

ES Claveria's Approach: Tool in Beginning Reading Among Kindergarten Learners

Aniceto Jennifer*

Northwestern Visayan Colleges and a Teacher III, Master of Arts major in Educational Management

*Corresponding author: Northwestern Visayan Colleges and a Teacher III, Master of Arts major in Educational Management.

Submitted: 16 October 2025 Accepted: 23 October 2025 Published: 31 October 2025

doi <https://doi.org/10.63620/MKJIESMT.2025.1002>

Citation: Aniceto, J. (2025). *ES Claveria's Approach: Tool in Beginning Reading Among Kindergarten Learners*. *J of Indu Eng Sym & Manu Tech*, 1(1), 01-04.

Abstract

This study aimed to determine the effectiveness of the ES Claveria's Approach, a tool for beginning reading instruction in the kindergarten at Elementary School in the District of Nabas. Using a quantitative approach that employed the pre-test vs. post-test method, twenty kindergarten learners were firmly selected for this study. The objective was to assess the effectiveness of using the ES Claveria Approach for beginning reading instruction. Previous to being introduced to this approach, learners proved an above-average recognition of letters but below-average recognition of letter sounds. Nevertheless, after being exposed to the approach, they showed a perfect recognition of letters and above-average recognition of letter sounds. The results were further validated through a paired samples test, which recognized that there was a significant difference in learner performance before and after implementing the ES Claveria's Approach. This shows that introducing this approach certainly jammed their ability to recognize both letters and their matching sounds. Overall, these findings support the effectiveness and potential benefits of using the ES Claveria's Approach as a tool for beginning reading instruction in elementary schools. The study highlights how targeted approaches can boost early literacy development by focusing on detailed areas such as letter recognition and sound awareness. It could contribute to enhancing reading instruction strategies in kindergartens, eventually leading to upgraded literacy outcomes for beginning learners.

Keywords: ES Claveria's Approach, Tool, Beginning Reading, Kindergarten.

Introduction

In the early stage of a kindergarten's education, acquiring reading skills serves as a pivotal point of their life that it lays a crucial foundation for their future academic success, therefore introducing the world of literacy and reading; parents and educators must employ effective approaches where children must love and enjoy reading. Phonological Awareness refers to the ability to recognize and manipulate the spoken parts of sentences and words. It is also the ability to notice, think about and work with individual sounds in spoken words. It involves a range of skills that develop over time and that are crucial for reading and spelling success because they are central to learning to decode and spell printed words. Phonological awareness is especially important at the earliest stages of reading development (www.readingrockets.org) [1-5].

Kindergarten is the beginning of formal education in the Basic Education of the Philippine Educational System. It is where the foundations of literacies are developed reading is one among them. Reading is essential to any learners, especially the young ones but, with this new normal there are few problems that arises, it seems learners become poor at reading these days, hearing from the grade schoolteachers after having a full 5 days in person at school as observed; their skills in reading deteriorate and become dull with their comprehension. The use of phonological awareness approach particularly the ES Claveria's Approach is just one among the many available strategies.

As international learning assessments such as the PISA 2022 continue to reveal the low-level reading performance of Philippine learners, the Department of Education is actively engaged

in the implementation of the National Learning Recovery Program to address the effects of disruptions in learning during the global health pandemic. While kindergarten learners today are not yet in school at that time, it is also important to start them off in formal learning through.

rigorous methods to ensure that they learn what they are supposed to learn. The K-12 curriculum in the Philippines aim to develop beginning learners with a strong foundation in reading. At Elementary School in the District of Nabas, it was observed by the researcher that the learners' level of reading skills is low, resulting to learners becoming hesitant in reading the instruction. It is for this reason that the present study was conceptualized. To raise learners' level of reading ability, new ways of teaching should be explored. The ES Claveria's Approach has been found effective in several studies already such as that of Amada and Mansalay. With this, the researcher chose to conduct a similar study to confirm previous findings [6, 7].

Additionally, ES Claveria's Approach differ from the other with a four-part lesson that starts in mastering the all picture features and uses, next or the lesson two is to master the name of the picture and its first syllable will become the "pananda" and with constant practice all the first syllable will be combined to other first syllable to form a new word but with a picture at the top of it in a case that the learners forgot the word they can glimpse at the picture pananda as their aid to be able to read it, that is for the third lesson and finally lesson four is forming a words in Filipino in which every learners can now be helped by hand gesture of one , two in a way that if one finger is shown it indicates that only the first syllable of any word learners will mention but if the two fingers is shown it refers them to read the whole word and so [8, 9].

This study aimed to determine the effectiveness of the ES Claveria's approach a tool for beginning reading instruction in the kindergarten at Elementary School in the District of Nabas for School Year 2023-2024. Specifically, this study identified the kindergarten learners' reading performance before they were introduced to the ES Claveria's Approach, determined the kindergarten learners' reading performance after they were introduced to the ES Claveria's Approach and distinguished the significant difference in the learners' reading performance before and after they were introduced to the ES Claveria's Approach [10].

