to be developmentally appropriate for the learner.

Recognizing specific sounds (phonemes) in spoken language and being able to modify them are known as phonemic awareness. The ability is crucial for learning to read and write. It can be developed with practice and specific teaching. Learners'

ability to read well depends on their development of phonemic awareness. Although many students need help with phonemic awareness, this can make decoding and understanding written text difficult.

Students with poor decoding ability have been shown to lack phonemic awareness and they may not even understand what the term "sound" means. They can typically hear well and may even be able to name the alphabet letters, but they have little or no understanding of what the letter mean. Phonemic awareness is required for learning the English language, which uses an alphabetic writing system in which letter represent single speech sounds both alone and in combination (Geneiza, 2022).

Phonemic awareness strategies have been widely studied and recognized as effective methods for improving reading proficiency in learners worldwide. A meta-analysis by Baog, et.al. (2023) found that phonemic awareness interventions positively affected reading outcomes in learners across languages and ages.

According to Garbo (2019), reading is a key to open doors for learning all other subjects. Children who struggle to read early on tend to struggle right through their schooling and are effectively prevented from capitalizing on the power of education to improve and enrich their lives. Understanding concepts require a degree of reading ability since much of what was presented in the mainstream and/or outside the walls of the classroom was printed.

Phonemic awareness has been found to be a strong predictor of future reading performance. It is the ability to reproduce and hear sounds in language. It involves knowing that words are composed of sound units; and that these sound units can be combined to form words. It is the ability to generate and identify rhyming words, to count syllables, to separate the beginning of a word from its ending, and to identify each of the phonemes in a word (Cerna, 2022).

Phonemic awareness is an important skill for children to learn in order for them to be able to read. It is an important aspect of a child's literacy development and should be included in early literacy classes. Strong phonemic awareness skills lay a solid foundation for learning to read, and this will have an impact on student success in the future.

Dela Cruz (2017) explained that it is true that phonemic awareness is an insight about oral language, and that one can assess phonemic awareness through tasks that offer no reference to print. However, to suggest that there is no relation between the development of phonemic awareness and print is misleading. There is evidence to suggest that the relation between phonemic awareness and learning to read is reciprocal: phonemic awareness supports reading acquisition, and reading instruction and experiences with print facilitate phonemic awareness development.

It is critical that teachers are familiar with the concept of phonemic awareness and that they know that there is a body of evidence pointing to a significant relation between phonemic awareness and reading acquisition. Teachers of young children should provide an environment that encourages play with spoken language as part of the broader literacy program.

For many children, phonemic awareness occurs without phonics instruction through games, songs and making connections while reading with an adult. These children will begin by developing an abstract understanding that phonemes exist inside of words, but a significant percentage of children will remain unaware that individual sounds comprise the words they use every day. These children will need explicit instruction to develop this awareness. Children who receive effective instruction can develop a solid foundation on which to build reading and spelling skills.

Nursery rhymes, riddles, songs, poems, and read-aloud books that manipulate sounds may be used purposefully to draw young learners' attention to the sounds of spoken language. Guessing games and riddles in which sounds are manipulated may help children become more sensitive to the sound structure of their language. Many activities already used by pre-school and primary grade teachers can be drawn from and will become particularly effective if teachers bring to them an understanding about the role these activities can play in stimulating phonemic awareness.

Recamara (2018) stated that the single strongest determinant of a child's future reading success is the degree of phonemic awareness that a child possesses prior to entering school. This conclusion highlights the importance of assessing awareness when children first enter kindergarten and providing structured support for children who have not yet developed awareness of speech sounds.

The value of phonemic awareness which has been shown to be an essential skill for reading is not limited to young children. Older students, too, often lack foundational knowledge of consonant and vowel sounds and struggle to make sense of simple decoding patterns. These older students need phonics-based programs that build phonemic awareness instead of assuming they already have it. If phonemic awareness is not fully developed, high school students may have difficulty when they encounter unfamiliar words.

The National Center on Improving Literacy recommended strategies for teaching phonemic awareness. The first step in improving phonemic awareness is to review the sounds of individual phonemes to ensure that students are able to hear, produce, identify, and manipulate phonemes. Regardless of age, nothing should be presumed about a student's prior knowledge – instruction must start at the very beginning to confirm that there are no gaps in understanding. Teachers can then provide age-appropriate instruction on phonemes through interactive, multisensory activities.

