

Effectiveness of Sound Box as Instructional Tool towards the Development of the Oral Reading Fluency Material

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Abstract

This study looks into how well using the Sound Box methodology can improve first graders' oral reading fluency. Through planned exercises, The Sound Box, a multimodal approach to literacy development, seeks to enhance phonological awareness and decoding abilities. The main goal is to evaluate how the Sound Box intervention affects the oral reading fluency of the participants. Evaluating competency levels in word segmentation, phonemic awareness, syllable identification, and letter recognition are some of the specific goals. Pre- and post-test evaluations are used in this quasi-experimental study to gauge participants' oral reading fluency before and following the intervention. Self-evaluation, standardized testing, and observational techniques are used to gather data. When using the Sound Box for different linguistic tasks such as phoneme awareness, word segmentation, letter recognition, and syllable identification, participants show high to top levels of competency. Post-test assessments show significant increases, especially in phonemic awareness and letter identification. The study reveals that Grade 1 students' oral reading fluency is effectively improved by the Sound Box intervention. Participants demonstrate notable gains in critical reading abilities despite ongoing difficulties with syllable and word segmentation, confirming the efficacy of the intervention.

Keywords: Education; Literacy Development; Phonological Awareness; Sound Box Intervention; Oral Reading Fluency; Grade 1 Pupils; Multisensory Approach; Quasi-Experimental Design; Intervention Study