

I Do, We Do, You Do (IDWYD) Phonics-Based Approach: Its Efficacy in Letter and Sound Recognition among Kindergarten Learners

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Abstract

This study examined the effectiveness of the “I Do, We Do, You Do” (IDWYD) phonics-based approach in improving letter and sound recognition among kindergarten learners in the Arakan West District. Anchored on Vygotsky’s Zone of Proximal Development and Constructivist Theory, the study investigated learners’ recognition performance, retention, weekly progress, significant differences across assessment periods, implementation challenges, and proposed instructional interventions. A pre-experimental research design without a control group was employed involving 342 kindergarten learners and kindergarten teachers from 11 elementary schools. Quantitative data were gathered using the adapted EGRA ARATA instrument focusing on alphabet knowledge and letter-sound recognition, while qualitative data were obtained through teacher interviews. Frequency and percentage distribution, mean, standard deviation, percentage change analysis, and paired samples t-test were used to analyze quantitative data, whereas thematic analysis was utilized for qualitative responses. Findings revealed that learners initially demonstrated low proficiency in letter and sound recognition, with an overall pre-test score of 18.71%. Following the implementation of the IDWYD phonics-based approach, the post-test score increased to 56.73%, reflecting a 38.31% improvement. Weekly monitoring further showed sustained passing performance throughout the 12-week intervention, peaking at 92.40% during Week 8. Statistical analysis confirmed significant differences in learner performance across intervention periods. However, retention declined after the intervention, indicating the need for continuous reinforcement and long-term literacy support. Qualitative findings identified challenges related to short attention span, language barriers, developmental gaps, limited instructional resources, and large classroom sizes. Proposed interventions included differentiated instruction, technology integration, audio-lingual methods, immediate feedback, and parental involvement. The study concluded that the IDWYD phonics-based approach effectively improved letter and sound recognition and phonemic awareness among kindergarten learners, although sustained retention remained a challenge. The findings support the integration of systematic phonics instruction, scaffolded learning, and home-school collaboration in early literacy programs. The study aligns with Sustainable Development Goal 4 (Quality Education) by promoting evidence-based literacy instruction and foundational reading development, and with SDG 10 (Reduced Inequalities) through addressing literacy disparities among diverse learners. The study contributes to educational and community sustainability by strengthening foundational literacy competencies, supporting instructional improvement, and encouraging collaborative literacy support among schools, teachers, and families.

Keywords: Alphabet Knowledge, Constructivist Theory, IDWYD Phonics-Based Approach, Kindergarten Learners, Letter and Sound Recognition, Literacy Development, Phonemic Awareness, Scaffolding, Vygotsky’s Zone of Proximal Development, Weekly Performance

1. Introduction

Early literacy development is fundamental to children’s academic success, particularly in developing letter and sound recognition skills during kindergarten. However, many kindergarten learners experience difficulties in identifying alphabet letters and associating them with corresponding sounds, affecting their phonemic awareness and reading readiness. In response to these concerns, the “I Do, We Do, You Do” (IDWYD) phonics-based approach has emerged as a structured instructional framework intended to improve literacy acquisition through teacher modeling, guided practice, and independent learning. Although phonics instruction has been widely recognized as effective, limited empirical evidence exists regarding the specific effectiveness of the IDWYD approach in enhancing letter and sound recognition and skill retention among kindergarten learners (Haggerty, 2022). This study examines the efficacy of the IDWYD phonics-based approach in improving kindergarten learners’ letter and sound recognition, retention, and literacy performance while identifying implementation challenges and possible interventions.

