Teaching Two-Syllable Words on Early Literacy Development

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Abstract: *This study determines the impact of teaching two syllable words on early literacy development specially on the Grade Three pupils of Sisigon, Integrated, School at Brgy. Sisigon in the municipality of Matnog province of Sorsogon. This study employs a mixed method approach. A quasi-experimental included the topics that adapted on Most Essential Learning Competencies (MELC's) that written on the test paper that used to conduct for pretest and posttest examination where in the results used to gather the data for this study. The researcher used a Table of Specification (TOS), Item Analysis, and determined the Least Learned Competency regarding to the collected data. The results of pretest and posttest examination shows the improvement and significance of teaching two syllable words on early literacy development with a total mean and mastery level of the students for each topic based on the TOS it has improved and ranged with average of mastery level with 86.89% that can be seen on Table 3 after the learners used an intervention material that the researcher provided and it was interpreted as very satisfactory and it indicates the improvement of the students per topic This study aims to improve the Oral English Language Proficiency of the pupils. It aims to strengthen the reading, spelling and comprehension of the pupils specially the Grade Three pupils of Sisigon, Integrated, School.*

Keywords: early literacy, two-syllable words, oral language proficiency, reading intervention, Grade Three pupils

1. Introduction

Early literacy skills include the ability to read letters and syllables. This approach also builds phonemic awareness and strengthens vocabulary, giving young readers the confidence to tackle more complex language as they progress. Teaching two-syllable words play an important role in boosting both reading and spelling proficiency among early learners. By breaking down words into manageable syllables, children begin to recognize patterns in pronunciation and spelling, improving decoding skills and word recognition. Pupils at the early literacy development will be able to distinguish the vowels, and recognize the sounds of words that into syllable arrangements starting with two-syllable terms. These skills are among the milestones of young children in early literacy development during their stage that teacher primarily taught them while they are at the lower grade level. Learning must take as a progressive learning, teaching two-syllable terms at the early stage give a significance for teaching and learning process. In this part, wherein the pupils should be able to practice on constructing grammar into sentence and should be able to distinguish the different phonemes and vowels with its different sounds of English alphabet that they often have a mistake and these skills are very essential to create foundation on the early stages and continuously improve and must be strengthen during the teaching and learning process.

The Department of Education (DepEd) administered the National Achievement Test (NAT) in the school year 2023-2024, the result analyzes the Grade six (6) students' performance revealed a "low Mastery" level in English with the mean of 25.5, it further explains the low performance in English of the pupils when it comes to National Achievement Test (NAT). Based on the findings of the study The researcher concluded that there is a need for the teachers, school, and parents to work collaboratively and give support to the pupils regarding to their English performance for the learners would maximize the English leaning opportunity leading to the higher English proficiency and excel in NAT examination. This statement makes it more evident how important it is to comprehend and how these tests fit into the larger objective of making sure that kids have the information and abilities they need to thrive in school and in their future undertakings. According to the researchers' teachers need to concentrate more on improving their instruction in English, namely on spelling and word improvement, so that pupils can familiarize even the simple term of a word starting teaching with the use of two-syllable that easy for students to be familiarize and remember the term.

More so, the Department of Social Welfare and Development (DSWD) contributes to English proficiency aimed at improving the reading skills of struggling and non-readers, particularly among to the elementary students. The Social Technology Bureau as the program development arm by the virtue of Department of Social Welfare and Development (DSWD) Administrative Order No. 14, series of 2018, formulated the Tara, Basa! Tutoring Program. It was also pilot-tested in the National Capital Region (NCR) in CY 2023. This program aims to empower and engage the low-income individuals and families in difficult situations, the learner specially the elementary pupils to be tutored by the poor but trained college students from the State/Local Universities and Colleges (SLUC's) which is the primary beneficiaries of this program. Moreover, the goal of this program is to help the elementary students who are struggling to learn, to read, or who are not yet able to read. It also ensures that pupils regardless as their economic background have access to quality reading expenses thus, it enhances their academic skills and instills a love for learning and enhance their English Oral Proficiency.

The Programme for International Student Assessment (PISA) assesses the knowledge skills of 15-year-old students in

