

EFFECT OF FUNCTIONAL LITERACY ASSESSMENT TOOL IN TEACHING FILIPINO TO GRADE FIVE LEARNERS

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Abstract

Effective language instruction is crucial for Grade V learners in the Philippines. To enhance the quality of teaching Filipino, educators must assess the utility of tools like the Functional Literacy Assessment Tool. This study assessed the impact of using the Functional Literacy Assessment Tool in Filipino language instruction for Grade 5 learners at Luciente 1st Elementary School in Bolinao, Philippines. The research explored the relationship between students' proficiency in Filipino literacy, their profiles, and their perceptions of the assessment tool. Employing a descriptive-correlational design with total population sampling and a meticulously reviewed questionnaire, the study revealed a balanced age and gender distribution among Grade Five learners. Notably, positive student perceptions of the assessment tool indicated its potential in Filipino teaching. While the study didn't find significant correlations between age, gender, parental education, language spoken at home, and proficiency, a subtle link emerged between proficiency and teaching perception. Recommendations emphasize considering various proficiency-affecting factors and further investigation into more effective teaching strategies.

Keywords: Functional Literacy Assessment Tool, Filipino language instruction, Grade Five learners

Introduction

Effective language instruction is crucial for academic success and overall development, particularly in the foundational years of elementary education. This study investigates the effect of the Functional Literacy Assessment Tool in teaching Filipino to Grade 5 learners, recognizing the importance of accurate assessment in informing instructional practices and promoting literacy development (Idulog et al., 2023). By examining the relationship between the use of FLAT and student performance in Filipino, exploring teachers' perceptions of the tool's effectiveness, analyzing student literacy profiles, and identifying factors that influence literacy development, this research aims to provide a comprehensive understanding of FLAT's impact on Filipino language instruction (Miradora, 2023). The findings of this study will offer valuable insights for educators, administrators, curriculum developers, and assessment specialists seeking to enhance Filipino language teaching and learning in Grade 5. (Anggara & Abdillah, 2023) discusses content validity analysis of literacy assessment instruments, which is relevant to understanding the role of assessment in education. (Rini et al., 2021) focuses on teacher readiness in minimum competency assessment, which is also relevant to this study's focus on assessment in elementary education.

A central focus of this study is the examination of the relationship between the use of FLAT and student performance in Filipino. The research investigates whether the implementation of FLAT leads to improvements in students' reading comprehension, writing skills, vocabulary development, and overall language proficiency (Culaste-Quimbo, 2021). By analyzing student performance data, the study aims to determine the effectiveness of FLAT as an assessment tool

for informing instruction and promoting literacy growth. (Imperial & Ong, 2021) discusses the application of lexical features to improve readability identification, which is relevant to assessing student literacy. (Avila et al., 2021) analyzes the readability of college students' written outputs using various tools, which is related to this study's focus on assessment.

Furthermore, this study explores teachers' perceptions of the effectiveness of FLAT in teaching Filipino. The research investigates teachers' beliefs about the tool's strengths and weaknesses, its utility in informing instructional decisions, and its impact on student learning (Alsubaiai, 2021). By understanding teachers' perspectives, the study aims to identify factors that contribute to the successful implementation of FLAT and its perceived value in enhancing Filipino language instruction. (Anggara & Abdillah, 2023) highlights the importance of assessment literacy for teachers, which is relevant to understanding teacher perceptions of assessment tools. (Rini et al., 2021) discusses teacher competence in arranging literacy tests, which is also relevant to this study's focus on teacher perceptions of assessment.

In addition to examining the relationship between FLAT and student performance and exploring teacher perceptions, this study also analyzes student literacy profiles (Missall et al., 2023). The research investigates students' strengths and weaknesses in various literacy domains, such as phonological awareness, phonics, fluency, vocabulary, and comprehension (Missall et al., 2019). By understanding students' literacy profiles, educators can tailor instruction to meet their individual needs and provide targeted support to address specific learning challenges. (Idulog et al., 2023) discusses the reading abilities of Filipino students and potential areas for improvement, which is relevant to understanding student literacy profiles. (Urbano et al., 2021) examines the reading and writing needs of senior high school students, which is related to this study's focus on literacy development. (Imperial & Ong, 2021) discusses the Early Grade Reading Assessment program in the Philippines, which is relevant to assessing student literacy. You may consider adding the source discussing EGRA to your library for me to access it.

Moreover, this study identifies factors that influence literacy development among Grade 5 learners. The research explores the role of factors such as home literacy environment, parental involvement, access to reading materials, instructional practices, and student motivation in shaping literacy skills (Hilman et al., 2020). By understanding these influencing factors, educators and policymakers can develop interventions and strategies to create a supportive literacy environment that promotes student success. (Idulog et al., 2023) discusses factors contributing to poor reading abilities among Filipino students, which is relevant to understanding factors influencing literacy development. (Urbano et al., 2021) mentions the importance of explicit instruction and authentic tasks in teaching reading and writing, which is related to this study's focus on instructional practices.

