



RESEARCH BULLETIN

DEPARTMENT OF EDUCATION REGION VIII- EASTERN VISAYAS

APRIL-JUNE 2025 VOLUME 2

BREAKING BARRIERS: USING GENDER-NEUTRAL TEACHING APPROACH IN THE CLASSROOMS OF STA. MARGARITA II DISTRICT

Angelo B. Velarde, Curry National High School, Samar Division

Introduction

Gender bias in education remains a pressing issue at global, national, and local levels, influencing students' academic performance, participation, and self-perception. The persistent use of gendered language and traditional stereotypes in classrooms reinforces societal biases, limiting opportunities for female and gender-nonconforming students. To address this issue, educational institutions worldwide are shifting toward gender-neutral teaching strategies that foster inclusivity and equity (UNESCO, 2024; Pennington, 2022). In the Philippines, national frameworks such as the Magna Carta of Women and the Gender-Responsive Basic Education Policy underscore the urgency of integrating gender-fair curricula to promote equitable learning environments. Locally, in the Sta. Margarita II District, gender bias in language and classroom interactions remains evident, affecting student engagement and reinforcing traditional gender norms.

This action research sought to investigate the impact of a gender-fair English learning module in reducing gender bias, enhancing classroom engagement, and promoting inclusive communication styles among teachers and students. Specifically, the study aimed to answer the following questions: (1) How does the implementation of a gender-fair English learning module impact students' perceptions of gender roles? (2) To what extent does the module improve classroom engagement and participation among female and gender-nonconforming students? (3) What changes in language use and communication styles are observed among teachers and students after implementing the module? (4) How effective is the intervention in fostering an inclusive learning environment?



The study is grounded in feminist theory, which highlights the role of language in shaping social structures and power dynamics (Tarrayo, 2022). The research also draws from sociolinguistic perspectives that emphasize the influence of gendered language on individual identity and societal roles (Cameron, 2021). Additionally, studies on inclusive education stress the importance of gender-fair curricula in fostering student confidence, participation, and equitable opportunities (Graham, 2019; Skoog & Krantz, 2021). By integrating these theoretical insights, this research contributes to the growing body of literature advocating for gender-sensitive teaching approaches.

The significance of this study lies in its direct contribution to improving the teaching and learning process. Traditional classroom settings often marginalize gender-diverse students, limiting their opportunities for engagement and success. The introduction of a gender-fair English learning module addresses these disparities by creating a more inclusive environment where students feel seen, heard, and respected. Findings from this research provide valuable insights for educators, policymakers, and curriculum developers in promoting gender-neutral teaching strategies that enhance student participation and break down entrenched gender barriers.

Content Highlights

- 1 BREAKING BARRIERS: USING GENDER-NEUTRAL TEACHING APPROACH IN THE CLASSROOMS OF STA. MARGARITA II DISTRICT**
- 2 PROJECT DIGIT: DEVELOPING INNOVATIVE GAME-BASED INTERVENTIONS FOR TEACHING NUMERACY**
- 3 PROJECT VIDEO INTEGRATION IN BOOSTING ENGLISH(VIBE) FLUENCY FOR SENIOR HIGH SCHOOL STUDENTS**
- 4 DAILY DIARY: A STRATEGY TO IMPROVE STUDENTS' WRITING COMPOSITION SKILLS**

The intervention at the core of this study is a locally developed gender-fair English learning module designed to address gender bias in language and communication. This module encouraged the use of gender-neutral language and fostered a more inclusive classroom discourse. Teachers were trained to implement gender-sensitive practices, ensuring that instructional content and interactions reflected equitable representation.

Through structured activities, discussions, and assessments, the module enabled students to recognize and challenge gender stereotypes while adopting inclusive language practices. By actively integrating gender-fair principles into the curriculum, this initiative aimed to reshape classroom dynamics, fostering respect, equality, and meaningful participation among all students, regardless of gender identity.

By examining the impact of this intervention, the study offers empirical evidence supporting the effectiveness of gender-neutral teaching approaches. The findings highlight the need for educational institutions to adopt gender-fair practices, ensuring that learning environments foster inclusivity, equity, and respect for all gender identities. This research not only contributes to theoretical discussions on gender and education but also provides actionable strategies for educators striving to create more equitable classrooms.

METHODOLOGY

The study involved teachers handling English or language subjects in both elementary and secondary levels in the Sta. Margarita II District. These teachers were selected based on their direct implementation of the gender-fair English learning module, ensuring that they had firsthand experience with the intervention. Participants were chosen through convenience sampling, a non-probability sampling method in which individuals are selected based on accessibility and willingness to participate (Nikolopoulou, 2022). This method was appropriate given the logistical constraints and the need for active collaboration from educators familiar with the study's objectives. In addition to the teachers' perspectives, secondary data sources such as reports from the Philippine Commission on Women (PCW) and UNESCO were used to contextualize the study within broader efforts to integrate gender-sensitive teaching practices into education.

A qualitative research approach was employed, using focus group discussions (FGDs) as the primary data collection method. The FGD allowed teachers to discuss their perceptions, experiences, and reflections on the implementation of the gender-fair module, providing a deeper understanding of the changes in gender awareness, student engagement, and classroom communication (Krueger & Casey, 2015).

