Potential Effects of Contextualized Flipchart on Reading Fluency

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Abstract:

A contextualized flipchart is a widely used instructional material by many teachers in the Philippines. This study employed a descriptive qualitative research approach to evaluate the effectiveness of using contextualized flipcharts to improve the reading fluency of Grade 2 pupils in selected schools in District 9 and District 10 of the Ozamiz City Division. The study involved 18 participants, including Grade 2 teachers, selected school heads, and selected parents from both districts. The data revealed that using contextualized flipcharts significantly increased pupil retention and participation. Key themes that emerged included reading session mastery, engaging real-world connections through flipcharts, and enhancing vocabulary retention through focused discussions. However, resource challenges identified in the study included ensuring sustainability, integrating technology, and maximizing funds. Therefore, it is recommended to use contextualized flipcharts in reading sessions, especially in schools that lack reading materials such as storybooks and other books.

Keywords: Contextualized flipchart, reading fluency, sustainability, word mastery, workshops

1.0 Introduction:

"The more you read, the more things you know. The more you learn, the more places you will go," a famous quote by Dr. Seuss, is 100% accurate in the context of reading (Keyser, 2021). Reading is fundamental in helping people, especially children, find information. As Repaso and Macalisang (2024) posited that, reading proficiently empowers learners to comprehend information, access a vast array of knowledge, and communicate effectively. In the American setting, statistics indicate that 73% of Americans have read at least printed material, such as a book, in the past year, which carries significant weight in the realm of reading. It illustrates a prevailing trend where most people actively participate in reading activities (Lindner, 2023).

Based on the 2022 Program for International Student Assessment (PISA), the Philippines scored approximately 120 points below the average, placing the country in the bottom 10 out of 81 countries (Servallos, 2023). This implies that the educational system in the Philippines faces significant challenges in delivering quality education, particularly in reading, mathematics, and science. The low performance highlights the urgent need for targeted interventions and reforms to improve educational outcomes. It also underscores the importance of effective instructional materials, such as contextualized flipcharts, which can enhance student engagement and learning retention.

In the Ozamiz City Division, particularly in Districts 9 and 10, many pupils face tough times

with reading, especially when reading smoothly and confidently. Based on the pre-test results from the Comprehensive Reading and Language Assessment (CRLA) during the 2023-2024 school year, 31 Grade 2 pupils in District 9 and 28 in District 10 were considered light refresher readers; this means they can only read words with difficulties. That is 59 pupils who could use extra support and encouragement in reading across both districts. On the other hand, the post-test for the School Year 2023-2024 results show that only 12 Grade 2 pupils in District 9 and 10 pupils in District 10 were considered moderate refresher; this means these pupils can now read words and some groups of words. Embodied with the above situation or data, this study proposed the potential effects of using contextualized instructional material called Flipchart in reading fluency.

2. Methodology:

2.1 Research Design:

This study employed the descriptive-qualitative research design with the thematic analysis technique. The researcher was immersed in the experiences and thoughts of the participants (Vaismoradi et al., 2013). Descriptive research aims to portray a specific existing condition. The descriptive method was used to paint a clear picture of how a situation unfolded during the study period and to delve into the reasons behind it. The researcher chose this approach to directly engage with respondents to gather firsthand insights and draw informed conclusions and recommendations. Through this approach, the researchers aimed to understand how these flipcharts impacted reading fluency. By listening to the insights of the parents, teachers, and school heads, the researcher uncovered the secrets behind why these flipcharts worked so well.

2.2 Research Locale:

This study was conducted in District 9 and District 10 in the Division of Ozamiz City. These schools are 14 kilometers or more away from the city. The researcher selected three schools from each district that always use flipcharts in the reading sessions. The barangays of these selected schools were from Dimaluna to Cavinte Ozamiz City. In District 9, there are three chosen schools. These schools are Dimaluna IS, Balintawak ES, and Cruz Lanzado Saligan Is. With 70 teachers and 317 enrolled pupils for the School Year 2023-2024. In District 10, 3 selected elementary schools were chosen. These schools were Narciso CS,

Diego ES, and Jacinto Nemeno IS. These were in barangay Tabid, Gala, and Diguan.