1.1 Background of the “I Do, We Do, You Do” Phonics-Based Approach in Letter and Sound Recognition among Kindergarten Learners

Letter and sound recognition are foundational literacy skills that enable children to identify alphabet letters and associate them with corresponding speech sounds (Roberts et al., 2018). These competencies support phonemic awareness, decoding, vocabulary development, spelling, and reading comprehension. Kindergarten learners develop these abilities through exposure to alphabet activities, phonics instruction, and literacy-rich environments (Brown, 2014; Moran & Senseny, 2016). Despite their importance, many kindergarten learners struggle with letter and sound recognition due to linguistic diversity, limited access to literacy materials, insufficient instructional resources, and inadequate teacher preparation (Barrat-Pugh & Rohl, 2020; Zhao et al., 2014; Colé et al., 2014; Mitchell & Sutherland, 2020). In the Philippines, these challenges are intensified by the country’s multilingual context and socioeconomic disparities affecting access to quality early education (Bravante & Holden, 2020; Kilat, 2019). Additionally, some kindergarten curricula inadequately prioritize phonics and phonemic awareness instruction (Aquino et al., 2017; Bustos-Orosa, 2021). Phonics-based instruction emphasizes the relationship between sounds and written symbols and teaches learners to decode words systematically (Amadi, 2019). Research has demonstrated that systematic phonics instruction improves decoding skills, reading fluency, and comprehension (Torgerson et al., 2019; Wyse & Bradbury, 2022). In the Philippine educational setting, the Department of Education has integrated phonics instruction into the curriculum to improve literacy outcomes among early learners (Mozenter, 2020; Estrella, 2022). The “I Do, We Do, You Do” instructional model supports phonics instruction through gradual release of responsibility, beginning with teacher demonstration, followed by guided practice, and ending with independent learner application (Deagon, 2021; Skilton-Sylvester, 2020). This framework promotes active engagement, scaffolded learning, and independent mastery of literacy skills (Collins et al., 2020; Aiken et al., 2021).

1.2 Themes and Insights on Letter and Sound Recognition and the IDWYD Phonics-Based Approach among Kindergarten Learners

Related literature emphasizes that strong letter and sound recognition skills are predictors of later reading achievement and literacy success (Marques et al., 2023; Clemens et al., 2017). Research highlights the importance of explicit and systematic literacy instruction in kindergarten to support foundational reading skills (Ehri & Flugman, 2018; Byrnes & Wasik, 2019). Several studies identify common barriers affecting kindergarten literacy development, including inadequate teacher training, insufficient literacy materials, linguistic diversity, and unequal educational access (Gunderson et al., 2019). Family involvement and access to print-rich environments are also recognized as important contributors to literacy acquisition (Roberts & Rochester, 2023). Studies on phonics-based instruction consistently report improvements in reading fluency, decoding, and comprehension when systematic phonics methods are used (Xu & Du, 2023; Khan, M & Khan, R., 2021). Likewise, the IDWYD instructional framework has been found effective in promoting independent learning, skill mastery, and learner engagement through scaffolded instruction (Collins et al., 2020; Gove et al., 2017). The interrelationship between the IDWYD framework and letter and sound recognition lies in its sequential instructional process. During the “I Do” stage, teachers model correct pronunciation and recognition of letters and sounds. In the “We Do” stage, learners practice collaboratively with teacher support. Finally, the “You Do” stage enables independent demonstration of acquired literacy skills (Bauml, 2023). This gradual instructional progression strengthens learners’ understanding of letter-sound relationships and supports literacy retention (Masser, 2020; Skilton-Sylvester, 2020).

1.3 Local, National, and Global Context of the IDWYD Phonics-Based Approach for Kindergarten Letter and Sound Recognition

Globally, literacy instruction remains a major educational priority due to the strong relationship between early reading skills and long-term academic achievement. Countries with diverse linguistic populations encounter challenges in teaching phonics and letter-sound correspondence effectively (Barrat-Pugh & Rohl, 2020). Variations in instructional quality, access to educational materials, and teacher preparation contribute to disparities in literacy outcomes among kindergarten learners (Ehri, 2022). Nationally, the Philippines continues to address concerns regarding early literacy development, particularly among learners from underserved communities. The country’s multilingual context creates additional instructional challenges in teaching phonics and letter-sound recognition (Sapaqueña et al., 2018). Limited educational resources, insufficient teacher training, and socioeconomic inequalities further affect literacy acquisition among young learners (Kilat, 2019). Locally, schools and teachers face challenges in implementing effective phonics instruction due to resource constraints, varied learner readiness, and limited instructional materials. These concerns highlight the need for structured and evidence-based instructional approaches, such as the IDWYD phonics-based strategy, to strengthen literacy instruction and improve learner outcomes.