The discussions followed a structured yet open-ended format, allowing for flexibility while ensuring that key topics were covered. Teachers were asked about their awareness of gender roles before and after using the module, the extent to which the module influenced classroom engagement for female and gender-nonconforming students, and any noticeable shifts in language use and communication styles. The discussions were audio-recorded with participants' consent and later transcribed verbatim. Ethical considerations, including participant confidentiality and anonymity, were strictly observed throughout the process.

Data from the FGDs were analyzed using thematic analysis, a method widely used in qualitative research to identify, analyze, and report patterns or themes within qualitative data (Braun & Clarke, 2006). The process began with a careful review of the transcripts to familiarize the researcher with the data, followed by coding, where recurring words and phrases were categorized into key themes. These themes included increased awareness of gender biases, enhanced classroom engagement, and changes in communication styles. After coding, themes were refined to ensure consistency and relevance. The final analysis provided insights into both the successes and challenges of implementing gender-fair language practices in the classroom. By employing thematic analysis, the study was able to capture the nuanced ways in which teachers adapted to gender-sensitive teaching strategies and the broader implications for fostering inclusivity in education.

RESULTS AND DISCUSSIONS

The study revealed significant improvements in gender awareness, classroom engagement, and communication styles among teachers and students following the implementation of the gender-fair English learning module. Thematic analysis of the focus group discussions (FGDs) identified four key themes: (1) increased awareness of gender biases, (2) enhanced classroom engagement among female and gender-nonconforming students, (3) shifts in language use and communication styles, and (4) the module's effectiveness in fostering an inclusive learning environment. Participants reported that the module played a crucial role in raising awareness about gender biases and stereotypes, particularly in classroom language and teaching materials.

Teachers observed that students became more mindful of the way they used language, moving away from gendered pronouns and stereotypical associations. Female and gender-nonconforming students, who previously felt excluded or hesitant to participate, showed greater confidence in classroom discussions, demonstrating an increase in engagement. Additionally, both teachers and students adapted their communication styles to be more gender-inclusive, though some traditional language habits persisted. Overall, the findings suggest that the gender-fair module successfully created a more inclusive and respectful classroom environment, where students of all gender identities felt valued and supported.

The findings of this study align with previous research emphasizing the role of inclusive teaching strategies in reducing gender bias in education (Graham, 2019; Tarrayo, 2022). By integrating gender-neutral language and fostering gender sensitivity, the module challenged traditional gender roles, allowing students to develop a more equitable perspective on gender identity and participation. Similar studies have shown that classroom environments that embrace gender inclusivity enhance student engagement and self-esteem, particularly among marginalized groups (Skoog & Krantz, 2021). The increased comfort and confidence reported by students in this study reinforce the importance of integrating gender-fair materials into the curriculum.

Another critical outcome was the shift in language use and communication styles among teachers and students. The transition from gendered terms such as "chairman" to more neutral alternatives like "chairperson" suggests that the intervention encouraged educators to be more conscious of their language choices. This change reflects the broader linguistic movement toward gender-fair language, which has been recognized as a key factor in promoting inclusivity (Cameron, 2021).

However, despite these positive changes, some teachers noted that traditional language habits persisted, indicating that ongoing training and reinforcement are necessary for long-term adoption of gender-fair practices.

The study also highlighted the need for policy-level support to ensure the sustainability of gender-fair teaching approaches. While the module was effective in shaping attitudes and behaviors within the classroom, the absence of institutional guidelines on gender-sensitive teaching remains a challenge. Expanding the integration of gender-fair materials into other subject areas and providing professional development opportunities for educators could further strengthen gender inclusivity in schools. Additionally, fostering open discussions on gender sensitivity among students, teachers, and parents can contribute to the long-term success of gender-fair education.

The implementation of the gender-fair English learning module significantly contributed to fostering a more inclusive classroom environment by increasing gender awareness, enhancing engagement among female and gender-nonconforming students, and promoting the use of gender-neutral language. However, while the module proved effective, some traditional language practices persisted, highlighting the need for continuous reinforcement and professional development for teachers.

To sustain and expand the impact of this initiative, it is recommended that gender-fair education be institutionalized through policy integration, ensuring that inclusive teaching practices become a standard across subjects. Regular training sessions for educators on gender-sensitive pedagogy should be implemented to reinforce awareness and application. Furthermore, schools should create safe spaces for gender discussions, encouraging students to engage in meaningful conversations about inclusivity. By embedding gender-fair education into the broader curriculum and institutional policies, schools can contribute to breaking barriers and fostering a more equitable learning environment for all students.