2.3 Research Participants:

The participants of the study were (3) selected Grade 2 teachers from District 9 and another (3) from District 10, (3) selected School Heads from each district involved, and (3) parents chosen from each district. With (3) selected schools in two districts, 18 participants were involved in the study.

2.4 Research Instrument:

The researcher utilized an interview guide questions. The interview guide was structured into four key parts: an introduction, a self-introduction of the researcher, the researcher discussed the purpose of the study, the researcher provided informed consent, the researcher also provided the structure of the interview (audio recording and taking notes), later on, the researcher asked if the participants have any questions, then tested of audio recording equipment, and made the participants comfortable during the interview proper.

2.5 Data Gathering Procedure:

During the conduct of data gathering, first, the researcher submitted a permit to study letter to the Schools Division Superintendent of the Division of Ozamiz City, and then a permit to conduct a study letter addressed to the Public-School Supervisor of Districts 9 and 10, the principals of each school and the teachers of Grade 2 level. Then a consent form was given to the school heads upon going to the site.

2.6 Ethical Considerations:

Data collection began with obtaining informed consent from participants, ensuring their voluntary involvement, and outlining the study's purpose, procedures, risks, and benefits. Then participants were assured that their personal information and responses would be kept confidential and anonymous, with data used solely for research purposes. The researcher must demonstrate credibility, transferability, dependability, and confirmability to ensure the study's conclusions are trustworthy. It is bolstered through triangulation, extended data engagement, continuous observation, analysis of negative cases, member validation checks, referential adequacy, and employing diverse methodologies. Then providing comprehensive details about the

study's location, participants, and methodologies for data collection. Lastly, it involves delineating methods for data collection, analysis, and interpretation, along with providing sufficient contextual details to facilitate study replication and comparability of results. Generated results that impartially represent information gathered from participants and let the data itself convey the findings.