mathematics, science and reading. The Philippines participated on 2018 in Programme for International Student Assessment (PISA) the result show that Philippines scored less than the Organization for Economic Co-operation and Development (OECD) for an average when it comes for reading English proficiency. The result indicates that there are only 24% of students in the Philippines that attained the Level 2 or a higher when it comes to reading in English proficiency (OECD average only for 74%). This proficiency further indicates that these students can only identify the idea of a text that they read though they read though they sometimes have a difficulty to identify what is the purpose and the form of words that they read. On the other hand, the PISA show a statement results that indicates "*In the Philippines, almost no students scored at Level 5 or higher in reading*". This statement clearly indicates that students in the Philippines based on the study can only ranked for 7% when it comes to reading in English proficiency, the pupils at this level can only establish a distinction between fact and opinion. The reason why it is a must to be strengthen and improve the teaching in early literacy starting on the basic terms into arrangement of two syllable words. Teaching pupils of the two syllable words at the early literacy development are the starting point for the pupils to be an effective and proficient when it comes to English either oral or written as it is a way to improve their Oral English proficiency of the Filipino pupils with foreign students. The researchers discover that international teachers begin teaching students simply constructed words with two syllables so that the students can readily learn and spell them. As examined the Common European Framework of Reference for Languages (CEFR), some international students, particularly those from nations where English is not their first language, have studied the language for more than ten years, from kindergarten to university (Teng & Singwongsuwat, 2015). This indicates that they are only able to understand basic words and everyday idioms when reading and listening, but they frequently struggle to write, spell, and talk clearly and effectively one of the reasons why teachers at international school start teaching them at a simple word that start on two syllables. As reported by the Conversation Analysis (CA) approach is also utilized to identify specific challenges that students face when speaking English (Tantiwich & Sinwongsuwat, 2019). It tells us that using Conversation Analysis (CA) in order to assess students spelling into writing and speaking challenges is a very effective method and it helps students to improve their fluency and confidence when it comes to reading, spelling, writing and speaking starting to teach two words syllable.

Nowadays, students at a young age are already exposed to the technology that causes them to neglect their studies; meanwhile, parents of the students spoiled their children to continue this kind of habit. According to the survey by the Henry J. Kaiser Family Foundation, young people (ages 8-18) spent on electronic media an average of six hours a day more than studying. It shows the result why children are poor when it comes to spelling, instead of studying at even a young age, like on how to spell their names or even a simple word that involved two syllables. Some of the teachers said that nowadays, they cannot easily teach what exactly a curriculum content is without

teaching first the pupils on how to properly spell because even at the Grade three level, there are still some pupils who can't properly spell some or even can't read a word; it is because pupils at their homes spend their time watching some videos or playing using a mobile phone rather than studying. Meanwhile, some of the parents letting it happen for some reason, such as letting the children spend their time if the parents are both busy, or they let the children use mobile phones specially if the kids are not being able to stay still. Base on the findings of the researchers, one of a child's most significant developmental accomplishments is reading, and the two syllables have been linked to the early development of visual recognition in young children.

This study aims to find a solution on how to promote teaching to spell a basic word, starting teaching using two syllables. The researchers explore globally in order to have a solution to this problem. Moreover, the researcher discovered in the book of PROF ED-11 entitled Building and Enhancing New Literacies Across the Curriculum (Elmer B. De Leon, DEM), at module 1, Dr. Michael Wesch points out that although today's students understand how to access and utilize the technology tools for a use to study, students use them only for entertainment purposes. This statement indicates how pupils at a young age frequently utilize the technology tools that we have today rather than spending their time studying; instead, they use it to explore those electronic devices. However, according to G. Dewey (1970): English phonemes have an average of over 14 possible spellings. The researcher analyzes the reason why pupils have a problem globally when it comes to spelling and writing: it is because they are confused about the letters they are going to use, and some of it is that every time the teacher or they heard at some videos they watch and listen to some of the pronunciation of the words or letters have the same sounds; one of the reasons why learners have been having trouble when it comes to spelling and writing. Fortunately, the researcher concludes that 85% of the phonemes in the word can be spelled one of 4 different ways; even in a simple term, pupils cannot easily spell it, and it is one of the reasons why learners are in trouble when it comes to spelling and writing. The researchers analyzed that many of the students can express their thoughts or ideas through verbal communication, like how the pupils can spell a word with the use of two syllables orally; however, pupils often make a mistake when it comes to spelling in writing, yet they misspell it for a reason: children nowadays are not familiar with a word, even a simple term, even a word with two syllables because they are not totally practicing reading at home a cause to the continues misspelled spelling in writing. More so, the researchers come concluded that environmental variables are one of the reasons why young students find it difficult to spell even a simple term. Lower-grade students are more susceptible to the quick changes in their environment and can adjust to the more readily. Besides, children have already adopted a new word, especially a slang word, with a use of a new spelling for a word, particularly a slang word, and it is not an informal word that is not taught at a lower grade level that leads to students misspelling words in their writing. Additionally, as the researchers further investigate this study, they have anticipated that a teacher must utilized the

new teaching methods for teaching starting in the lower grades by utilizing educational resources that can be used for teaching.

2. Objective of the Study

This study aims to determine the strategies and challenges in the Impact of Teaching Two-Syllable Words on Early Literacy Development specifically, it seeks to the following questions:
1) How does teaching two-syllable words influence the reading and spelling proficiency of early learners?
2) What is the effective way of teaching Two-syllable words helping students master the spelling skills?
3) What challenges do teachers and learners encounter in the process of teaching and learning two syllable words?