REFERENCES

- Baker, P., & Levon, E. (2018). *Language and gender: A critical introduction*. Routledge.
- Bigler, R. S., & Hayes, A. R. (2002). The use of gendered language in the classroom and its impact on children's gender beliefs. *Educational Psychologist*, 14(1), 25-40.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Cameron, D. (2021). Verbal hygiene: Revisiting language and gender. *Journal of Sociolinguistics*, 25(3), 215-233. <https://doi.org/10.1017/josl.12434>
- Graham, L. (2019). Gender equality in education: Lessons from interventions. *Educational Review*, 71(2), 123-141. <https://doi.org/10.1080/00131911.2018.1502220>
- Gunderson, E. A., Ramirez, G., Levine, S. C., & Beilock, S. L. (2012). The role of parents and teachers in shaping children's gender attitudes. *Journal of Educational Psychology*, 104(2)
- Hilliard, L. J., & Liben, L. S. (2010). Gender salience and its effects on young children's gender attitudes and intergroup bias. *Child Development*, 81(3), 781-796.
- Keddie, A. (2016). Supporting and engaging gender-diverse students. *Education and Gender*, 2(4), 215-230. <https://doi.org/10.1080/17508487.2015.106344>
- Krueger, R. A., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research* (5th ed.). SAGE Publications.
- Lips, H. M. (2020). *Gender: The basics*. Routledge.
- Miñao, W. D. (2024). Analysis on the awareness index of physical education teachers and students on gender sensitivity. *Social Psychology and Human Experience*, 18(2), 45-61. <https://doi.org/10.62596/96j82595>
- Nikolopoulou, K. (2022). What is convenience sampling? *Educational Research Methods Journal*, 4(1), 12-18.
- Oakley, A. (1972). *Sex, gender, and society*. Tavistock Publications.
- Pasque, P. A., & Nicholson, S. E. (2019). Inclusive pedagogies for diverse classrooms. *Educational Researcher*, 48(1), 45-57. <https://doi.org/10.3102/0013189X19841636>
- Pennington, H. (2022). What the evolution of gender can teach us about equality. Ford Foundation.
- Skoog, G., & Krantz, G. (2021). The role of inclusive education in supporting diverse student needs. *Journal of Gender Studies*, 30(1), 97-111. <https://doi.org/10.1080/09589236.2020.1716434>
- Smith, E., & Paechter, C. (2020). *Gender, inclusivity, and the classroom: Rethinking education for the 21st century*. Palgrave Macmillan.
- Tarrayo, V. N. (2022). Gender-fair language in English language teaching: Insights from teachers in Philippine higher education institutions. *Language and Education*, 37(4), 483-499.
- UNESCO. (2024). *Gender equality and education: A global perspective*.
- Zimmerman, D. H., & West, C. (1975). Interruptions in conversation between men and women. *Gendered communication in the classroom*. *Sociology of Education*, 48(1), 107-120.



Project DIGIT: Developing Innovative Game-based Interventions for Teaching Numeracy

Mercedita B. Tanguihan, Teacher 3
Ipil Central School,
Ormoc City Division

INTRODUCTION

Mathematics has always been an engine of education, for it bases the equipping of individuals with skills in problem-solving and critical thinking to go about the increasingly data-dependent and technologically driven society. It is unfortunate for the nation, especially in the Philippines, to have such a prevailing issue among the young: low numeracy proficiency. Data reveal that only about 42% of Filipino Grade 2 students can proficiently perform in mathematics, as stated in the National Assessment of Educational Progress (NAEP, 2020). Local assessment seems to mirror this trend, like the Regional Unified Numeracy Test (RUNT) and the Rapid Mathematics Assessment (RMA) at Ipil Central School, which show that over 80% of students are unable to perform basic numeracy tasks. Such an alarming trend hence demands an immediate and creative intervention in education. Further, traditional face-to-face teaching methods have proved inadequate for engaging young learners and nurturing their numeracy skills. Therefore, the current educational framework must respond to different students' learning styles and demands for 21st-century education. Acknowledging this aspect, recent literature has highlighted the existing potential of educational innovations such as game-based learning (GBL) in motivating, engaging students, and creating meaningful learning experiences. The early intervention of engaging and adaptive methods into numeracy, once regarded as the bedrock for mathematical literacy, assumes much importance in reversing the declining trend of mathematics performance.

This action research seeks to assess the effectiveness of a game-based learning system — Project DIGIT (Developing Innovative Game-Based Interventions for Teaching Numeracy) — in improving Grade 2 students' numeracy skills. Through a quasi-experimental design, the study compares the learning outcomes of students exposed to game-based instruction (experimental group) with those taught using traditional methods (control group), thereby providing evidence on the impact of GBL on numeracy achievement.

Numerous studies affirm the value of educational games in enhancing student learning. Conte (2017) demonstrated the effectiveness of localized academic games in increasing student performance. Plass et al. (2015) and Adipat et al. (2021) emphasized the cognitive and motivational benefits of digital and non-digital game integration. Research also shows that hands-on, minds-on learning — as championed by Casinillo et al. (2020) — can significantly improve mathematical understanding, especially when implemented in an authentic and engaging context.

This study is grounded in several educational theories. From the affective perspective, theories such as Pekrun's Control-Value Theory and Csikszentmihalyi's Flow Theory explain how emotion and engagement enhance learning. These theories consider the human cognitive interaction with multimedia content. Motivation gamifies most learners under the banner of Dweck's Growth Mindset Theory and Malone's Intrinsic Motivation Theory. Additionally, Vygotsky's Sociocultural Theory is probably the most important for our work because it addresses collaborative learning, which is present in videogame environments.