3. Results and Discussion:

A network diagram was used in this study due to its effective method for illustrating the connections among elements within your source material. Occasionally, examining materials from various perspectives revealed fresh patterns and insights. After investigating, the following themes emerged: (1) Reading session mastery, (2) Maximizing visual appeal, (3) Ensuring Sustainability, (4) Engaging real-world connections through flipcharts, (5) Technology integration, (6) Maximizing funds, with recognition, (7) Enhancing vocabulary retention through focused discussion, (8) Crafting additional flipcharts, (9) Facilitating workshops for skill development.
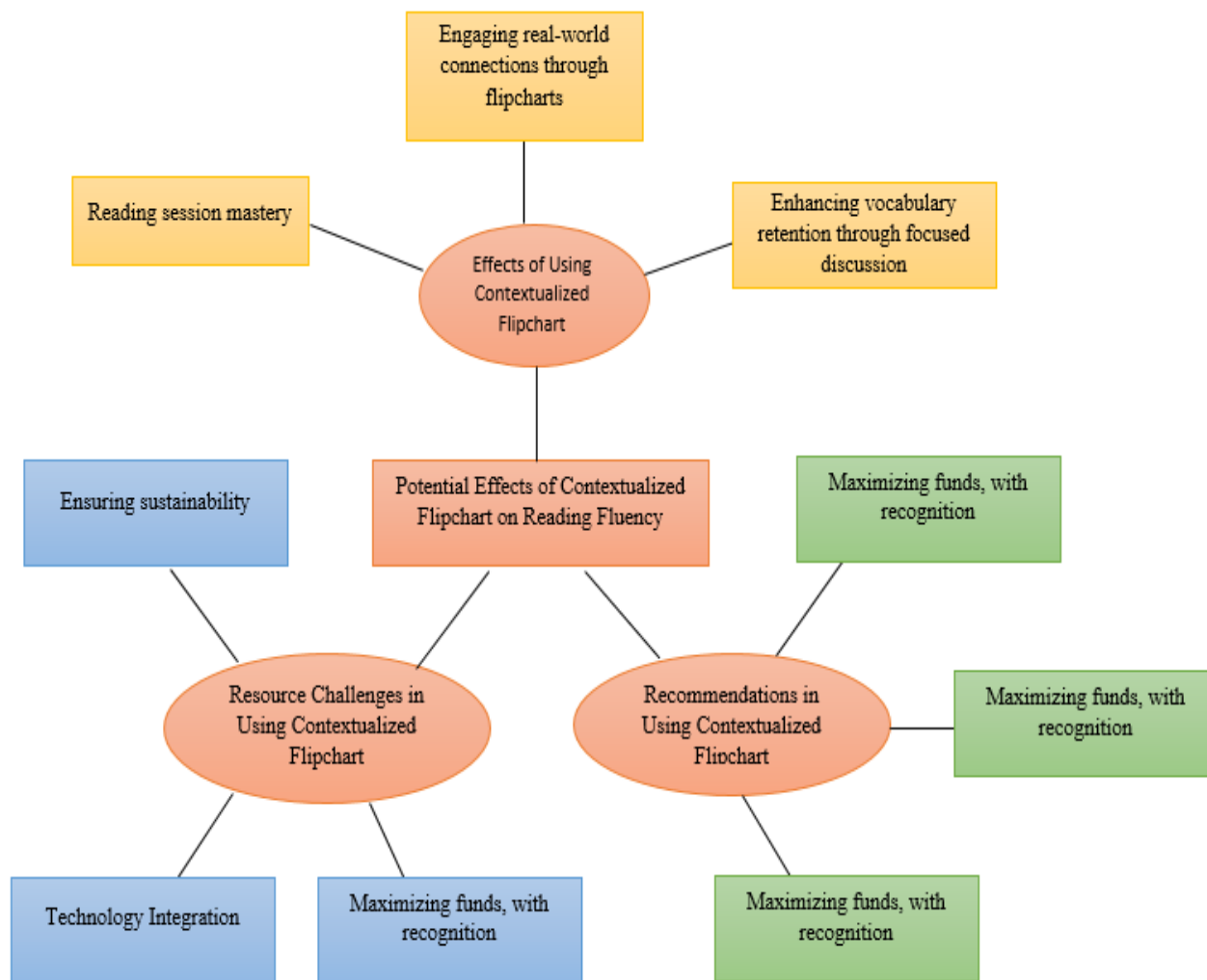

Figure 1 Schematic Diagram of the Study

3.1 Reading session mastery. This theme emerged as one of the potential effects of the use of contextualized flipchart on reading fluency. This includes interactive reading sessions, mastering language fluency, improving word retention and recall, increasing participation and attention, and learning visually. Participants shared:

The pupils could familiarize it and recall the words easily. (P3-2)

They are actively participating in reading using contextualized flipchart. (P4-2)

The benefit it gives to our learners is to ensure maximum participation, increase in the reading ability amongst them, and to take part in shared thoughts and understanding of the intervention. (P11-2)

Naay improvement mo ana siya ang laing words sa big ma kay huge. Makalingaw kayo

paminawon. There's an improvement, especially when my child uses "huge" instead of "big" for other words. (P14-2)

Halos tanan nga gitdulo sa magtutudlo ma'am dali niya ma recall kay makita man sa ilang notebook iya pud isulti nako kung unsay iyang nahibaw-an. My child can recall most of the words and some phrases easily that the teacher taught on that day. I checked her notes, and my child says what he learned on that day specifically in their reading class. (P14-1)

Participant 3 mentioned above has 25 teaching years of service in the Department of Education, while Participant 4 has 5 years of service in DEPEd, both gave positive feedback in using contextualized flipchart on reading fluency. Participant 11 has been a school head for 9 years. Participant 14 is a parent of a Grade 2 pupil who gave two observations of the potential effects of the contextualized flipchart. The Dual Coding theory of (Paivio, 1971) cited by (Main, 2023) suggested that information is better understood when presented verbally and visually. Contextualized flipchart as one of the instructional materials in reading sessions plays a big part in the reading skills of the pupils.