Next, an effective strategy is to join phonemes together to form one sound to the next proves valuable when students move to adding blends and an ending consonant to form words. This skill improves a student's ability to eventually connect phonemes to the letters represented by these sounds.

The competence of a language user in spoken English would only be partly revealed in the speech sounds he produces and in the minute he can distinguish difference of these sounds. The native speakers, being exposed to these special sounds at an early age, have acquired this competence. The adult native language speakers pronounce slowly vowel and consonant phonemes, a language style that promotes language acquisition. Factors such as repetition by the adult speakers and redundancy of the context facilitate the acquisition of English. The formal education these young native speakers receive further develops this competence.

The function of phonemic awareness in literacy, not only in speech and language acquisition as well as language learning, is incomparably invaluable. Phonemic awareness is the best predictor of success in the reading cognitive process. In speech, when phonemic awareness function is not actively sought and harnessed, it can lead to less fluency; in reading, it can retard the progress in reading as other skills like word recognition, vocabulary growth and disclosure familiarity will not be acquired by the individuals.

The development of speech is intertwined in the acquisition of phonemic awareness. Phonemes have to be recognized acoustically, then processed cognitively for memory imprinting and automatized oral production. Some children can be delayed in phonemic awareness skills due to poor or slowly developing oral language skills. Sometimes children are not able to enunciate all of the phonemes they may be exposed in oral language.

A closer look at the distributions between phonemic awareness and reading skills concurrently measured suggests evidence. If one plots skill in phonemic awareness against skill in decoding, measured as reading individual pseudowords, one finds triangular distributions. In these distributions, there are many instances of either low skill in both domains or high skill in phonemic awareness coupled with either low or high skill in decoding. However, there are no instances of how skill in phonemic awareness and high skill in decoding.

More students fail to read by the end of the third grade than many people imagine. All schools encounter students who fall into this category and that all schools should have plans for addressing the special needs of these students. Whatever the reason children fail to read by the end of the third grade, most non-readers share a common problem. They have not developed the capacity to recognize what reading experts call phonemes.

For children who have difficulty reading, effective reading instruction strategies should be used to build phonological awareness and alphabetic understanding. These strategies should be explicit, making phonemes prominent in children's attention and perception.

In the light of the significant role of teachers in meeting the challenges in the public elementary schools, the researcher conducted this study to assess the attitude of teachers on teaching phonemic awareness to primary learners in San Mauricio Elementary School, Schools Division of San Jose City during the school year 2023-2024.

Statement of the Problem

This study assessed the attitude of teachers toward the teaching of phonemic awareness to primary learners in San Mauricio Elementary School, Schools Division of San Jose City during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the teachers in terms of the following:
   - 1.1 Highest educational attainment;
   - 1.2 Number of years of experience in teaching phonemic awareness; and
   - 1.3 Trainings attended related to teaching phonemic awareness?
2. What are the attitudes of teachers on phonemic awareness in terms of the following:
   - 2.1 Use; and
   - 2.2 Significance?
3. What strategies can be proposed to enhance the teaching of phonemic awareness to primary learners?

METHODOLOGY

This chapter describes the methods and procedures adapted in the conduct of the study which includes the research design, sources of data, instrumentation and data collection, and tools for data analysis.

Research Design

This study employed the quantitative-descriptive research design in the assessment of the teaching of phonemic awareness to primary learners in San Mauricio Elementary School, Schools Division of San Jose City during the school year 2023-2024.

The quantitative-descriptive research design was utilized to present the profile of the teachers in terms of highest educational attainment, number of years of teaching experience and relevant in-service trainings attended. It was also used to assess the attitude of the teachers toward teaching phonemic awareness in terms of use and significance.

Based on the findings of the study, strategies were proposed to enhance the teaching of phonemic awareness to primary learners in San Mauricio Elementary School.

Instrumentation and Data Collection

The main data gathering tool of this study was a constructed questionnaire. It consists of two parts to gather the information needed for the study. Part I dealt with the profile of the teachers in terms of highest educational attainment, number of years of experience in teaching phonemic awareness and trainings attended related to teaching phonemic awareness. Part II assessed the attitude of teachers toward the teaching of phonemic awareness in terms of use and significance. Upon completion of the questionnaire, it was presented to the researcher's adviser. Suggestions were incorporated to improve the instrument.

The researcher distributed the questionnaires herself for easy retrieval. After the accomplished questionnaires are retrieved, the responses were tabulated and interpreted based on appropriate statistical tools.