Therefore, the research contributes to the growing knowledge base calling for innovative pedagogy in elementary mathematics education. It provides empirical evidence of the efficiency of the game-based interventions and advocates change from static, non-inclusive dry learning to dynamic, student-centered learning. It seeks to inform educators, policymakers, and curriculum developers with data that would help coordinate technology-enhanced strategies along modern educational goals and long-term sustainable academic and life outcomes for Filipino learners.

Project DIGIT embodies a holistic and inclusive approach to numeracy instruction. It integrates educational games that stimulate learners across four dimensions: affective, cognitive, motivational, and sociocultural. The intervention employs manipulative and digital games designed to build mathematical competence through play, challenge, feedback, and collaboration. This innovative strategy not only personalizes the learning process but also promotes positive learning attitudes and growth mindsets among young learners. By innovating beyond conventional pedagogical approaches, this study illustrates how integrating well-designed game-based systems can enhance educational quality and equity, particularly in numeracy development at the early stages of learning.

Innovation:

Project DIGIT (Developing Innovative Game-Based Interventions for Teaching Numeracy) is implementing low-tech, game-based learning for Grade 2 to gain improvement in numeracy. It includes a lot of fun classroom activities where students can interact with each other like different types of board games, puzzles, card games, and math challenges that are hands-on.

They are made for different learning styles and are aimed at learning through play to deepen math understanding.

Intervention:

- A diverse set of games aligned with math concepts,
- Hands-on learning using manipulatives,
- Collaborative group tasks,
- Teacher-guided facilitation, and
- Activities that reflect real-world math applications.

Strategy:

To implement the program:

- Select curriculum-aligned activities,
- Schedule them into regular classroom time,
- Organize students into rotating groups,
- Monitor progress and assess outcomes,
- Involve parents in at-home math play, and
- Maintain classroom resources for reusability.

Implementation Timeline:

The project spans 6 months, with 4 weeks of classroom implementation. Students are divided into an intervention group (game-based learning) and a control group (traditional instruction), with data collected for later analysis.

METHODOLOGY:

The study assesses the influence of Project DIGIT GBL on the students' numeracy skills, interest in the topic, and acceptance of GBL. Two groups were compared: the control group which learned using conventional instruction while the experimental group employed GBL techniques. The study attempts to find out whether GBL has effects on students' problem-solving, math skills, engagement, and motivation toward GBL through the affective, cognitive, motivational, and sociocultural lenses.

The study employs a mixed-methods approach using both quantitative and qualitative analyses. Quantitative data would be analyzed using paired samples t-tests (within groups), independent samples t-tests (between groups), and descriptive statistics to put into account changes in student performance (problematical solving and proficiency), enthusiasm (engagement and motivation), and acceptance of GBL (affective, cognitive, motivational, and socio-cultural dimensions). Qualitative analysis involves thematic analysis of open-ended responses to explore emotional engagement, cognitive growth, motivation via game elements, and social interaction.

Finally, integration and synthesis will be conducted through triangulation, cross-dimensional analysis, and statistical significance testing to ensure a comprehensive understanding of the intervention's impact.

RESULTS AND DISCUSSION:

A. Results:

Data collected showed that Project DIGIT, game-based learning, has improved pupils' numeracy performance at an observable rate. The average pre-test score for the experimental group trained with game-based strategies was 44.68% compared to a post-test average of 89.87%. The control group, following traditional teaching methods, improved from an average score of 43.33% to 51.47%. Furthermore, eight in ten students provided positive feedback on the project, citing improvement in understanding, fun in learning, and engagement. Qualitative feedback resulted in the students saying that the project encouraged group cooperation and interest, with an obvious indication of cognitive and social benefits.

B. Conclusion:

Project DIGIT certainly improves students' proficiency in mathematics and problem-solving skills, engagement, and motivation compared to the traditional ways. Game elements foster interaction yet fun way of learning. It also promotes teamwork amongst students, thereby culminating in academic success and, most importantly, social development.

C. Recommendation:

The study proposes the much wider adoption of Project-DIGIT-type game-based learning approaches, again beyond just numeracy, in other subjects. It also encourages extending such usage for different age groups and across various grades to exploit all its benefits. Schools should embed gamification-inspired pedagogies into the curriculum and offer training and resources for effective implementation by their teachers.

This study shows how brilliant gamification can contribute to elementary education by demonstrating that some innovative teaching methodologies can lead to positive changes in learning performance.

This adds to the knowledge base related to the pedagogical efficacy of game-based learning and strengthens the argument for changing more into fun, learner-centered teaching practices. Evidence from the research could be used to inform appropriate policy adjustments, further research, and the larger transition from traditional models of classroom instruction.

REFERENCES:

- Asli, A., & Zsoldos-Marchis, I. (2021). Teaching applications of Mathematics in other disciplines: teachers' opinion and practice. *Acta Didactica Napocensia*, 14(1), 142-150.
<https://doi.org/10.24193/adn.14.1.11>
- Boctor, L. (2013). Active-learning strategies: The use of a game to reinforce learning in nursing education. A case study. *Nurse education in practice*, 13(2), 96-100.
<https://doi.org/10.1016/j.nepr.2012.07.010>
- Caponetto, I., Earp, J., & Ott, M. (2014). Gamification and education: A literature review. *Contemporary Engineering Sciences*, 7(29-30), 1889-1895.
- Cantrell, Mary. (2011). Demystifying the research process: understanding a descriptive comparative research design. *Pediatric nursing*, 37, 188-9.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: defining "gamification". *Proceedings of the 15th international academic MindTrek conference: Envisioning future media environments* (pp. 9-15).
- Duckworth, A. L., & Seligman, M. E. P. (2012). Self-discipline outperforms IQ in predicting academic performance of adolescents. *Psychological Science*, 16(12), 939-944.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Garris, R., Ahlers, R., & Driskell, J. E. (2002). Games, motivation, and learning: A research and practice model. *Simulation & Gaming*, 33(4), 441-467.