3.2 Maximizing visual appeal. This theme sums up the suggestions by the participants when it comes to the clarity of the contextualized flipchart used in reading sessions. This includes elevating visual engagement and enhancing visual representation. The participants shared:

Ang problema nga akong nakita sa flipchart is kung ang visuals and words presented might give the wrong idea, lisud sabton, or not might be right if they aren't made, named, or explained well. The issue I've noticed with flipcharts is that if the visuals and words presented aren't well-made, named, or explained properly, they could potentially give the wrong idea, be difficult to understand, or even be incorrect. (P1-4).

Padak-an gamay ang flipchart ug unsa nga word ang basahon naay corresponding picture. Make the flip chart a bit bigger, and for each word, include a corresponding picture. (P14-4).

Siguro butangan jud og pictures taga pulong ma'am kay mas makadumdum jud ang bata kay makita man niya kompara sa pulong ra siya. Perhaps they could add pictures beside each word, as children tend to remember better when they see visuals compared to just words. (P16-4)

Mas daghanon unta sa magtutudlo ang mga pulong ma'am para mas makita sa mga bata. It would be beneficial if the teachers emphasize the words more, so the children can see them better. (P17-4)

Participants mentioned above, all parents, formed an integral part of the study, offering invaluable recommendations to enhance the utilization of contextualized flipcharts. Their insights, drawn from direct involvement in their children's education, emphasized several key areas for improvement. Parents stressed the importance of making flipcharts more accessible beyond the classroom, suggesting the development of digital versions or online platforms for home use. Additionally, they advocated for increased parental engagement through workshops and interactive activities to empower parents in supporting their children's literacy development. Improving the visual representation of a flipchart in reading sessions aligns with insights from Robert E. Horn. (Interactiva, 2023), emphasized the importance of optimizing visual representation to enhance the learning experience and facilitate better comprehension of the material presented. However, improper use of graphics, like irrelevant or decorative images, can distract learners and hinder comprehension. This means that when textual information is complemented by clear and engaging visual elements on the flipchart, it expands the capacity of participants to absorb, comprehend, and synthesize the presented information more effectively during reading sessions.

3.3 Ensuring Sustainability. The participants identified customization of flipchart content to meet diverse pupil needs, sustainability of flipchart use, and assessment of its impact as significant challenges. They emphasized the necessity of tailored content aligned with curriculum standards and ongoing support for teachers. Concerns were raised regarding long-term sustainability, particularly in resource-limited contexts. Additionally, participants stressed the importance of collecting meaningful data to measure the efficacy of flipchart-based instruction. Despite recognizing the potential benefits, participants acknowledged the complexity of addressing these challenges and sought collaborative solutions to maximize the effectiveness of contextualized flipcharts in education. This theme includes securing flipchart's durability. The participants shared:

Mas maayo nga nakaselopen or nakalaminate para magamiy sa dugay nga mga katuigan. It's better to have the flipcharts sealed or laminated to ensure durability and longevity, especially for extended use over the years. (P2-5)

I would recommend that the teacher tape all of the parts of the flip chart so that it will not be torn. (P4-5)

Flip charts can be torn so you need to make them durable for them to last. (P3-4)

It's better to have the flipcharts sealed or laminated to ensure durability and longevity, especially for extended use over the years. (P2-5)

Participants 2, 3, and 4 are teachers who have been teaching for 5 years. All three of them suggested securing the edge of the flipchart to avoid easy damage. Ensuring the sustainability of flipcharts involves adopting practices that minimize environmental impact throughout their lifecycle, from production to disposal. Additionally, (Satish, 2020) posited it involves considering the social and economic aspects of sustainability, such as ensuring accessibility and affordability of flipcharts while minimizing resource consumption and waste generation.