Tools for Data Analysis

The following tools were used to treat the data statistically:

1. **Frequency and Percentage**

These were used to answer sub-problem number 1.

The formula is:

$$P = \frac{f}{N} \times 100$$

Where:
P = Percentage
f = frequency
N = number of respondents

2. **Weighted Mean**

This was used to answer sub-problem number 2.

The formula is:

$$WM = \frac{\Sigma fx}{N}$$

Where:
WM = Weighted Mean
Σfx = the sum of the products per column
N = the number of respondents

To interpret the data, the following references were used:

Relative Values	Statistical Limit	Descriptive Equivalent (DE)
5	4.50-5.00	Strongly Agree (SA)
4	3.50-4.49	Agree (A)
3	2.50-3.49	Neutral (N)
2	1.50-2.49	Disagree (D)
1	1.00-1.49	Strongly Disagree

RESULTS AND DISCUSSION

This chapter presents the results of data gathered and their analysis and interpretation to answer the sub-problems raised in the study.

Profile of Teachers in Primary Level

This section presents the profile of the teachers who are teaching phonemic awareness to primary learners in San Mauricio Elementary School, Schools Division of San Jose City during the school year 2023-2024 in terms of highest educational attainment, number of years of experience of teaching phonemic awareness and trainings attended related to teaching phonemic awareness to answer sub-problem number 1.

The data are presented in Tables 1A, 1B and 1C.

Highest Educational Attainment

Educational attainment of teachers is an important determinant of course outcomes to keep pace with the demands of global competitiveness.

Table 1A presents the profile of the teachers in terms of highest educational attainment.

TABLE 1A
Profile of Teachers in Terms of Highest Educational Attainment

Indicators	*f*	%
• Master's degree	1	25.00
• Earned masteral units	2	50.00
• Bachelor's degree	1	25.00
TOTAL	**4**	**100%**

In terms of highest educational attainment as presented in Table 1A, there is 1 teacher or 25% has a master's degree; 2 or 50% have earned masteral units; and 1 or 25% graduated with a bachelor's degree.

As can be analyzed from the data, the teachers acknowledge the need to advance in their professional growth to make them more effective in their teaching. Considering that they are in pursuit of advance studies through the graduate education program, it is implied that they are determined to grow professionally in their career.

Number of Years of Teaching Experience

Teaching experience matters with each year in the profession, hopefully leading to more learner gains. The profile of the primary level teachers in terms of number of years of experience in teaching phonemic awareness is presented in Table 1B.

TABLE 1B
Profile of Teachers in Terms of Number of Years of Teaching Experience

Indicators	*f*	%
• More than 15 years	1	25.00
• 11 – 15 years	0	0.00
• 6 – 10 years	1	25.00
• 1 – 5 years	2	50.00
TOTAL	**4**	**100%**

As presented in Table 1B, one teacher has been teaching phonemic awareness for 1 year, another for 4 years, one for 7 years, and the Grade 3 teacher has been teaching for 31 years. In order for teachers to obtain appropriate information and skills that they may employ in their teaching, the teaching profession requires many years of initial professional education and continued professional development because they can build their skills, capacities and potential on the foundation.

As teachers gain experience, the implication is that they become experts in their field of specialization. There is, therefore, a need for more experienced teachers to support greater student learning for the school as a whole, as well as for their own learners.

Trainings Attended Related to Teaching

Phonemic Awraeness

Teacher training is a requirement in the teaching process and usually needed for teacher professional development. Table 1C presents the profile of the teachers in terms of relevant in-service trainings attended.

TABLE 1C
Profile of Teachers in Terms of Trainings Attended

Indicators	*f**	%
• National level	1	25.00
• Regional level	2	50.00
• Division level	3	75.00
• District level	3	75.00
*multiple responses		

In terms of trainings attended related to teaching phonemic awareness, 75% of the primary level teachers have attended relevant in-service trainings on the District and Division levels as shown in Table 1C. There were 2 or 50% and 81or 25% who have attended on the regional and national levels, respectively. These results show that the teachers are career-oriented and want to ensure their professional advancement. In this modern era, it is a must that teachers keep abreast of current developments in their field of specialization. These trainings can be a support for teachers to sharpen their tools as and when required.

Attitudes of Teachers on Teaching Phonemic Awareness

This section presents the attitudes of the primary level teachers in San Mauricio Elementary School, Schools Division of San Jose City toward the teaching of phonemic awareness in terms of use and significance to answer sub-problem number 2.