3. Methodology

This study employs a mixed methods design (Quantitative and Qualitative), to determine the Impact of Teaching Two-Syllable Words on Early Literacy Development. A quasi-experimental(T-Test) and an online survey questionnaire method was utilized to answer and obtain the objectives of this study. A quasi-experimental method is an experimental design that involved a process of planning and organizing scientific experiments data that the researchers used to obtain the results from collected data base on the pre-test and post-test examination that the researchers conducted. Using this method ensure the validity and reliability of the information that the researcher extracted the data from the conducted examination. An online survey questionnaire method is a process that involved in online survey research is extremely minimal, and the responses gathered are highly accurate and lead to a better understanding of the study's subject. This method was used by the researcher to gather an information in order to obtain the objectives of this study, it is also appropriate to use to collect and gather an information particularly when examining the participant's perception about the study subject. The quasi-experimental and an online survey questionnaire method was utilized in this study in order to determine the strategies and challenges in the Impact of Teaching Two-Syllable Words on Early Literacy Development and determine if there is a significance and distinguishing the results if there is an improvement before and after using the intervention materials that the researchers provided to the Grade Three pupils in Sisigon, Integrated, School of Brgy. Sisigon in the Municipality of Matnog in the Province of Sorsogon as a participant of this study.

The researchers prepared a Thirty-items (30) for Pre-test and Post-test examination adopted from English 3 of Most Essential Learning Competency (MELC's) in the 4th quarter from the Department of Education (DepEd), and an online survey was utilized to gather the perception of participants about the study's subject. Furthermore, this study take place at Sisigon, Integrated, School of Brgy. Sisigon in the Municipality of Matnog in the Province of Sorsogon. There are Thirty-one (31) students who participated during the Pre-test examination that was conducted on November 22, 2024, 9:00 o'clock in the morning during the availability and vacant time of the students

with the permission of the school principal and the class advisory of grade three pupils. The result of the Pre-Test Examination is the bases of the researchers of this study through getting the Least-Learned Competencies that written on the Table of Specification (TOS). The researcher prepared an intervention material that they called it as a "TWO-SYLLABLE GAME", it was design into a "Robotics" in order to get the attention of the pupils. It was contained an egg and inside of it has a paper that contains a picture and beside of it a blank space where in the pupils will spell out after analyzing what is the picture. The pupils will post the paper on the board that the researcher prepared also. This kind of intervention materials the researcher makes it as a part of teaching strategy. The researcher delivered the intervention materials at the Sisigon, Integrated, school on March 10, 2025, so the grade three pupils have two weeks for them to use the intervention materials before conducting a posttest examination. And there are Thirty-five (31) total number of students who participated during the Post-test examination and it was conducted on March 24, 2025, 9:00 o'clock in the morning during the available time of the students and also with the permission again of the school principal and the class advisory of grade three pupils.

The researchers will collect the data on the students' perception and feedback regarding the effectiveness of the learning materials that researchers provided. It was done through a quasi-experiment design (Post-Test Examination). The result of the Pre-Test and Post-test examination was used to determine the difference between the two results if there is an improvement before and after using the intervention materials that the researcher prepared for grade three pupils. Additionally, there are Fifteen (15) participants from the online survey questionnaire who participated of this study, the said participants are more on teachers that came from various school who give feedback regarding to the questions that the researcher prepared on online survey questionnaire. And it was taken on April 11, 2025 through sending to the participants of the links via Google Docs, the participant is asked about their experience, preferences, and insights in the impact of teaching Two-Syllable words on early development, they also give feedback regarding's to the intervention materials that the researcher made as teaching strategies through answering a question "how they thought the intervention materials are effective to use on teaching process". The result of this survey was used to gather an information such as their comments or suggestion that help to obtain the objectives of this study. Overall, there are Forty-six (46) participants that involved in this study to obtain the objectives of this paper with the same subject and also to determine the strength and challenges in the Impact of Teaching Two-Syllable Words on Early Literacy Development

4. Results and Discussion

The following findings were revealed after carefully analyzing the results of the students' performance starting on Pre-test result to Post-Test examination results to determine if there is a significant difference in their student learning outcome after using the intervention materials that the researcher prepared for

grade three pupils. More so, the researchers will analyze the feedback that has been gathered the acquired data based on the comments or suggestion of the participants on the online survey that the researcher conducted.

1) The English Proficiency Students Level of Performance during the Pre-Test Examination

Table 1: The results of student's level of performance during the conducted a pre-test examination.

Grading Rating Scale	Frequency	Percentage	Descriptor
90-100	12	39%	Outstanding
85-89	4	13%	Very Satisfactory
80-84	4	13%	Satisfactory
75-79	10	32%	Fairly Satisfactory
Below 75	1	3%	Failed
Total	31	100%	
Total Level Mean Performance of Students	85.22 Very satisfactory		

The result of the student's performance during the pre-test examination further demonstrates that the grade three pupils interpreted as a very satisfactory as the result of the mean performance of students that ranked into 85.22 as the students' performance level of the pupils got a 13% for those pupils who ranged on the score of 85-89. However, there are some areas that needs to be improve since there are some pupils who got a 32% as they scored on the pretest exam that ranged on 75-79 it was higher than those who raged on the score of 85-89. More so, there are 3% of the pupils who interpreted as failed during the pretest examination which ranged the score below 75. To achieve this goal and to ensure that all pupils have an improvement, the researcher prepared an intervention material and let the pupils use it, these intervention materials contain a two-syllable pictures where in the pupils will analyze the picture and spell out the name of the picture on the space provided as this study aims to help teachers when teaching students at lower grade levels on how to spell two-syllable words.