1.4 Theoretical and Conceptual Basis of the IDWYD Phonics-Based Approach in Letter and Sound Recognition among Kindergarten Learners

This study is anchored on Vygotsky’s Zone of Proximal Development (ZPD), which emphasizes scaffolding and guided learning experiences to support learners in acquiring new knowledge and skills. The IDWYD framework aligns with Vygotsky’s theory through the gradual transfer of instructional responsibility from teacher modeling to learner independence. The study is also grounded in Constructivist Theory, which posits that learners actively construct knowledge

through interaction and meaningful experiences. Constructivist principles support the use of interactive phonics activities, collaborative learning, and differentiated instruction to enhance literacy development among kindergarten learners. Through scaffolded instruction, learners progressively develop mastery in letter and sound recognition while engaging actively in the learning process. The conceptual framework of the study focuses on the relationship between the IDWYD phonics-based approach as the independent variable and kindergarten learners' letter and sound recognition performance, change, and retention as the dependent variables.

1.5 Research Gaps and Rationale on the Use of the IDWYD Phonics-Based Approach among Kindergarten Learners

Although previous studies have established the effectiveness of phonics instruction in improving reading skills, limited research specifically examines the effectiveness of the IDWYD phonics-based approach in enhancing letter and sound recognition among kindergarten learners (Haggerty, 2022; Caviness, 2021). Existing studies often focus on immediate instructional outcomes while overlooking long-term retention and sustained literacy development (Herring, 2023; Roberts et al., 2022). Furthermore, there is insufficient evidence regarding how the IDWYD approach affects weekly learner performance, retention rates, and instructional challenges encountered by teachers during implementation. This study addresses these gaps by investigating the effectiveness, retention outcomes, and implementation concerns associated with the IDWYD phonics-based approach among kindergarten learners. The findings aim to provide evidence-based insights that may support instructional improvement, curriculum enhancement, teacher training, and literacy intervention programs in early childhood education.

1.6 Alignment of the IDWYD Phonics-Based Approach with Relevant Sustainable Development Goals (SDGs)

This study aligns with several Sustainable Development Goals (SDGs), particularly: SDG 4 – Quality Education, by promoting inclusive and equitable quality education through evidence-based literacy instruction that strengthens foundational reading skills among kindergarten learners. SDG 10 – Reduced Inequalities, through addressing literacy disparities caused by socioeconomic and linguistic differences among learners. SDG 8 – Decent Work and Economic Growth, as improved literacy development contributes to long-term educational attainment and future employability. SDG 17 – Partnerships for the Goals, through encouraging collaboration among educators, schools, parents, and policymakers to improve early literacy instruction. The study contributes to educational sustainability by strengthening foundational literacy competencies essential for lifelong learning and academic achievement.

1.7 Importance of the IDWYD Phonics-Based Approach to Multidisciplinary Sustainability in Kindergarten Literacy Development

The study contributes to multidisciplinary sustainability through its relevance to educational, socio-economic, institutional, and community sustainability. By improving literacy instruction and foundational reading skills, the study supports educational sustainability and long-term academic development among young learners. The findings may guide policymakers, school leaders, and teachers in implementing effective literacy interventions and instructional practices, contributing to institutional sustainability in education. The study also supports socio-economic sustainability by promoting literacy competencies that influence future educational and employment opportunities. Additionally, the study encourages community and parental involvement in literacy development, strengthening collaborative support systems that contribute to community sustainability and inclusive educational practices.

2. Material and methods

2.1 Research Design

The study utilized a pre-experimental research design without randomization or a control group. This design involved measuring a single group before and after the implementation of an intervention (Creswell, 2014). Although less rigorous than a true experimental design, it provides practical insights appropriate for classroom-based educational research (Watson, 2015). The study measured the letter and sound recognition abilities of kindergarten learners before and after implementing the “I Do, We Do, You Do” phonics-based approach. A pre-test was first administered to establish the learners' baseline performance. Following this, the phonics-based intervention was conducted within the classroom setting for 12 weeks. After the intervention period, post-tests were administered to determine improvements in letter and sound recognition. While the design allowed assessment of instructional effectiveness, the absence of a control group required cautious interpretation of causality and developmental influences.