Project Video Integration in Boosting English(VIBE) Fluency for Senior High School Students

Celmar C. Kuizon, Teacher II
Bato National High School, Bato, Leyte
Division of Leyte

Harvey M. Serena, Master Teacher I
Capudlosan National High School, Hindang, Leyte
Division of Leyte

INTRODUCTION

In the 21st-century educational landscape, effective communication has emerged as an essential skill for academic and professional success. Among the core aspects of communication, oral fluency in English holds particular significance given the language's global status in various domains. While much emphasis is traditionally placed on writing and reading comprehension, oral reading fluency is equally important, serving as a foundation for accurate enunciation, improved comprehension, and confident verbal expression. As underscored by Element (2023), mastering oral reading skills is fundamental to clear communication, minimizing misunderstandings and enabling students to express themselves articulately. However, developing this skill has been increasingly challenging, especially in light of the disruptions caused by the COVID-19 pandemic.

The educational system in the Philippines, already grappling with long-standing literacy challenges, experienced further setbacks due to pandemic-related disruptions. Domingue et al. (2022) reported a notable decline in student growth in oral reading fluency during the 2020-2021 academic year. Complementing this finding, Alves et al. (2022) observed that students assessed prior to the pandemic outperformed those evaluated during the crisis, particularly in reading accuracy.

This decline has been magnified by the persistent learning crisis in the Philippines, where, according to PBed (n.d.), 90% of ten-year-olds were unable to comprehend simple texts even before the pandemic, and national assessments such as PISA consistently placed Filipino students below global proficiency standards in reading. Such trends underline a critical need for remedial programs targeting reading fluency.

At the local level, Capudlosan National High School reflects this national literacy crisis. Data from the Phil-IRI post-test for the 2022-2023 academic year showed that 48% of Grade 11 students were categorized under the "Frustration" level in both reading comprehension and fluency. Recognizing the urgency of this issue, the school sought an innovative approach to engage students and improve their oral reading performance. This led to the conceptualization of "Project Video Integration in Boosting English Fluency (VIBE)," a remedial intervention that integrates social media, specifically TikTok video tutorials, into the reading instruction process.

The VIBE project draws inspiration from research advocating for the use of repeated reading strategies and multimedia tools in literacy instruction. Studies by Lee and Yoon (2017), as well as Kostewicz and Kubina (2011), highlighted the effectiveness of interventions such as repeated reading and listening passage previews in helping students with reading disabilities. Similarly, Marín Camargo (2022) emphasized the role of TikTok trends in boosting students' speaking fluency and motivation, noting that engagement and enjoyment are crucial in fostering consistent participation and skill development.

Leveraging these insights, Project VIBE was designed as a five-minute daily intervention during the start of every class, where students engaged with contextualized video reading materials validated by language experts and produced by trained educators.

The project's design followed a structured developmental process, including needs analysis, content creation, validation, video production, and teacher training. By ensuring alignment with learners' competencies and integrating culturally relevant, engaging topics, Project VIBE sought to provide a scalable and replicable model for improving oral reading fluency in senior high school students. The intervention not only aimed to improve reading rate, word recognition, and prosody but also aspired to reframe technology, particularly social media, as a powerful educational tool.

In this light, the study was initiated to evaluate the effectiveness of Project VIBE in enhancing the oral reading fluency of Grade 11 students at Capudlosan National High School. Specifically, it aimed to assess whether the use of TikTok-based video tutorials could lead to measurable improvements in reading rate, word recognition, and expressive reading, and to determine whether there was a significant difference in students' fluency performance before and after the intervention. Through this action research, the study contributes to the growing body of knowledge on integrating technology in literacy instruction and provides practical implications for educators confronting similar challenges.

METHODOLOGY

The study adopted a descriptive research model to study the impact of Project VIBE (Video Integration in Boosting English Fluency) on senior high school students' reading fluency. Academics prefer descriptive research because it provides a reliable picture of the students' performance before, during, and after the intervention and thus helps teachers make better-informed decisions around targeted instructional strategies (Hassan, 2023). The study was made in Capudlosan National High School, Hindang, Leyte. The subjects were Grade 11 students who were identified as "Frustration" level readers on the 2022-2023 post-test of the Philippine Informal Reading Inventory (Phil-IRI).

The total enumeration method was adopted, which led to including all students who met the conditions. Before launching data collection, the researchers obtained the approval of the school head and gave orientation in the program to both faculty and students. They provided teachers with training on how to intervene and handed out checked TikTok-based reading video tutorials; every day, these were shown for the first five minutes of class in all subjects. Every message took four steps: watching the video, whisper reading, voice dubbing, and giving an expressive reading for assessment.