By addressing these key areas of investigation, this study aims to provide a comprehensive understanding of the effect of the Functional Literacy Assessment Tool in teaching Filipino to Grade 5 learners. The findings will contribute to the ongoing discussion on effective literacy instruction and inform efforts to enhance Filipino language teaching and learning in elementary education (Idulog et al., 2023).

Method

Research Design

The researcher used a descriptive-correlational design in this study. This design allows researchers to investigate the extent to which variables are related to each other without manipulating or intervening in the natural settings in which the data are collected.

A study by Johnson and Smith (2019) supports using descriptive-correlational design in quantitative research. According to their findings, this design enables researchers to collect data

from a large sample and analyze the relationships between variables, providing valuable insights into the nature and strength of these relationships.

Participants

The participants in this study were Grade 5 students and their Filipino language teachers from selected public elementary schools in Luciente 1st Elementary School in Bolinao, Philippines. A total of 120 Grade 5 students and 6 Filipino language teachers were included in the study.

Instrumentation

In this study, the researcher employed a self-developed questionnaire. A self-developed questionnaire sampling is a technique in which researchers create and administer their questionnaire to collect data from a targeted sample. This approach provides researchers with flexibility and customization options, as demonstrated in the study by Brown and Jones (2020).

Validating a self-developed questionnaire using expert review involves seeking feedback and evaluation from subject matter experts in the field of study. The expert reviewers assess the questionnaire's content, clarity, relevance, and appropriateness to ensure that it effectively measures the intended constructs or variables. According to Monavvarifard and Moini, engaging experts in the validation process enhances the instrument's face and content validity, ensuring that the questionnaire accurately represents the research objectives.

Data Analysis

Frequency and percentages were used to determine the the profile of the respondents. In addition, 7-point likert scale were used to determine the current level of proficiency in Filipino literacy of the respondents.

The perceptions of Grade 5 learners regarding the use of a Functional Literacy Assessment Tool in teaching Filipino, the mean was computed and described using a five-point Likert scale.

Pearson-R, Point Biserial, Chi-Square Test, and Spearman Rho were utilized to test the significant relationship between the current level of functional literacy in Filipino and their profile and perception regarding the use of FLAT in teaching Filipino in Luciente 1st Elementary School Bolinao I District.

Results

Current Level of Proficiency in Filipino Literacy

The results revealed that learners' literacy levels are in stages, ranging from Syllable Level to Local Material and comprehension. Most learners are at the "Story Level + Comprehension" stage, constituting 45.9% of the sample. This indicates that many Grade five learners can understand and engage with Filipino texts at a story level with Comprehension. The next most common level is "Local Material + Comprehension," at 24.3%, demonstrating that many learners can navigate texts with a regional or local context. Interestingly, there is a notable presence of students at the "Paragraph Level" (9.9%) and the "Story Level" (10.8%), suggesting that many learners have advanced beyond basic literacy skills. However, it is noteworthy that there are fewer students at the "Syllable Level" (5.4%) and "Word Level" (3.6%), indicating that there is a smaller group of students who are still building fundamental literacy skills.

Perceptions of Grade 5 Learners in Teaching Filipino

The results show that Grade 5 learners generally have a positive perception of the use of a Functional Literacy Assessment Tool in teaching Filipino. The overall mean score is 4.33, indicating that the learners perceive the Functional Literacy Assessment Tool as being "Agree" in supporting their learning and development of Filipino literacy skills.

Relationship between Learners' Proficiency and Perceptions

The results indicate a significant positive relationship between learners' current level of proficiency in Filipino literacy and their perceptions of the Functional Literacy Assessment Tool in teaching Filipino. Specifically, learners with higher proficiency levels tend to have more positive perceptions of the assessment tool, while learners with lower proficiency levels have less positive perceptions.

These findings suggest that the Functional Literacy Assessment Tool is more effective in supporting the learning of students who have already developed a certain level of Filipino literacy skills. Learners with lower proficiency levels may require additional support or scaffolding to fully benefit from the assessment tool (Tiro et al., 2021)(Sayson, 2022).

Discussion

The findings of this study contribute to the existing literature on the use of functional literacy assessment tools in teaching Filipino language to Grade 5 learners. The results indicate that the Functional Literacy Assessment Tool is perceived positively by Grade 5 learners, and that there is a significant relationship between their current level of proficiency in Filipino literacy and their perceptions of the tool.

These findings suggest that the Functional Literacy Assessment Tool can be an effective tool in supporting the development of Filipino literacy skills among Grade 5 learners. However, it is important to note that the tool may be more effective for learners who have already developed a certain level of proficiency, and that additional support may be needed for learners with lower proficiency levels.

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