

INFLUENCE OF ASTRID IN VOCABULARY DEVELOPMENT OF GRADE 2 PUPILS

ABSTRACT

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Melencio M. Castelo Elementary School in Quezon City conducted a study on the effectiveness of Animated Storytelling Through Digital (ASTRID) in enhancing the vocabulary skills of fifty Grade 2 students. Prompted by UNICEF's warning of a global education crisis—where a significant number of 10-year-olds struggle with reading comprehension—the study aimed to strengthen early literacy by integrating engaging digital storytelling techniques into classroom instruction. This study utilized a quantitative approach with a causal-comparative design and purposive sampling, grounded in Reader Response Theory, which emphasizes the reader's active engagement in interpreting text. By incorporating animation and digital storytelling, the researchers aimed to create a more dynamic and immersive reading experience. This approach was intended to enhance students' vocabulary acquisition, phonemic awareness, and listening comprehension. The results indicated a significant improvement in vocabulary development among students who participated in the ASTRID program. Pre-test and post-test comparisons showed an increase in mean scores from 6.40 to 8.72. Statistical analysis revealed a z-value of -3.7735 and a p-value of 0.000161, confirming a statistically significant difference between the two sets of scores. These findings provide strong evidence that the ASTRID program effectively enhances vocabulary acquisition. Moreover, this study provides valuable insights for educators and future research. Its findings can inform the creation of effective digital learning materials and teaching strategies tailored for Grade 2 classrooms. The success of ASTRID highlights the powerful role of storytelling and technology in enhancing vocabulary and reading skills. This research advocates for the wider implementation of similar programs to help address the global education crisis. Future studies could examine the long-term impacts of ASTRID and its applicability across various age groups and educational settings.

RECOMMENDED CITATION

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