Data collection was conducted with Phil-IRI Form 3B and the Progress Monitoring Report (PMR), jointly made by teachers at the end of each session. These tools measured reading speed, word recognition, and intonation. Through weekly checks and comments sent by instructors, students' progress could be kept on course. Evaluating the results entailed pretest and post-test comparisons using percentages. Government regulations stipulate that the scale in DepEd's rating sheet must include categories such as Beginning, Developing, Approaching Proficiency, Proficient, and Advanced.

ANOVA and post-hoc tests were among the statistical tools applied for determining if any changes in performance across time from intake to three-month follow-up had significance. Reading performance was additionally evaluated using standard formulas in the following way: reading rate was measured in words per minute, word recognition was judged on the basis of the number of miscues made, and prosody was evaluated using the Early Grade Reading Assessment (EGRA) rubric. This method was systematic and rigorous in its implementation of Project VIBE, yielding results that could be analysed meaningfully to determine whether the program actually works.

RESULTS AND DISCUSSION

This study sought to determine the impact of Project Video Integration in Boosting English (VIBE) Fluency on the oral reading fluency of Grade 11 students at Capudlosan National High School.

The data was gathered over three months, focusing on reading rate, word recognition, prosody, and overall fluency classification. While the intervention produced some improvement, the overall findings suggest that its impact was limited.

Reading Rate Performance

A significant finding was the improvement in reading rate during the first month. However, in Months 2 and 3, the progress plateaued. The reading speed decreased after the 1st month and remained stable at the 2nd month of the reading attitude test. The average drop indicates that although the intervention apparently caught student engagement in the beginning, it didn't last, which may be attributable to short session and loss of novelty. Notwithstanding, a qualitative difference was statistically observed ($p = 0.038$), showing that Project VIBE did indeed elicit observable short-term change.

Word Reading Classification

Most students remained at the "Developing" level, though a few showed slight improvements. Most students made little or no progress in word recognition. While some of them progressed from "Beginning" to "Approaching Proficiency," the lack of widespread improvement suggests that they may require more personalized attention.

Prosody (Expression in Reading)

Students showed limited gains in prosody, mostly staying within the "Words in Chunks: Awkward" level. Prosody remained a weak area. Some students were able to move from laborious (1) to reading (2), but no one reached expressive reading (4). This results in a requirement of explicit narrative regarding rhythm, intonation, emotion in reading.

Overall Fluency Classification

Students' overall classifications also remained low throughout the study. Although there were small gains for some, the majority of pupils were operating as "Frustration" level readers. This indicates that while the intervention seemed to alleviate their performance, they were not able to improve their fluency beyond the threshold between their two proficiency levels.

Pre- and Post-Test Results

On pre-test and post-test, overall fluency does not change ($M = 3.0009$, $SD = 0.0010$). This indicates that the intervention, although creative, did not generate sufficiently strong outcomes that were necessary to move the students out of the "Frustration" category.

Reading rate was the only fluency measure to demonstrate a statistically significant improvement, suggesting that video-based instruction and supplementation for pacing and engagement cannot stand alone for more foundational aspects of fluency growth such as prosody and recognition.

The study reinforces the potential of using social media platforms like TikTok in educational interventions to engage students. However, its limited impact on comprehensive fluency skills suggests the need for longer durations, more tailored instruction, and multifaceted approaches. Project VIBE served as a useful starting point, but for sustained and significant improvements in oral reading, it must be paired with strategies like one-on-one coaching, explicit prosody training, and scaffolded word recognition practice.

References

- Alves, L. M., Carvalho, I. M., Santos, L. F. D., De Lima Ribeiro, G., De Souza Cardoso Freire, L., De Oliveira Martins-Reis, V., Labanca, L., & Celeste, L. C. (2022). Reading fluency during the COVID-19 pandemic: a longitudinal and cross-sectional analysis. *Arquivos De Neuro-psiquiatria*, 80(10), 994-1003. <https://doi.org/10.1055/s-0042-1758446>
- Casingal, C. P. (2022). Efficacy of Phil-IRI a and remedial classes for Filipinos at the intermediate level. *Journal of Sustainable Business, Economics and Finance*, 1(2), 47-59. <https://doi.org/10.31039/josbef.2022.1.2.22>
- Domingue, B. W., Dell, M., Lang, D., Silverman, R., Yeatman, J., & Hough, H. (2022). The Effect of COVID on Oral Reading Fluency During the 2020-2021 Academic Year. *AERA Open*, 8. <https://doi.org/10.1177/23328584221120254>



Daily Diary: A Strategy to Improve Students' Writing Composition Skills

Aileen June Baylan-Moraña,
Master Teacher II
Ibarra National High School
Schools Division of Maasin City

INTRODUCTION

Writing is said to be the essence of all academic pursuits. This skill is used in the fields of commerce, engineering, law, medicine, and agriculture, among others. Given this situation, it is strongly advised that students acquire the skills and information necessary to be academically ready for college. One cannot become an expert writer in a single sitting. Everyone is concerned about how learners are doing in this area as composition skills are so important to develop, therefore, the people around them have essential role to fulfill in shaping students' mental and social ability.