2.2 Locale of the Study

The study was conducted in the Arakan West District, which included 11 elementary schools: Naje Elementary School, Doroluman Central Elementary School, Makalangot Elementary School, Arakan Elementary School, Sahi Elementary School, Katindu Elementary School, Anuling Elementary School, Paco-paco Elementary School, Sinayawan Elementary School, Tumanding Elementary School, and Meocan Elementary School. The locale was purposively selected because it served as the implementation area of the district-wide “LARL” (Learning at the Right Level) reading intervention program. The district also presented a diverse linguistic environment reflecting the language barriers and literacy challenges

experienced by kindergarten learners. The rural context, limited instructional resources, and varied developmental readiness of learners made the setting appropriate for evaluating the applicability of the “I Do, We Do, You Do” phonics-based approach. A full-enumeration method was employed to ensure that all schools within the district were represented in the study.

2.3 Respondents of the Study

The respondents consisted of kindergarten learners and kindergarten teachers from the 11 participating elementary schools in the Arakan West District. For the quantitative component, 342 kindergarten pupils officially enrolled during the academic term participated in the study, including 170 males and 172 females. These learners came from Anuling, Arakan, Doroluman Central, Katindu, Makalangot, Meocan, Naje, Paco-paco, Sahi, Sinayawan, and Tumanding Elementary Schools. For the qualitative component, kindergarten teachers from the participating schools were included to provide insights regarding the challenges encountered during the implementation of the “I Do, We Do, You Do” phonics-based approach. Their observations regarding language barriers, knowledge gaps, and resource limitations contributed to the thematic analysis and development of intervention strategies. Participation was governed by inclusion and exclusion criteria. Included respondents were officially enrolled kindergarten pupils from the participating schools during the current academic term, while children within the same age group who were not formally enrolled were excluded from the study. The research was anchored on the district’s “LARL” program and aligned with the Department of Education’s “Catch-Up Friday” initiative for reading interventions.

2.4 Sample and Sampling Procedure

The study employed a total full-enumeration sampling method involving the entire population of kindergarten pupils enrolled across the 11 participating elementary schools in the Arakan West District. This sampling approach included all 342 learners, consisting of 170 males and 172 females, to ensure accurate demographic representation and strengthen the localized significance of the findings. The inclusion criteria limited participation to officially enrolled kindergarten pupils in the participating schools during the current academic term. Exclusion criteria applied to children of the same age range who were not formally enrolled in the identified schools. The sampling procedure was anchored on the district’s “LARL” reading intervention framework, which provided a natural setting for evaluating the effectiveness of phonics-based instructional strategies.

2.5 Research Instrument

The study adapted the EGRA ARATA instrument used in the Arakan West District-wide “LARL” (Learning at the Right Level: A Reading Intervention Program) conducted from February 23 to May 31, 2024. Although the original program included Alphabet Knowledge, Word Recognition, Reading Fluency, and Comprehension, this study focused solely on Alphabet Knowledge, particularly letter and sound recognition. Learners’ raw scores in identifying letters and corresponding sounds were converted into percentages and classified into proficiency levels. Scores of 75% or higher were categorized as “Passed,” while scores below 75% were classified as “Failed.” The intervention sessions were conducted every Friday, wherein learners were grouped according to their baseline proficiency levels and teachers implemented the prescribed instructional procedures. The pre-assessment and post-assessment results served as the primary evaluative data for the study. An interview guide was also utilized to collect qualitative data from teachers regarding the challenges encountered in implementing the “I Do, We Do, You Do” phonics-based approach. The guide focused on issues experienced during learner transition across instructional phases and possible interventions to address these concerns.