3.4 Engaging real-world connections through flipcharts. This theme sums up the other effects of using contextualized flipchart in reading fluency. This includes using flipchart in reading sessions and connecting material to real life for enhanced understanding. The participants shared:

Contextualized flipcharts enhance easy understanding of the material being used thus encouraging not only participation but also connection of the material. (P8-2)

The use of contextualized flipchart is of great help for the teachers to teach the learners in their reading fluency because they relate material to real-life situations. (P9-2)

Contextualized flipcharts breathe life into learning. They're like magnets, pulling pupils into the story, ramping up reading fluency, sparking lively participation, and forging deep connections with the material. (P12-2)

Participants 8, 9, and, 12 are all school heads. One of them has been a school head for 5 years and the two have been school heads for more than 10 years. All of them gave positive feedback on the effects of the use of contextualized flipchart in their schools. (Silseth & Erstad, 2018) showed that integrating instruction into real-world contexts can enhance classroom learning. They added concepts regarding the significance of connecting pupils' school experiences with their everyday lives have roots in the works of influential thinkers like John Dewey and Lev Vygotsky. Dewey (1959) stressed that school learning should expand upon and incorporate the experiences gained by pupils outside the classroom, while Vygotsky (1987) focused on the interconnectedness between every day and scientific concepts.

3.5 Technology integration. This theme was developed as a challenge to the use of contextualized flipchart. It is mentioned by one of the participants that some teachers may prefer using technology. The participants shared:

Teachers may prefer TV or wide screen projector than using flipchart. (P9-3-1)

It might be a burden for them to carry flipchart everyday especially if the flip chart is made of thick cardboard. Why do they need to carry? because the teachers are not allowed to post charts and shelves in the classroom as instructed by VP Sarah Duterte. (P9-3-2)

This participant is a school head for 3 years and 8 months. This participant emphasized the option of the teachers nowadays especially when DEPEd Secretary Sarah Duterte asked to remove any unnecessary things inside the classroom. Baser (2013) concluded that teachers recognize the value of visual aids in teaching, but their use is limited due to financial constraints that prevent the acquisition of necessary materials and facilities. The aid of helping the teachers in maximizing the use of instructional material is at risk. That is why some teachers prefer the use of technology. Vongkulluksn, Xie, & Bowman, (2018) posited that teachers who held the belief that technology could improve their teaching dedicated more classroom time to utilizing technology. DeCoito & Richardson (2018) discovered that teachers were confident in their content knowledge, pedagogy, and technology skills, many perceived technologies as a tool rather than an integral aspect of the learning process.

3.6 Strategic financial management for schools. This theme emerged as a challenge of the resources of the schools involved in the study. This includes, managing school funds. The participants shared:

Teachers may find it difficult to continuously use flipchart if they are the ones to produce it all throughout the year without government aid, without visual aid, the pupils may lose interest in reading. (P8-3)

We have manila paper and pentel pen only. Some teachers buy their own materials due to the lack of materials. (P12-3).

First and foremost, it is recommended that the government allocate an amount for teaching aids/materials. (P8-4)

Participants 8 and 12 are school heads who gave their insights about the possible action that good leaders should take to extend their help to the teachers in giving support in making instructional materials such as flipchart. This theme outlined the necessity of the school leaders to manage the school funds well to support the teaching aid of the learners. According to (Kenton, 2022) he said strategic financial management involves effectively managing an institution's finances to achieve long-term goals and maximize shareholder value. In the current situation, leaders of financial planning in education face significant challenges. Harnden (2024) added that budgeting plays a crucial role in ensuring the efficient allocation of resources and the ongoing monitoring and evaluation of financial strategies. By adhering to the principles of strategic financial planning, schools can navigate these challenges and work towards financial sustainability and success.

3.7 Enhancing vocabulary retention through focused discussion. The theme pertains to the effects of using contextualized flipchart in the class discussion. This includes: recalling and reading words with mastery, using flipchart daily for guiding and discussion, enhancing comfort and focus through flipchart utilization, articulating words mastery. The participants shared:

Mag gamit ug flipchart ang mga maestra para ma guide ug ma discuss clearly kada words or letters nga gi tudlo sa mga bata ug clear ang pag paminaw ug pag speak every words or letters. The teachers use flip charts to guide and discuss each word or letter clearly with the children, ensuring clear understanding and pronunciation. (P13-3)

Para sayon ra ang pagtudlo sa magtutudlo ug komportable pod ang magtutudlo ug ang bata ug maka-focus pod. Teaching becomes easier for the

teachers, and both the teachers and the child feel comfortable and can focus better. (P17-3)

Oo naa jud ma'am. Makadumdum siya ma'am dayun iyang tudluan iyang mga manghud bahin sa mga pulong na iyang nakat-unan tudluan pakog apil sa saktong pag pronounce ma'am. Yes, there really is. My child remembers and then teaches his siblings about the words he learned, even teaching me how to pronounce them correctly. (P16-2).