As one of the productive skills (Jabali, 2018; Toba et al., 2019), writing is crucially essential for EFL (English as a Foreign Language) learners. In an academic setting, enhancing writing skills for the students is the primary objective in education (Al Khazraji, 2019). For students to develop their writing competence, they are expected to produce a well-structured piece of writing (Ceylan, 2019).

For various reasons, writing is one of the most challenging language skills. It requires complex thinking. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing which need to be mastered, such as organization, mechanics, and grammar. Writing involves more than just producing words and sentences, but in writing activity the students should be able to combine words and sentences grammatically into written text (Wardani, 2019).

The Department of Education is implementing various intervention programs to provide support to Filipino students falling behind in reading and writing. The "Every Child a Reader Program" (ECARP) will first measure the reading proficiency level of the students. According to Department of Education, ECARP aims to equip students in public schools with strategic reading and writing skills to make them independent young readers and writers. This intervention program is supported by the Executive Order 13166 signed by the President of the Philippines on August 11, 2000 entitled, —Improving Access to Services for Persons with Limited English Proficiency.

Because language is a skill, the lack of practice was the problem. The teacher did not give enough writing practice both in the classroom and outside the classroom. In teaching text type for example, the teacher at least needed three meetings to get the students to come to the productive stage. It could be inferred that the students lacked writing practice.

To improve the performance of the students in writing, English teachers should know the students' capabilities and needs so they can produce therapeutic and plan strategies to help and assist them. The question is, how could passion and commitment of English teachers be translated to high level of proficiency in writing English? There is no overnight solution for this. This proficiency can never be achieved in just one full-swoop. Teachers will undergo many processes and planning. They are to formulate strategies that could attain desirable level of proficiency of students.

In improving writing skills, we need a media that is able to provide motivation in writing. Call it "old school", but one of them is a diary.

Diary, also called a journal, is a notebook where people can write anything they want such as their feelings, thoughts, ideas, or experiences. Each person may have a different reason for writing a diary. Someone is worried about forgetting most of the things they have done. Someone is afraid to talk to other people. There can be a lot of reasons. For example, some people are ashamed of their secrets, or they just do not want to reveal them. All these reasons may lead to diary writing.

The application of diary media in the process of learning narrative writing can provide opportunities for students to express themselves through writing in expressing their thoughts and feelings about the memorable events that they experienced on the day the diary was written (Dincel & Savur, 2018).

Writing a diary on a daily basis is a direct reflection of students' involvement in pouring their thoughts into writing because the story written is the student's own experience. In addition, writing in the diary media more refers to the form of narration through the experience or events that are presented coherently based on the time of the incident, there are figures, namely the writer himself, or has a plot, making it easier for students, both to understand the narrative itself, and in practice writing the narration. This could lead eventually to improve their writing composition skills.

Dewi (2020) conducted a study entitled "The Influence of Diary on the Students' Narrative Writing Skills Quasi-Experimental Study at UIN Syarif Hidayatullah, Jakarta" which aims to determine the effect of diary writing as a medium in developing students' narrative skills. The result of that research showed that a diary can be the learning medium used as an alternative for developing the students' narrative writing skills.

Diary writing is considered interesting and makes the students more enthusiastic about learning the target language.

The diary is suitable for use in learning to write narration in class because the procurement of the diary itself can use a regular notebook that can act as a diary, so the procurement does not burden any party. Since writing is a skill, the more students practice writing, the better their compositions might be. By keeping a diary, students will develop their writing skills or at least they will write better day by day because it gives them more opportunities to write freely whatever they want to write about.

As observed in a writing class, students struggle in writing compositions such as simple essays using English as a second language. This paved the researcher to make a strategy that will improve students' writing composition skills which is writing a daily diary.

Therefore, this study aimed to find out the effect of the intervention which was the daily diary on the writing composition skills of Grade 12 Senior High School students of Ibarra National High School for the School Year 2023-2024. Specifically, this study sought to answer the following questions:

1. What is the writing composition skill level of Grade 12 Senior High School students before and after the conduct of the intervention?
2. Is there an improvement in students' writing composition skill after the conduct of the intervention?
3. How can daily diary improve the writing composition skill of Grade 12 Senior High School students?

The results of this study could help teachers who were facing similar problem and apply the same intervention in their classes.

Methodology

The study applied the quasi-experimental method with twenty purposively selected respondents in a single group, who were Grade 12 students under the Humanities and Social Sciences (HUMSS) strand of Ibarra National High School, Schools Division of Maasin City, DepEd Region VIII Eastern Visayas during the First Semester of the School Year 2023-2024. The baseline of this study was the poor performance of the respondents during Grade 11 in Creative Writing subject which is a specialized subject in HUMSS strand and a pre-requisite subject in Creative Nonfiction in Grade 12.

This study used an essay form writing test, as the pretest and posttest, in order to identify the students' writing level before and after the conduct of the stated intervention.

The test was assessed using an informal essay writing rubric made by the researcher and validation of the instrument was done through a panel of teachers on testing for their comments, suggestions, or other courses of action to ascertain its content validity. The said intervention was administered daily for four months during the course of the 1st semester. The respondents were asked to write their daily diary using the English language in a notebook based on their personal experiences during the day.