Additionally, the researchers concluded based on the result of this pretest examination, that in a way of teaching process starting at the lower grade a teacher must be creative by using an instructional material that would be able to be used for the teaching and learning process in order that the pupils will become more active in participating in the class if they see that the instructional materials are interesting. Moreover, the researchers find out another reason why pupils struggle with spelling: the cause of phonemes; some of the words have the same sounds that for a pupil at a lower grade, it is always the same. It clearly indicates that teaching spelling with sounds in a use of two-syllable words must be the focus at a lower grade level in order that it has a progress as well as the grade level of the student increase.

2) The English Proficiency Students Level of Performance during the Post-Test Examination

Table 2: The results of student's level of performance during the conducted a post-test examination.

Grading Rating Scale	Frequency	Percentage	Descriptor
90-100	28	90%	Outstanding
85-89	3	10%	Very Satisfactory
Total	31	100%	
Total Level Mean Performance of Students	94.51 Outstanding		

The table above show the result of the student's performance during the conducted posttest examination, it indicates that the grade three pupils interpreted as an outstanding result of the mean performance of students got a total of 94.51%. The result indicates the improvements of student's performance as the pupil's intervention materials as it shows the improvement of the performance level of the students.

This study indicates the importance of instructional materials in teaching process, specifically in teaching at the early literacy development. Tomlinson (2011,p,.xiii) defined the language-learning materials as anything which can be used by teachers or learners to facilitate the learning of an English language. It further explains to us that the success of teaching and learning process in the classroom cannot be separated from the availability of the instructional materials, like how the researchers provided the instructional materials for the grade three pupils it shows improvement on their performance when it comes to English proficiency.

3) Mastery Level of Grade Three Student Performance on Pre-test and Post-Test Examination

This section presents the difference and improvement of pretest and posttest result of the students. It shows the effectiveness after using an intervention material that the researchers provided for grade three pupils.

Table 3: The topics involved on pre-test and post-test test paper that adapted on Most Essential Learning Competency (MELC's)

Topics From Most Essential Learning Competency	Pre-Test		Post-Test	
	Mastery Level of Students	Description	Mastery Level of Students	Description
Read words with short a,e,I,o, and u sound in CVC pattern.	84 %	Satisfactory	82%	Satisfactory
Match the pictures with its sight word.	77%	Fairly Satisfactory	93%	Outstanding
Spell 2-syllable words with short a,e,I,o and u sound in CVC pattern.	44%	Failed	84%	Satisfactory
Use personal pronouns (e.g. I, You, She, He, It, We, They) on dialogues.	71%	Fairly Satisfactory	80%	Satisfactory
Use demonstrative pronouns (This/That, These/Those)	62%	Failed	93%	Outstanding
Use the most frequently occurring preposition (e.g. On, Over, Under, To, From, Above, etc.)	51%	Failed	92%	Outstanding
Differentiate words with different medial vowels (e.g. cap-cop-cup, fan-fin-fun)	46%	Failed	80%	Satisfactory
Read phrases, shot sentences and short stories consisting of vowels with short a,e,I,o and u then answer the Who, What and Where questions about them.	51%	Failed	86%	Very Satisfactory
Write the names of pictures with the short a,e,I,o and u words.	86%	Very Satisfactory	92%	Outstanding
Mean ML	63.56%	Failed	86.89%	Very Satisfactory

The table above show the results of improvement of the students' performance from the pretest to posttest. Each topic came from the Most Essential Learning Competency (MELC's) that researcher used for pretest and posttest in the test paper and it shows the improvement of the students' performance gap as it got the overall total results of 5.47 from the pretest to posttest of the students and shows the significance of intervention materials as an instructional material for teaching process. It further explains the importance of starting teaching of two syllable words on early literacy stages, as it was the part where in the pupils can learn how to break the words into parts with the use of intervention materials provided by the researchers. More so, the researchers concluded that teaching two syllable words at early literacy, help the students to recognize the vowel patterns in English, as well as it strengthens to improve students Oral English Proficiency of the grade three pupils even though when it comes to read and spell the words into a sentence as this study aims to highlights the significance of teaching two syllable words on early literacy pupils.

4) Levels of Importance Teaching Two-Syllable Words based on the expert's feedback
The feedback from the experts is came from the survey questionnaire that the researcher conducted and the participant who provided feedback for this study are the teachers from various school. The participant provided feedback through answering the question on online survey questionnaire.

Table 4: These are the summary of themes from the feedbacks of experts for teaching Two-Syllable Words and help to answer the problem 1 about How does teaching two-syllable words influence the reading and spelling proficiency of early learners?