2.6 Data Gathering Procedure

After securing approval from the Ethics Office, the researcher submitted a formal request to the Principal-in-Charge of the Arakan West District to conduct the study. Upon approval, pre-assessment results were collected from participating schools to identify learners included in the intervention. The participating teachers implemented the program during April and May 2024 through Catch-Up Friday sessions conducted for at least one hour, depending on time availability (August & Shanahan, 2017; Lau, 2017; Street, 2014). Following the intervention, post-assessments were administered to evaluate changes and retention in letter and sound recognition among kindergarten learners. All collected data were subsequently consolidated, tabulated, and prepared for statistical analysis. The implementation of the “I Do, We Do, You Do” phonics-based approach followed systematic instructional procedures. Initially, teachers introduced the target letters and corresponding sounds, modeled pronunciation, and demonstrated blending through example words while encouraging learner participation. During guided practice, learners collaborated with peers while teachers provided continuous support, structured activities, monitoring, and reinforcement. Finally, learners transitioned to independent practice using differentiated activities designed according to learner needs and pacing. Teachers concluded each session through reflection, feedback, and lesson review.

2.7 Data Analysis Techniques

The gathered quantitative and qualitative data were tallied, tabulated, and analyzed using appropriate statistical treatments and qualitative coding procedures. Frequency and percentage distribution were used to determine the baseline level of

learners' letter and sound recognition and to monitor weekly learner performance throughout the 12-week intervention. Mean and standard deviation were computed to determine the average performance and variability of learners' scores across assessment periods. Percentage change analysis was applied to measure growth or regression in learners' accuracy scores and to evaluate retention by comparing pre-test, immediate post-test, and delayed post-assessment results. A paired samples t-test was conducted to determine whether significant differences existed in learners' performance across intervention periods. This inferential analysis compared paired mean scores to evaluate the immediate and sustained effects of the phonics-based approach. For the qualitative data, thematic analysis was employed to analyze teachers' interview responses regarding instructional challenges in assessing letter and sound recognition. Responses were transcribed, coded, and categorized into basic, organizing, and global themes to identify patterns and develop intervention strategies.

2.8 Ethical Considerations

The researcher ensured the protection and safety of all respondents throughout the study by considering possible psychological, physical, and financial risks. Ethical practices were observed to safeguard both participants and the integrity of the research process. The study employed plagiarism checking procedures to avoid misinterpretation and ensure originality. Fabrication and falsification of data, results, and conclusions were strictly avoided. The researcher also ensured that no conflicts of interest influenced the conduct or findings of the study. Furthermore, deceit and intentional misrepresentation were avoided to protect the welfare of the respondents and maintain research validity.

3. Results and Discussion

3.1 Letter and Sound Recognition Performance

3.1.1 Baseline Recognition Before Intervention

The pre-intervention assessment revealed that the 342 kindergarten learners had low proficiency in letter and sound recognition. The overall recognition rate was only 18.71%, which fell under the "Failed" category. Male learners obtained 14.79%, while female learners achieved 22.54%, indicating that most learners struggled with foundational phonemic awareness before the implementation of the IDWYD approach. The low baseline proficiency supports previous findings on the challenges of early literacy instruction. Sapaqueña et al. (2018) explained that the diverse phonetic structures in the Philippines complicate initial sound recognition among young learners. Bustos-Orosa (2021) further emphasized the insufficient focus on systematic letter-sound activities in many kindergarten classrooms, while Bravante and Holden (2020) highlighted the linguistic complexity caused by the country's more than 170 languages. International studies also support these findings, as Roberts et al. (2018) associated alphabet learning with cognitive processes and English proficiency, while Mitchell and Sutherland (2020) pointed to the lack of instructional resources and trained teachers as barriers to phonemic awareness development.

3.1.2 Percentage Change in Recognition Accuracy

Following the implementation of the IDWYD approach, learners demonstrated significant improvement in recognizing letters and sounds. The overall post-test score increased to 56.73%, resulting in a 38.31% percentage increase from the pre-test results. Male learners improved from 14.79% to 56.80%, while female learners increased from 22.54% to 56.65%. Although the post-test result remained below the 75% passing threshold, the intervention produced substantial growth in literacy proficiency. The improvement supports the effectiveness of systematic phonics instruction and scaffolding strategies. Estrella (2022) suggested that multi-sensory techniques are essential in phonics instruction, while Aiken et al. (2021) identified guided practice and independent application as important components of reading instruction. Sithitikul (2022) also emphasized the value of interactive activities in language learning. Internationally, Wyse and Bradbury (2022) stressed the importance of systematic phonics in developing decoding skills, while Masser (2020) recognized explicit teacher modeling as a critical instructional factor. Foorman et al. (2016) further highlighted the importance of explicit feedback in supporting kindergarten reading development.