Phonemic awareness is the ability to notice, think about, and work with the individual sounds (phonemes) in spoken words. This includes blending sounds into words, segmenting words into sounds, and deleting and playing with the sounds in spoken words. In Kindergarten, it is the ability to recognize and manipulate each sound in a word. It focuses on sounds and does not include written letters or words.

The data are presented in Tables 2A and 2B.

In Terms of Use

Attitudes include a genuine caring and kindness of the teacher, a willingness to share the responsibility involved in a classroom, a sincere sensitivity to the students' diversity, a motivation to provide meaningful learning experience for all students.

Table 2A presents the attitudes of the primary level teachers toward the teaching of phonemic awareness in terms of use.

TABLE 2A
Attitudes of Teachers on Teaching Phonemic Awareness In Terms of Use

Indicators	WM	DE
• Phonemic Awareness instruction can be used to prevent future reading difficulties.	4.75	SA
• Reading difficulties are often the result of no Phonemic Awareness instruction.	4.25	A
• Young learners who experience reading difficulties would benefit from Phonemic Awareness instruction.	3.75	A
• Reading difficulties cannot be prevented in primary grades.	3.25	N
• Daily Phonemic Awareness instruction is useful for predicting reading difficulties.	3.75	A
• Explicit Phonemic Awareness instruction can decrease or eliminate early reading difficulties.	4.25	A
• Reading difficulties cannot be identified until Grade 1 or 2.	3.75	A
• Phonemic Awareness instruction in primary grades has an impact on reading in later grades.	4.25	A
OVERALL WM	**4.00**	**A**

Legend: WM=Weighted Mean

Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Strongly Agree (SA)
4	3.50-4.49	Agree (A)
3	2.50-3.49	Neutral (N)
2	1.50-2.49	Disagree (D)
1	1.00-1.49	Strongly Disagree (SD)

As presented in Table 2A, the teachers in San Mauricio Elementary School "strongly agree" that phonemic awareness instruction can be used to prevent future reading difficulties with WM of 4.75. Similarly, they "agree" that reading difficulties are often the result of no Phonemic Awareness instruction (WM=4.25); young learners who experience reading difficulties would benefit from Phonemic Awareness instruction (WM=3.75), and explicit Phonemic Awareness instruction can decrease or eliminate early reading difficulties (WM=4.25). These indicators corresponded to the use of phonological awareness specifically as prevention strategies (Nunn, 2019). Although the teachers had an undecided response of "neutral" that reading difficulties cannot be prevented in primary grades (WM=3.25), these findings tend to suggest that most of the teachers are certain that reading difficulties in Kindergarten are the result of a lack of phonological awareness instruction. These indicators corresponded to the use of phonological awareness specifically as a prevention strategy.

The teachers also "agree" that daily Phonemic Awareness instruction is useful for predicting reading difficulties (WM=3.75); reading difficulties cannot be identified until Grade 1 or 2 (WM=3.75); and Phonemic Awareness instruction in primary grades has an impact on reading in later grades (WM=4.25). These indicators corresponded to the use of phonological awareness specifically as prediction strategies (Nunn, 2019).

In Terms of Significance

Phonemic awareness predicts later outcomes in reading and spelling. It facilitates growth in printed word recognition. Even before a student learns to read, one can predict with a high level of accuracy.

Table 2B presents the attitudes of teachers toward the teaching of phonemic awareness in terms of significance.

TABLE 2B

Attitudes of Teachers on Teaching Phonemic Awareness in Terms of Significance

Indicators	WM	DE
• Phonemic Awareness is an essential reading skill in primary grades.	4.75	SA
• Phonemic Awareness and phonics instruction teach the same reading strategies.	4.25	A
• Learners need to know how sounds connect to letters to be able to read.	4.75	SA
• Phonemic Awareness instruction should occur incidentally and informally in the classroom.	4.25	A
• Phonemic Awareness instruction focuses only on the sounds in words.	3.75	A
• Phonemic Awareness and phonics should be taught together.	4.25	A
• Daily Phonemic Awareness instruction and activities are necessary.	4.50	SA
• Phonemic Awareness should be explicitly taught with formal lessons.	4.25	A
• Phonics should be taught before Phonemic Awareness.	3.75	A
• Beginning readers should be able to isolate sounds in words.	4.75	SA
• Learning to read involves blending sounds to form words.	4.75	SA
OVERALL WM	**4.36**	**A**