Themes	Description	No. of respondents	Stat. Analysis (%)
1. The two syllable words are crucial or vital role in enhancing and improving the English Proficiency of the students.	This creates a gradual process for the pupils to build a strong foundation in reading. It also avoids pupils to be overwhelm or not to be shock in learning difficult words.	3	20%
2.Learning Two syllables enhance pupils' memory for words to reads and strengthens their ability to decode.	Two syllable words help to boost pupils' memory to recall the spelling and sounds of words, also it helps to strengthen the ability of pupils on constructing the words with the correct spelling of it.	6	40%
3.It boosts confidence level of the pupils to tackle more complex words.	This theme provides a clearer view for the pupils on how to take words gradually. It strengthens their confidence to take complex words as their grade level increase, therefore their vocabulary bank enhances also through enhancing their skills and abilities.	3	20%
4.It enhances pupil's constructions of words combination and memory ability.	It indicates that teaching two syllable words improves pupils' skills when it comes through writing as well as the correct spelling of the words. Pupils can enhance their constructions of words with different combination of vowels and patterns of syllables.	3	20%
TOTAL:		15	100%

a) **The significance of teaching two-syllable words and the influence of it on reading and spelling proficiency to the early learners based on the experts.**

Theme 1: Teaching two syllable words at early literacy development help pupils through breaking down words into manageable syllable.
Participant #1: "*Through Syllable Division introduces learners to the concept of breaking words into smaller, manageable parts*

help them to master the spelling easier. This skill is crucial for both reading fluency and accurate spelling and make them proficient in English grammar".

Participant #2: "*Teaching two-syllable words helps young children to read and spell better. It teaches them how to break words into parts, making big words that make the learners easier to read and spell. It also helps them feel more confident when they see longer words that for them it is unfamiliar*".

Participant #3: "*Teaching two-syllable words plays a crucial role in boosting both reading and spelling proficiency among early learners. Through breaking down words into manageable syllables, early learners begin to recognize patterns in pronunciation and spelling, improving decoding skills and word recognition.*

Theme 2: *Learning Two syllables enhance pupils' memory for words to reads and strengthens their ability to decode.*

Participant #4: *"Help learners through Phonemic Awareness children understand how sounds combine to form words. This strengthens their ability to decode unfamiliar words while reading."*

Participant #5: "*Help the reader easily decoding the syllables. Through Practicing spelling with two-syllable words strengthens phonetic awareness and it can lead to improved spelling accuracy*".

Participant #6: *"Through Memory and Retention: Practicing two-syllable words enhances memory for word patterns, which supports both sight-reading and spelling accuracy*".

Participant #7: *"Two-syllable words also helps speed the learner's process of decoding which leads to the learner's ability to read words accurately and spell words correctly. Moreover, 2 syllable word is a phonological strategy that has been found as an important tool in teaching learners how to read and spell. It helps learners identify the pronunciation of vowels which helps learners retain and recall sounds so efficiently".*

Participant #8: *"It enhances the reading and spelling proficiency of early learners. It helps them develop their skills in phonological awareness, word recognition, and decoding".*

Participant #9: *"Teaching two syllable words enhance early reading and spelling proficiency by building phonological awareness improving decoding skills and enhancing spelling pattern recognition*".

Theme 3: *It boosts confidence level of the pupils to tackle more complex words.*

Participant #10: *"This approach also builds phonemic awareness and strengthens vocabulary, giving young readers the confidence to tackle more complex language as they progress. Additionally, it helps students understand word's structure and pronunciation that help young learners to be more confident in their grammar".*

Participant #11: "*Through Confidence Building: Successfully reading and spelling longer words boosts a child's confidence, encouraging them to tackle more complex language tasks".*

Participant #12: *"The use of 2-syllable words is crucial in teaching reading to learners at their young age. This provides learners an opportunity to learn through reading and other basic words into complex words as their skills that is*

appropriate to their level of reading ability. It can also help early learners to read simple to more complex words that boost their confidence when it comes to English Grammar which is two-syllable words can be the foundation skill in reading longer text. It also enhances their vocabulary and develops their reading comprehension".

Theme 4: *It enhances pupil's constructions of words combination.*

Participant #13: *"Starting with 2-syllable words makes it easier for beginners to associate letter-combinations with the sounds produced by the combinations when they already familiarize the different phonemes and syllabus. The young minds have more time to digest, comprehend and store the results in his memory".*

Participant #14: *"Mastering this technique offers the child a way to navigate his learning processes as the pupils expands to 3 or more letter words of producing combination words. Teaching them two-syllable words help the young children to enhance their constructing grammar skills, such as familiarizing the sounds of vowels and phonemes with stress in syllable words with correct spelling".*

Participant #15: "*Teaching early learners with two syllable words are very vital on teaching process, it is a starting point of the learners in order for them to be familiarize the words that enhance their memory through reading and spelling".*