Methodology

A quasi-experimental design was used in this study where a single group is measured and observed not only after being exposed to a treatment of some sort but also before employed and checked on the effectiveness of the Claveria's Approach among Kindergarten pupils as the dependent variable which is measured as one before and after the experimental study commences. A pre-test is given to measure the participants knowledge before they have undergone some type of treatment as part of a research study and was given a post-test after they have undergone some type of treatment as part of a research study [11-13].

The study was administered in Unidos Elementary School located at barangay Unidos Nabas Aklan, 61.7 km away from the Division Office. The school was founded in 1912. It has a total of 519 learners with 271 males and 248 females as of this school

year 2023-2024. Its school site is named under the Bureau of Public Schools with a total land area of 9,351 sq. m. The respondents of this study were selected according to their skills, ability and how they responded to the researcher. From the twenty-seven (27) pupils of Kindergarten Section Star of Unidos Elementary School only twenty (20) pupils are identified as qualified for the category and being selected for this school year 2023-2024 [14].

The study used an assessment tool made by the researcher in determining the phonetic awareness of the learners. There were 28 Filipino alphabets given to the pupils by the researcher to be read by the pupils. Lickert Rating Scale Interpretation patterned from Comprehensive Rapid Literacy Assessment (CRLA) of the Department of Education were used in this study. Enclosed are the Grade Ready with score ranging from 26-28, Light Refresher with score ranging from 19-25, Moderate Refresher score ranging from 11-18, and Full Refresher with score ranging from 0-10.

Furthermore, the research instrument had undergone a content validation by a jury of three members. In formalizing the instrument, jury members were requested to rate the assessment by the researcher for their further options and inclusion or omission of unnecessary items. Their responses were studied by the researcher for the correction of the instrument for the final draft. The conduct of the study was set out in November at the start of the second quarter up to the end of January 2024, a whole quarter of initiating, a one-hour everyday process of experimental research was considered. Pre- Test was given before the proper lesson. It started with a picture recognition that serves as "pananda" and become a routine at least a week or so until the respondents recall all the picture shown, the next step was to giving a hand sign of one and two using the finger, if the teacher-researcher put on one finger the learner may only give the first syllables of the word and read the whole words if the two fingers were shown and so on. After the learner mastered the procedure the teacher- researcher shown some reading activities that was purely word and without any pictures but only using a hand gesture to see if how well they remember the said gesture instead of the pictures and a hardcopy of reading activity were provided by the Teacher-Researcher for the learners to continue practicing at home. On the other hand, a post-test was given to measure the effectiveness of the Claveria's Approach in teaching reading to kindergarten learners [15].

This study took the following ethical considerations by formulating the informed consent to conduct a study from the parents of the kindergarten pupils and their school principal. The researcher also considered the response of her respondents. Moreover, the anonymity of the participants was treated with the utmost confidentiality. Finally, the researcher assessed relevant components based on the objectives of the study.

Findings

Using the single group experimental approach, the following are the main findings of the study. The majority of kindergarten learners have excellent recognition of the letters of the alphabet and a good recognition of the sounds of the letters of the alphabet before they were introduced to the Claveria's Approach. Kindergarten learners demonstrated excellent recognition of

both the letters of the alphabet and the sounds of the letters of the alphabet after they were introduced to the Claveria's Approach. There is a highly significant difference in the learner's ability in letter recognition between the pretest and post-test as evidenced by the obtained p-value that is lesser than the threshold p-value. There is also a highly significant difference in the learner's ability in sound recognition between the pretest and post-test as evidenced by an obtained p-value that is far lesser than the threshold p-value. Both of the null hypothesis was rejected [16].

Conclusion

Based on the foregoing findings, the following conclusions are made, that there is a very satisfactory performance of learners in letter recognition before they were introduced to the Claveria's Approach. However, their performance in sound recognition is below satisfactory before they were introduced to the Claveria's Approach. Secondly, there is an excellent performance of learners in letter recognition after they were introduced to the Claveria's Approach. On the other hand, their performance in sound recognition is satisfactory after they were introduced to the Claveria's Approach. The use of Claveria's Approach as a tool in beginning reading instruction has positively benefited the learners not only in their ability to recognize letters but also in their ability to recognize the sound of these letters.

In view of the foregoing conclusions, the following recommendations are offered. First, it is recommended to provide a bigger picture for the learners in order for them to better understood the data. As the curriculum requires both checklist and anecdotal records in assessing kindergarten learners' progress, it would be beneficial for studies of this kind to include qualitative data to better understand the context of the phenomenon being investigated. Second, Quantitative analysis allows for easy determination of performance but not the extent of the change in performance from a holistic perspective. As earlier recommended, qualitative analysis can help better understand the changes and how they came to be. It is suggested to studies like this to explore this area.