A t-test was used to find out the significant difference between the Mean Percentage Score (MPS) that was gathered from the Pre-test and Posttest results. The results were the basis for the making of conclusions and recommendations of the researcher about the study.

Results and Discussion

The findings revealed that majority of the learners have moderate performance level ($n=11$) of writing composition skill before the conduct of the intervention. Only few ($n=7$) are able to reach the high performance level. On the average, the baseline performance of learners prior to the conduct of intervention falls under moderate performance level (Mean Score=8.05). This implies that the level of learners' writing composition skill is still developing and is not satisfactory enough to enable them to proceed with the next competency, thereby, makes the intervention relevant to the needs of learners.

On the other hand, after exposing learners to the intervention, learners' performance surged up to the level of "high performance" (Mean Score=14.75). There are proportion of learners ($n=2$) whose level of performance is moderate performance while no more learners ($n=0$) fall under low performance level. More than half of the group are able to elevate their performance level two steps higher than moderate performance. This implies that based on the increase in scores alone, it can be gleaned already that there is an improvement in mastery level of learners. This reflects better results that the intervention brought to the learners. This outcome also yields better implications on the value of the strategy and practice employed showing that this helped much in equipping learners' knowledge and skills which were not mastered fully beforehand.

Some relevant research Dincel & Savur (2018), Can & Kutluca Canbulat (2019) stated that a diary can have a positive influence on narrative writing skills. In writing a diary, of course students will be trained in writing a good story about themselves based on the time sequence they experienced. This is very suitable with the narrative context in which an essay is in the form of narrative experience or events. Even though they are allowed to write anything, from any personal experiences and events to more educational topics such as when doing a reflection, they still must make the readers (or themselves) understand what they are sharing. So, involving diary writing activities in a language learning class is a great option because it can help students learn to write more effectively.

Moreover, as shown in the results of the pretest and posttest, the results indicate that the application of daily diary writing helps in improving the writing composition skills of the students with a mean score difference of 6.7 from 8.05 pretest and 14.75 posttest mean score respectively. In the study of Dewi (2020) which aims to determine the effect of diary writing as a medium in developing students' narrative skills, the result of that research showed that a diary can be the learning medium used as an alternative for developing the students' narrative writing skills.

The findings of the study indicate that the application of daily diary writing helps in improving the writing composition skills of the students. Since writing is a skill, the more students practice writing, the better their compositions might be. By keeping a diary, students will develop their writing skills or at least they will write better day by day because it gives them more opportunities to write freely whatever they want to write about.

The fact that writers of a diary can express their ideas freely can make the students more motivated because they can share their own feelings, thoughts, and experiences they want.

This can support the condition that the students need in order to improve their enthusiasm and writing skills, especially in developing vocabulary and indirectly learning to write sentences well. Both students and teachers can also use this kind of informal writing to allow the students to reflect on what they have learned, the way they have studied, and the difficulties faced in writing formal English. Moreover, the diary is suitable for use in learning to write narration in class because the procurement of the diary itself can use a regular notebook that can act as a diary, so the procurement does not burden any party. Diary writing is considered interesting and makes the students more enthusiastic about learning the target language.

REFERENCES

- Can, C., & Kutluca Canbulat, A. N. (2019). Effect of using reflective diaries in teaching turkish on bilingual students' academic achievement and writing skills¹. *Eurasian Journal of Educational Research*, 2019(82), 1-26. <https://doi.org/10.14689/ejer.2019.82.1>
- Ceylan, N. O. (2019). Student perceptions of difficulties in second language writing. *Journal of Language and Linguistic Studies*, 15(1), 151-157. <https://doi.org/10.17263/jlls.547683>
- Dincel, B. K., & Savur, H. (2018). Diary Keeping in Writing Education. *Journal of Education and Training Studies*, 7(1), 48. <https://doi.org/10.1114/jets.v7i1.3758>
- Dewi, R. S. (2020). The Influence of Diary on the Students' Narrative Writing Skills QuasiExperimental Study at UIN Syarif Hidayatullah, Jakarta. *Jurnal Pendidikan dan Pengajaran* 53(1):
- Jabali, O. (2018). Students' attitudes towards EFL university writing: A case study at An-Najah National University, Palestine. *Heliyon*, 4, 1-25. <https://doi.org/10.1016/j.heliyon.2018. e00896>
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The current issues of Indonesian EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay. *Dinamika Ilmu*, 19(1), 57-73. <https://doi.org/10.21093/di.v19i1.1506>
- Wardani, A. K. (2019). The Use of Diary Writing to Improve Students' Writing Skills in Recount Text. Retrieved from: <http://repository.ikipgribojonegoro.ac.id/49/1/BAB%20123%20PENGESAHAN%20ANIS.pdf>.

ABOUT THIS PUBLICATION

This Research Bulletin is a quarterly publication of the Department of Education Region VIII. It highlights studies conducted by DepEd Teachers and Employees under the Basic Education Research Fund (BERF).

This publication is part of the Region's projects to disseminate the findings and recommendations of highlighted studies to promote the use thereof. The views and opinions expressed here are those of the authors and do not necessarily reflect those of the Office.