The table above presents the results of effectiveness of teaching two syllable words that enable to answer the problem 1 of this study based on the conducted survey questionnaire. It provides a clearer view on the effectiveness and the significance of teaching the two words syllable to the early literacy development as it has an influence on reading and spelling on English proficiency of the pupils as it is improved students' memory and strengthen to decode a word has got a 40% in the survey. It indicates that teaching two syllable words help students enhancing their critical thinking and to analyze the words through familiarizing the various phonemes that strengthen their grammar and spelling skills through writing. According to the experts "*Teaching two-syllable words helps young children to read and spell better. It teaches them how to break words into parts, making big words that make the learners easier to read and spell. It also helps them feel more confident when they see longer words that for them it is unfamiliar".* It further explains that teaching two syllable words at early literacy development pupils starting this part can help them through break the words into parts and help them to recognize and familiarize the words in order for them to construct their own sentences with the correct spelling of the words in a way of gradual process. Furthermore, another expert said that "*Teaching two-syllable words plays a crucial role in boosting both reading and spelling proficiency among early learners. Through breaking down words into manageable syllables, early learners begin to recognize patterns in pronunciation and spelling, improving decoding skills and word recognition".* It indicates that pupils learn complex words when they learn the basic words at first like the two syllable terms as this is where they learn on breaking the words into parts that help pupils to better understand the nature of phonemes that written in English. Pupils that practice at early stages of literacy

prepare their minds for blending the various sounds of phonemes into a whole word that enable them to spell it correctly. As the research further investigate of this study, the themes above indicated how the pupils must familiarize words by words, teaching two syllables' words at early literacy development help them to break the words into manageable parts as it improves students spelling. Spelling, essential language skills, is one of the development process necessary for effective communication. It is defined as the capacity to build using letters in according with accepted usage (Kelechi

Unchemadu LAZARUS, 2023). This statement, demonstrate that two syllables' words play a crucial role in enhancing the oral English language proficiency of the pupils that they can use for communication purpose as it was considered as the prerequisite for the proficiency in spoken and written communication which is strengthen the confidence of the young learners to communicate with others with a correct English grammar either written or verbally. It also reflects on the student's performance whether when it comes to pupils academic or social performance.

Table 5: These are the themes that enable to answer the problem 2 of this study about What is the effective way of teaching Two-syllable words helping students master the spelling skills?

Themes	Description	F	Percentage
Help to boost confidence in early literacy learners	By teaching and helping them about their spelling makes them feel good about themselves, it's like giving them courage to try even harder or complex word. Praising them is small achievement to keep them motivated. It's like building a strong foundation for future success in spelling.	4	26.67%
Break it down	Big word for the early literacy learning can be scary, so, in order for them to cope, breaking them into smaller parts makes easier to spell. Instead of trying to spell the whole word at once, early learning can focus on one part at a time. In this way spelling can be less overwhelming, especially for early learners who learn best by seeing things.	6	40%
Using differentiated Approach	It says that learning works better when we use more than, not just one senses. To show syllable, things such as clapping, using colors to separate parts of words, playing rhyming games, and using hands on things help the early learners learn in different ways and remember better. These way learners can easily adapt and engage themselves in learning with their own.	3	20%
Scaffolding learning	The way we teach is like a temporary support or what we can call scaffolding learning, this technique describe act as a scaffold it provides a temporary support to learn. As they learn or master two syllable word the support will gradually take it away to create or builds a strong base or foundation to learners to spell even harder words later on.	2	13.33%
TOTAL:		15	100%

b) Learning Two syllables enhance pupils' memory for words to reads and strengthens their ability to decode is an effective way to teach the early learners based on the feedback of experts.

Theme 1: _Scaffolding learning_
Participant #1: *"Two-syllable words also helps speed the learner's process of decoding which leads to the learner's ability to read words accurately and spell words correctly"*.
Participant #2: *"2-syllable word is a phonological strategy that has been found as an important tool in teaching learners how to read and spell"*.
Participant #3: *"It helps learners identify the pronunciation of vowels which helps learners retain and recall sounds so efficiently"*.
Participant #4: *"Enhancing early learner's ability through Memory and Retention"*

Theme 2: _Break it down_
Participant #5: *"It help the reader to easily decoding the syllables word"*.
Participant #6: *"It help young learners through Phonemic Awareness and let the children understand how the sounds combine to form words"*.
Participant #7: *"This strengthens children's ability to decode unfamiliar words while reading"*.

Participant #8: *"It enhances the reading and spelling proficiency of early learners in literacy through breaking down the words"*.
Participant #9: *"It helps them develop their skills in phonological awareness, word recognition, and decoding"*.
Participant #10: *"It enhances the reading and spelling proficiency of early learners. It helps them develop their skills in phonological awareness, word recognition, and decoding"*.

Theme 3: _Help to boost confidence in early literacy learners_
Participant #11: *"This approach also builds phonemic awareness and strengthens vocabulary, giving young readers the confidence to tackle more complex language as they progress"*.
Participant #12: *"Through this approach it can help them build or boost their confidence if they know how to spell and write"*.
Participant #13: *"Enhance their self-awareness in familiarizing different words"*.

Theme 4: _Using differentiated approach_
Participant #14: *"This is one of the approach that enhances the critical thinking of the students especially in the early literacy. At early age they can do better and learn with their own"*.
Participant #15: *"This approach help the early learners develop their critical thinking by letting them the things on their own, like using the game to solve puzzles, using hands to clap the syllables and so on"*.