Third, significant difference is obtained from inferential analysis of the quantitative data driven analysis and reveals an exact measurement. However, changes in human behavior cannot all be measured in quantitative terms. Studies of this kind in the future are suggested to broaden their scope by incorporating other means of data gathering and analysis to expand the layer of understanding to the phenomenon being investigated. Learner's profile must be done at the beginning of school year to prepare the teachers of appropriate assessment tools to address less competent pupils in their reading skills.

Teacher's must does not stop looking for updated tools and approaches in innovating their teaching skills and strategies. Parents must realize that they are their children's first teacher at home and should take part of making the child ready for school mentally, physically, and emotionally. DepEd should give opportunities to the primary teachers particularly the kindergarten teachers where all learning skills must start and the very foundation of education therefore it must be strong to be able to reach the goal of better education in the country, and Future Researcher must also study about the needs of the kindergarten to address reading problems and even their mathematical skills

in the future.

References

1. Chandran, Y., & Shah, P. (2023). Identifying learners' difficulties in ESL reading comprehension synthetics phonetics approach. Universiti Kebangsaan Malaysia, Bangi.
2. Clay, M. (2013). An observation study of early literacy achievement (3rd ed.). Heinemann.
3. Jesson, R., & Limbrick, L. (2014). Can gains from early literacy interventions be sustained? The case of Reading Recovery. *Journal of Research in Reading*, 37(1), 102–117.
4. Jones, T., & Brown, C. (2015). Reading engagement: A comparison between e-books and traditional print in an elementary classroom. *International Journal of Instruction*, 4(2), 5.
5. Kilpatrick, D. (2016). Equipped for reading success: A comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition. Colorado Learning Systems.
6. Manzalay, R. (2019). Utilization of ES Claveria technique in reading of Grade One pupils at San Ignacio Elementary School. *Ascendens Asia Journal of Multidisciplinary Research*, 3(2).
7. McIntyre, E. (2015). How much should young children read? A study of the relationship between development and instruction. *Literacy Teaching and Learning*, 11(1), 51–72.
8. Park, Y., & Lombardino, L. (2013). Exploring the nature of effective word study instruction for struggling readers: Practical applications for broader perspective of the simple view of reading. *International Journal of Special Education*, 28(1), 81–90.
9. Ransford-Kaldon, C. (2010). Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas and Pinnell's leveled literacy intervention system (LLI) 2009–2010. University of Memphis, Center for Research in Educational Policy.
10. Torgerson, C. (2019). Phonics: Reading policy and the evidence of effectiveness from a systematic "tertiary" review. *Research Papers in Education*, 34(2), 208–238.
11. Park, B. J., Li, M. (2023). Early reading skill development and characteristics of reading skill profiles: Analysis of early childhood longitudinal study, Kindergarten Class of 2010–11 (ECLS-K:2011) and NAEP 2015 Grade 4 reading overlap sample data [AIR-NAEP Working Paper #2023-01]. American Institutes for Research.
12. Wiseman, A. M. (2012). Resistance, engagement, and understanding: A profile of a struggling emergent reader responding to read-aloud in a kindergarten classroom. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 23(3), 255–278. <https://doi.org/10.1080/10573569.2012.676407>
13. Tomas, M. (2021). The perceived challenges in reading of learners: Basis for school reading programs. College of Education, Nueva Ecija University of Science and Technology, and Schools Division of Aurora, Department of Education.
14. Quiambao, M. N., & Maguyon, M. C. A. (2021). Claveria reading techniques: Its effectiveness during the distance learning. *Galaxy International Interdisciplinary Research Journal*, 9(6), 81–85.
15. Yoshikawa, L., & Yamashita, J. (2014). Phonemic awareness and reading comprehension among Japanese adult

learners of English. Nagoya University, Nagoya, Japan.

16. Amada, E. (2019). The use of Claveria approach in teaching reading in mother tongue among Grade I pupils at Cawongan Elementary School. Batangas City.

Online Resources

1. Campbell, C. (2004), The Effects of Reading Readiness and Student Achievement in the Primary Grades Through the use of phonemic awareness. Retrieved on September 17, 2023 from [https://www.studocu.com/ph/document/minidoro-state-college-of-agriculture-and-technology/bs-sec-](https://www.studocu.com/ph/document/minidoro-state-college-of-agriculture-and-technology/bs-sec-ondary-education/the-effects-of-reading-readiness-and-student-achievement-in-the-p/79480982)
2. Multi-Sensory Learning: Types of Instruction and Materials retrieved on September 19, 2023 from <https://journal.imse.com/multi-sensory-learning-types-of-instruction-and-materials/>.
3. Park, Y. (2013), Exploring the nature of effective word study instruction for struggling readers: practical applications for broader perspective of the simple view of reading from <http://files.eric.ed.gov/fulltext/ej1023311.pdf>