3.1.3 Retention During Pre- and Post-Assessment

Retention assessment results showed changes in learners' ability to sustain letter and sound recognition skills after intervention. During the pre-test, overall retention was 81.58%, with male learners at 85.21% and female learners at 78.03%. However, post-test retention declined to 43.27%, although the intervention still reflected a 38.31% change overall. These findings suggest that while learners acquired skills during instruction, sustaining these gains over time remained challenging. The decline in retention aligns with previous research emphasizing the need for continuous reinforcement in literacy instruction. Estrella (2022) argued that long-term literacy gains require multi-sensory reinforcement strategies. Bravante and Holden (2020) also explained that linguistic diversity may contribute to the loss of phonetic gains when learners do not regularly practice in their primary language. Dilgard et al. (2022) associated retention difficulties with reduced intervention intensity, while Haggerty (2022) highlighted the importance of supportive home-school connections. Ehri (2022) further emphasized that long-term retention requires repeated exposure and mastery of phonemic awareness beyond simple recognition tasks.

3.2 Weekly Performance of Kindergarten Learners

3.2.1 Weekly Progress During the Intervention

Weekly monitoring showed a rapid improvement in learners' literacy performance after the implementation of the IDWYD approach. From an initial pre-test score of 18.71%, learners immediately reached the "Passed" category in Week 1 with an overall score of 82.46%. Performance remained consistently above 80% throughout the twelve-week intervention. Scores peaked during Week 8 at 92.40%, with female learners reaching 93.06% and male learners obtaining 91.72%. Although slight declines were observed between Weeks 9 and 11, learners maintained passing performance and recovered to 90.64% by Week 12. Despite these weekly gains, the final post-test score decreased to 56.73%. The sustained improvement during active instruction demonstrates the effectiveness of structured modeling and guided practice. Estrella (2022) and Bustos-Orosa (2021) noted that systematic phonics instruction and consistent letter-sound activities contribute to immediate literacy gains. Hu and Du (2023) further emphasized the importance of engagement during guided practice, while Masser (2020) explained that scaffolding strategies support rapid learner improvement. Wyse and Bradbury (2022) also highlighted the effectiveness of phonics instruction focused on decoding skills. However, the decline in the post-test suggests that additional reinforcement strategies are necessary to ensure long-term independent mastery of literacy skills.

3.3 Significant Difference in Recognition Performance

3.3.1 Differences Across Assessment Periods

The paired samples t-test results revealed significant differences in learner performance across the intervention periods. A highly significant improvement was observed between the pre-test and Week 1, $t(10) = -5.09$, $p < .001$. Additional significant improvements were recorded between Week 3 and Week 4, $t(10) = -4.54$, $p = .001$, and between Week 5 and Week 6, $t(10) = -3.19$, $p = .01$. Although a significant decline occurred between Week 6 and the post-test, $t(10) = 4.25$, $p = .002$, the post-test scores remained significantly higher than the pre-test results, $t(10) = -4.53$, $p = .001$. The significant differences indicate that the duration of the IDWYD intervention positively influenced literacy development. Estrella (2022) and Masser (2020) emphasized that systematic phonics instruction and explicit modeling contribute to rapid literacy gains. Bustos-Orosa (2021) also highlighted the importance of prioritized letter-sound activities for early reading development. Aiken et al. (2021) noted that guided practice and independent application are essential for sustained reading instruction, while Hu and Du (2023) stressed the importance of learner engagement. Despite the decline in post-test performance, Ehri (2022), Haggerty (2022), and Roberts and Rochester (2023) emphasized that long-term literacy retention requires explicit instruction, supportive environments, and family involvement.