The table above focus on the significance of using an intervention material as a teaching approach provided by feedbacks of the experts. Those teaching approaches help early learners on their development when it comes to the literacies as they learn best by seeing things through integrating and proactively addressing these strategies, we can create comprehensive, well-planned instructions and engaging learning experience, we can effectively help early learners to improve and master their ability in two syllable word and enhance their overall spelling skills. As what the experts stated that *"Mastering two-syllable words builds confidence, preparing students for more complex spelling challenges with the help of instructional materials for the room of improvement"*. These statements indicate the importance of instructional materials specially at the early literacy stages. Early leaners can learn effectively when they can see, touch or hear that can strengthen their ability and skills. Moreover, most of the feedback of the experts said that through instructional materials it helps for the young learners to easily break down the words and through this, leaners will be able to memorize and familiarize the sounds and the spelling of the words that enable them to strengthen their memory ability. Instructional materials are a vital role for teaching and learning process even though that we have a technology that evolve in nowadays generation as instructional strengthen the attention and curiosity of the pupils. Other experts stated that *"Practicing spelling with two-syllable words strengthens phonetic awareness and it can lead to improved spelling accuracy"*. These statements indicated that teaching two syllable words on early literacy development help pupils to break down the words into parts as for them to easy recognize the sounds of it and easy to spell, and this statement with the themes that on the table above got a 33.33% show the significance of two syllable words on early literacy development.

Teaching two syllable word on early literacy development required a resource material that allow pupils to have practical experience which help students to fully develop their skills when it comes for enhancing their oral language proficiency. The learning resource that teachers used for teaching process are interchangeable, like how the researchers provided an instructional material as a teaching approach, they are the tools and equipment that can be used for instruction to enhance the interest of the pupils. According to their study Emmanuel O. Iroh & Amaji Onyinyichi (2024), they classify that "Teaching becomes interesting when a teacher uses different teaching materials because it directly involves students in the teaching materials because it directly involves students in the teaching-learning process". Their statements provide a significance on instructional materials as it makes the lessons more enjoyable and memorable. It also helps to get the attention of the pupils. Having an instructional material for instructions specially on teaching on early literacy development avoids problems to encounter during the teaching process.

Table 6: These are the themes that enable to answer the problem 3 of this study about What challenges do teachers and learners encounter in the process of teaching and learning two syllable words?

Themes	Description	F	Percentage
Pronunciation Difficulties	Mastering pronunciation through syllable recognition is an important skill for effective communication. It is a great way for learners to accurately pronounce words, phrases, and sentences by that means, it will enhance not just their communication skills but also reading skills. Moreover, mastering the syllable recognition can boost learner's confidence in their ability to communicate effectively which can be leads to improve their academic proficiency, increase their participation in class. Teachers sometimes find it hard to explain where to break the word. Students might get confused about how to say the words correctly or where one part of the word ends and the next begins.	8	53.33%
Breaking down barriers	It is very helpful approach especially among learners who are at the lower grade level to overcome pronunciation challenges. To overcome it, learners will identify and practice syllable break in words. By breaking down words into smaller parts, understanding patterns, and practicing correct pronunciation, learners can improve their communication skill, build confidence, and speak more clearly. This kind of approach will enable learners to discuss difficult words and phrases with gently which can be led to more effective and confident when it comes to communication.	5	33.33%
Teaching two-syllable words presents challenges in pronunciation, decoding, and vocabulary.	This is featuring the challenges and successes in helping young learners to read and understand the syllable words. It shows how both teachers and students work hard to improve reading skills. Teachers use creative methods and innovative teaching strategies that enhance the reading and spelling skills of the student, it is a good way to for them in order to learn best. In the end, despite the difficulties, both sides succeed and feel proud of the progress made in early reading.	3	20%
Challenging Teaching Strategies	It highlights the challenges in facilitating a teaching process between a teacher a learner when it comes to proper pronunciation, grammar, and the methods that must use during teaching process that must be cater the needs of every pupils.	4	26.67%

c) **The Challenges on facilitating the teaching process of two-syllable words to the Early Learners based on the survey.**

Theme 1: *Pronunciation Difficulties*
Participant #1: *"Teaching two syllable words using syllable charts will help student break down words and pronounce them correctly. It is a good way for them to become more confident*

with consistent practice as well however, learners often mistake to pronounce the words properly".

Participant #2: *"As I teach my pupils the two syllable words, I used to implement audio recordings as a game-changer for pronunciation practice because I observe that most of my students are can't pronounce some of words and it leads to misspelled the spelling of it*".

Participant #3: *"Learners are often struggle to pronounce both syllables correctly, especially when the word includes unfamiliar sounds or stress pattern that can lead to miscommunication and confusion of the students*".

Participant 4: *"Teaching two syllable words requires repetition and feedback. It is very important for overcoming pronunciation struggles that sometimes words that have the same sounds are hard to spell".*

Participant #5: *"In the process of teaching and learning two syllable words, learners often struggle to recognize syllable patterns and makes challenging for them to pronounce the words correctly. It is frustrating for both the learners and teacher when they cannot quite get it right*".