Participants 13, 16, and 19 were all parents who gave their perspectives on why teachers in such schools used contextualized flipchart. Manurung, (2023) found that flipchart media learning optimizes children's speaking skills by capturing their interest and encouraging active participation in learning activities. These flipchart materials, carefully designed by researchers and teachers, are cohesive, visually engaging, and aimed at enhancing children's speaking abilities. It means there is a significant influence of using flipchart to improve pupils' speaking skills. Fitria, et, al., (2020)

3.8 Crafting additional flipcharts. The emergence of this theme may reflect a response to the growing demand for innovative and effective teaching methods in early childhood education, where oral communication skills are fundamental. This includes creating more flipcharts. The participants shared:

Unta ma'am daghan pa jud mabuhat ang magtutudlo nga flipchart kay para mas daghan ang makat-unan sa mga bata. Hopefully, the teachers can create more flip charts so the children can learn even more. (P18-4)

Participant 18 was a parent who gave his recommendations to help the pupils learn more words, and that's creating more flipchart. In short, this parent strongly believes that using contextualized flipchart helped his child in reading. Creating more flipcharts serves several critical needs in educational settings. These visually engaging materials capture pupils' interest and maintain engagement during lessons, enhancing overall learning experiences. Suminah, (2022) added that crafting additional flipcharts allows teachers to tailor instructional materials to meet diverse learning needs, promoting differentiated instruction. In summary, the creation of more flipcharts plays a vital role in enhancing teaching and learning, promoting

engagement, and supporting student success in the classroom.

3.9 Leading workshops with incentive programs. This theme emerged due to the arises from the recognition of the effectiveness of workshops in professional development and the added motivation provided by incentive programs. This includes conducting workshops, recognizing, and incentivizing. The participants shared:

Practice award system. For teachers utilizing contextualized flipcharts. For pupils who excel in reading using flipcharts. (P8-1)

Invite Key stage 1 teachers and conduct a workshop on how to make a contextualized flip chart. (P9-4)

Participants 8 and 9 are both school heads who suggested some motivation and possible action to help teachers learn more in crafting instructional materials such as contextualized flipchart. Pellegrini, (2018) suggested that organizational and managerial support for sustainability increases employee commitment. In operant conditioning by B.F Skinner (Cherry, 2023) cited that positive reinforcement entails introducing a reinforcing stimulus after a behavior, increasing the likelihood of that behavior recurring in the future. When a favorable outcome, event, or reward follows an action, it strengthens that specific response or behavior. When teachers feel valued and rewarded for their professional growth, they are more likely to actively participate in workshops and apply the knowledge gained in their teaching practices.

4. Conclusion:

The use of flipcharts in educational settings has demonstrated several benefits and challenges. Flipcharts have proven effective in enhancing reading session mastery by improving language fluency, word retention, participation, attention, and visual learning. Additionally, they strengthen vocabulary retention through focused discussion and connecting material to real-life scenarios, thus engaging students more effectively. However, challenges such as ensuring sustainability due to resource constraints, particularly securing durability and integrating technology, pose significant obstacles. Moreover, strategic financial management for schools and the need for more government support further exacerbate these resource challenges. To address these issues, recommendations include maximizing the visual appeal of flipcharts, leading workshops with incentive programs to promote their practical use, and crafting additional flipcharts to cater to diverse learning needs.

5. Contributions of Authors:

The author is the sole contributor to this study.

7. Conflict of Interests:

The author declare no conflicts of interest about the publication of this paper.

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