3.4 Challenges in Using the IDWYD Phonics-Based Approach

3.4.1 Roadblocks in Instruction and Assessment

Teacher interviews identified several challenges affecting the implementation of the IDWYD phonics-based approach. Teachers reported issues related to short attention span, absenteeism, language barriers, overreliance on teachers, developmental gaps, poor phonological awareness, lack of instructional materials, and large classroom sizes. These factors limited the effectiveness of classroom instruction and assessment. The identified challenges are supported by previous studies on early literacy instruction. Sapaqueña et al. (2018) explained that phonetic diversity complicates sound recognition among Filipino learners, while Bravante and Holden (2020) stressed the need for adaptive phonics instruction in multilingual contexts. Estrella (2022) recommended the use of multi-sensory techniques to address varied learner needs. Internationally, Hu and Du (2023) linked learner engagement to phonemic awareness development, Roberts et al. (2018) associated literacy acquisition with cognitive and language proficiency factors, and Llord (2017) and Dilgard et al. (2022) identified limited resources as barriers to effective intervention implementation.

3.5 Interventions to Address Issues and Concerns

3.5.1 Proposed Instructional Interventions

To address the identified challenges, teachers proposed several interventions including differentiated instruction, classroom assessments suited to learner needs, audio-lingual methods, technology integration, immediate feedback, and parental involvement. Suggested classroom activities included games, songs, pictures, and technology-assisted modeling of letter sounds to improve learner engagement and comprehension. The proposed interventions are supported by existing literature on effective literacy instruction. Estrella (2022) emphasized the value of multi-sensory techniques, while Sitthitikul (2022) highlighted the importance of interactive activities in language learning. Ehri (2022) stressed the need for explicit teaching of letter sounds and phonemic awareness. Norman (2023) supported the use of educational technology in reading instruction, while Wyse and Bradbury (2022) emphasized decoding-focused phonics instruction. Roberts and Rochester (2023) further highlighted the importance of parental involvement in improving preschool literacy outcomes, and Foorman et al. (2016) identified immediate feedback as essential in kindergarten reading development.

4. Conclusion & Recommendations

The study found that the "I Do, We Do, You Do" (IDWYD) phonics-based approach effectively improved letter and sound recognition among kindergarten learners, as reflected in the significant increase from the 18.71% baseline proficiency to

peak performance during the intervention period. Statistical analyses confirmed that the duration of the intervention significantly influenced learner performance, particularly during the early and final stages of implementation. However, despite the significant overall improvement from pre-test to post-test, retention declined after the intervention, indicating that immediate gains were not consistently sustained independently. Qualitative findings further revealed that short attention spans, language barriers, knowledge gaps, and limited instructional resources affected long-term literacy retention and independent mastery.

Educators may strengthen phonics instruction by using differentiated and multi-sensory activities, explicit modeling, interactive guided practice, immediate corrective feedback, and educational technology to support diverse learner needs and improve phonemic awareness. Schools and the Department of Education may also provide specialized phonics materials, improve teacher-to-student ratios, and establish parent training workshops to reinforce literacy learning at home and address post-intervention retention decline. Furthermore, educational leaders may integrate the IDWYD approach into the regular kindergarten curriculum as a systematic daily practice, while future researchers may further examine the long-term effects of early phonics gains on reading fluency and comprehension in higher grade levels.

The study was limited to 342 kindergarten learners from 11 elementary schools in the Arakan West District and focused primarily on letter and sound recognition during a 12-week intervention period. The findings were also influenced by contextual factors such as language barriers, short attention spans, large classroom sizes, and limited instructional resources, which may have affected learner retention and independent mastery after the intervention. Additionally, the study did not extend to long-term monitoring of reading fluency and comprehension beyond the post-test assessment period.

Compliance with ethical standards

This study examined the effectiveness of the “I Do, We Do, You Do” (IDWYD) phonics-based approach in improving letter and sound recognition among kindergarten learners in the Arakan West District. Ethical practices were observed throughout the research process to protect the safety, welfare, and rights of all respondents. The researcher considered possible psychological, physical, and financial risks and ensured the integrity and validity of the study by avoiding plagiarism, fabrication, falsification, deceit, and intentional misrepresentation. The researcher further ensured that no conflicts of interest influenced the conduct or findings of the study.

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