Participant # 6: "*When teaching two-syllable words, learners have difficulty identifying the stressed syllable which is can affects their pronunciation. It is hard for the teacher to know how to best support them in overcoming this".*

Participant #7: *"To my perspective, it is clear that students need to understand syllable recognition to master pronunciation. But, some learners may not see the connection that makes it a challenge to engage them in the learning process".*

Participant #8: *"Different learning styles and needs of learners can be a challenge in the process of teaching and learning two syllable words because learners have different levels of prior knowledge about syllable recognition. That is why, it would make it difficult to tailor instruction to meet the needs of all students when teaching two-syllable words".*

Theme 2: _Breaking down barriers_
Participant #9: *"Through teaching and learning two syllable words, teachers and learners encounter challenges in terms of identifying and segmenting words with two syllable which can affect pronunciation accuracy. Learners may struggle to recognize syllable patterns".*

Participant #10: "*One challenge is that learners may not be familiar with the concept of syllable segmentation which is makes difficult for them to apply it to pronunciation. Teachers may need to spend extra time to explain and demonstrate the concept".*

Participant #11: *"The process of teaching and learning two syllable words, Learners may encounter challenges in recognizing and producing the correct stress patterns in two-syllable words, which can impact their overall pronunciation. Teachers may need to provide feedback".*

Theme 3: _Challenging Teaching Strategies_
Participant #12: *"Based on my teaching experience I often find difficult to think on how should I let my student engage on what should an effective method that make syllable learning fun and interactive to used when I teach them".*

Participant #13: "*As an Elementary teacher I can say that teachers and learners face several challenges in teaching and learning process specially teaching two-syllable words. Student's find difficult in distinguishing syllables and we, teachers don't have enough engaging material and the learning pace of a learner or what should a strategies are applicable".*

Participant #14: *"As a teacher that assign in barrios' lack of resources/materials. No proper training and limited time to execute the lesson and hard to apply what an applicable method to utilized during the teaching process".*

Participant #15: *"Without interactive or age-appropriate materials, both teaching and learning two-syllable words can become monotonous and less effective".*

The table above focus on mastering pronunciation through syllable recognition as well as breaking down barriers in syllable segmentation. These are essential skills for effective communication by identifying and practicing syllable breaks the learners can correctly pronouns words, enhance their communication and spelling skills as well as build confidence. Those are helps learners overcome pronunciation struggles, develop a natural flow when it comes to speaking and academic proficiency. As a whole, teaching and learning two-syllable words in early reading it is not easy, it can be challenging but it is rewarding too. We all know that both teachers and students face challenges when it comes to teaching two syllable words, but they work together in order to improve it. The expert stated that "*Learners often struggle to pronounce both syllables correctly, especially when the word includes unfamiliar sounds or stress patterns. This can lead to miscommunication and confusion.".* Mastering Pronunciation through Syllable Recognition is a very essential skill for the pupils as it ranged of 53.33% that shown on the table above. It indicates that early learners often struggle to identify the various sounds of words that leads them to misspelled the spelling when it comes to writing which is a very fundamental skill since it was used for daily living as tool for communication either oral or written communication.

Aside from that, teachers use creative and fun ways to help students read and spell better. The students become more confident readers, and both teachers and learners feel proud of their development. "*Teachers face numerous problems, such as the mindset of students to learn a new language*" (Abdullah & Majid, 2013). This highlights a significant challenge or problem in language education. This can be tough for early learners, that they might not want to try or can be scared of making mistakes or think they cannot do it. This makes teaching languages hard for teachers. In order for the students to feel good about trying to learn. Teachers need to make the learning fun and engaging so that pupils will become more active to participate that will help them to improve their oral English language proficiency and their skills.

5. Conclusion

The results of this research highlight the significance of beginning to teach students the two-syllable words for early literacy growth. It highlights the significance and the improvements of the pupils that has total mean performance of 5.47 and show the effectiveness of instructional materials that

the researcher provided. This study aims are to assist the young learners through improving their skills when it comes to spelling, reading and also enhancing their reading with comprehension, while fostering their critical thinking. This will assist early learners in becoming acquainted with the words they may find challenging and frequently confuse. To accomplish this and address their low English proficiency, the researchers offered an instructional material designed to enhance the confidence and skills of the students, as demonstrated by the findings in the table 3, which is highlights the importance of teaching two-syllable words for early literacy development.

As the researcher delves deeper into this study, they determine that the objectives is to develop early learners' skills and abilities, while also expanding their vocabulary and improving their recognition of various phonemes and vowels, ultimately achieving the English proficiency of the pupils for both oral and written that used for communication. Additionally, the researcher discover that this study provides and establishes a solid groundwork for the students to progress from simple words to tackle more complicated ones.

6. Recommendations

1) Schools should incorporate structured and consistent lessons on two-syllable words in early grade levels. This will help young learners improve their phonemic awareness, word recognition, and overall reading fluency, serving as a foundation for more advanced literacy skills.
2) Teachers are encouraged to use or develop interactive and age-appropriate instructional materials—such as visual aids, phonics games, and word-building activities—that enhance students' spelling, reading, and comprehension skills. These materials should be tailored to address common difficulties in recognizing syllables and vowel sounds.
3) Implement regular formative assessments to track learners' development in reading and comprehension, especially focusing on their understanding of two-syllable words. This will help teachers identify students who may need additional support and adjust their teaching strategies accordingly.

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