Legend: WM=Weighted Mean

Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Strongly Agree (SA)
4	3.50-4.49	Agree (A)
3	2.50-3.49	Neutral (N)
2	1.50-2.49	Disagree (D)
1	1.00-1.49	Strongly Disagree (SD)

As presented in Table 2B, each of these indicators related to primary grades teachers' attitudes of the significance of phonological awareness. The teachers "strongly agree" that Phonemic Awareness is an essential reading skills in primary grades (WM=4.75); learners need to know how sounds connect to letters to be able to read (WM=4.75); daily Phonemic Awareness instruction and activities are necessary (WM=4.50); beginning readers should be able to isolate sounds in words (WM=4.75); and learning to read involves blending sounds to form words (WM=4.75). These indicators corresponded specifically to the significance of phonological awareness as an early reading skill (Billow, 2017).

The teachers "agree" that Phonemic Awareness and phonics instruction teach the same reading strategies (WM=4.25); Phonemic Awareness instruction focuses only on the sounds in words (WM=4.25); Phonemic Awareness and phonics should be taught together (WM=4.25); and phonics should be taught before Phonemic Awareness (WM=3.75). These indicators were associated with the significance of phonological awareness in comparison to phonics (Billow, 2017).

Phonemic Awareness instruction should occur incidentally and informally in the classroom and should be explicitly taught with formal sessions with WM of 4.25 and 4.25, respectively pertained to the significance of phonological awareness through explicit instruction rather than informal instruction.

SUMMARY

This study employed the quantitative-descriptive research design in the assessment of the attitudes of teachers toward the teaching of phonemic awareness to primary learners in San Mauricio Elementary School, Schools Division of San Jose City during the school year 2023-2024.

The quantitative-descriptive research design was utilized to present the profile of the teachers in terms of highest educational attainment, number of years of experience in teaching phonemic awareness and trainings attended related to the teaching of phonemic awareness. It was also used to assess the attitudes of the teachers toward the teaching of phonemic awareness in terms of use and significance.

Based on the findings of the study, strategies were proposed to enhance the teaching of phonemic awareness to the primary learners in San Mauricio Elementary School.

This study was conducted in San Mauricio Elementary School, Schools Division of San Jose City with 4 teachers as respondents of the study. They provided answers to the sub-problems raised in the study. Frequency, percentage and weighted means were utilized for data analysis.

Summary of Findings:

1.0 Profile of Teachers in the Primary Level

1.1 In terms of highest educational attainment, 1 or 4 or 25% has a master's degree; 2 or 50% have earned masteral units; and 1 or 25% is a graduate of bachelor's degree.

1.2 In terms of number of years of experience in teaching phonetic awareness, 1 or 25% have been teaching for more than 15 years; 1 or 25% has been teaching for 6 to 10 years; and 2 or 50% for 1 to 5 years.

1.3 In terms of trainings attended related to the teaching of phonetic awareness, 3 or 75% of the 4 teachers have attended on the District and Division levels with 2 or 50% on the Regional level and 1 or 25% on the National level.

2.0 Attitudes of Teachers on Teaching Phonemic Awareness

2.1 In terms of use, the teachers "strongly agree" that Phonemic Awareness instruction can be used to prevent future reading difficulties (WM=4.75); they "agree" on six indicators with WM that ranged from 3.75 to 4.25; and "neutral" on reading difficulties cannot be prevented in primary grades with WM of 3.75.

2.2 In terms of significance, the teachers "strongly agree" on five indicators with WM that ranged from 4.50 to 4.75; they "agree" on six indicators with WM that ranged from 3.75 to 4.25.

3.0 Proposed Strategies to Enhance Phonemic Awareness

Strategies were proposed to enhance the teaching of phonemic awareness to primary learners in San Mauricio Elementary School, Schools Division of San Jose City.

CONCLUSIONS

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

1. Most of the teachers have earned masteral units, have been teaching phonemic awareness for 1 to 5 years and have attended trainings related to the teaching of phonemic awareness on the District and Division levels.
2. Generally, the teachers strongly agree of the significance of using phonological awareness to prevent future reading difficulties.
3. The proposed strategies can enhance the teaching of phonemic awareness to primary learners.

RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations were offered:

1. The proposed strategies should be considered for use of primary learners to enhance their level of phonemic awareness.
2. Teachers should be motivated to attend more relevant trainings on speech therapy for learners for their professional development.
3. Similar studies may be conducted on a wider scope to validate the findings of the study.

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