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Reading Readiness of Young Learners in Adlaon Integrated School, S.Y 2023-2024

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Abstract

In the dynamic landscape of early childhood education, the notion of reading readiness has sparked prolonged interest and debate. This pivotal phase marks the initiation of young learners into the realm of literacy, laying a foundation with profound implications for their academic and lifelong success. Amidst the prevalent digital age distractions, rekindling a reading culture becomes imperative. This study delves into the multifaceted aspects of reading readiness, exploring socio-economic, physical, and cognitive dimensions, as well as challenges faced by teachers.

The developmental journey of reading readiness involves the intricate maturation of mental, physical, and socio-emotional factors as children transition from non-readers to readers. Addressing challenges in speech organs' functionality, word recognition, and socio-emotional stability, the study emphasizes the role of parents in fostering a love for reading through a stimulating

environment. Acknowledging the transformative power of stories in enhancing creativity, imagination, and social-emotional development, the research advocates for educators' recognition of the significance of reading comprehension.

Central to the study is an investigation into parental influence on their children's reading journey, analyzing the Reading Readiness of Young Learners in Adlaon Integrated School, S.Y 2023-2024. The focus extends to identifying critical components shaping children's reading readiness. The collected data aims to support the development of targeted reading readiness programs, particularly for kindergarteners, with the modest yet crucial goal of nurturing their basic learning skills. This study underscores the necessity and benefits of such initiatives, recognizing their potential to profoundly shape the future learning abilities of countless children.

Keywords: Early Childhood Education, Reading Readiness, Literacy Development, Word Recognition, Parental Influence, Reading Culture, Educational Initiatives, Childhood Development, Kindergarten

Introduction

In the realm of early childhood education, the concept of reading readiness has long been a topic of significant interest and debate. This critical phase marks the juncture at which young learners take their first steps into the world of literacy, and the foundation laid during this period can have far-reaching consequences for their academic and lifelong success. Understanding the intricacies of reading readiness and its profound influence on the development of young minds is a vital pursuit for educators, parents, and researchers alike. Regrettably, in today's digital age, children often spend prolonged hours engaged in derivative distractions such as television, computers, and related technologies. Consequently, it is of paramount importance to rekindle the reading culture among them. One effective approach to achieving this is by preparing children for reading and enhancing their reading comprehension. This process entails identifying factors such as socio-economic background, physical and cognitive disparities, lack of interest and familiarity with symbols, and teachers' potential challenges in assisting children, all of which can hinder reading comprehension.

Reading readiness is a developmental journey that readies a child mentally, physically, and socially for reading experiences. It encompasses the maturation of all the mental, physical, and socio-emotional factors involved in reading.

This journey commences as a child transition from a non-reader to a reader, a transformation that can be both challenging and rewarding. Physical readiness involves the functionality of speech organs, word recognition, and perception. Mental readiness encompasses accurate word recognition, oral communication, and vocabulary usage. Socio-emotional readiness require emotional stability, interest, and socialization skills. Parents can foster a love for reading in their children by providing them

with books and a stimulating reading environment. When they listen to stories, see new environments and guess what's in store for them, it also helps their creativity and imagination. Even further, children's social and emotional development is boosted when hearing stories about challenging experiences or potentially emotional situations, like starting at a new school or resolving conflict between two characters. Additionally, teachers must recognize the significance of reading comprehension and devise effective programs to cultivate a reading culture among schoolchildren. By taking these steps, we can ensure that reading continues to be a pivotal tool for a child's education and personal growth.

This study aims to investigate parents in their children's reading journey to analyze the impact of reading readiness in young learners and the critical components that can influence children's reading readiness. The data gathered from this study would allow the researcher to support a reading readiness program that could help develop the basic learning skills of kindergarteners. Such modest intentions are deemed not only necessary but also beneficial to countless children whose future learning skills would be deeply related to their learning abilities.

Research Questions

- How do the respondents assess the reading readiness of young learners?
- How do the respondents assess their maternal support to the young learners?

Significance of the Study

This research holds significance in delving into reading readiness within early childhood education. Acknowledging the pivotal role this stage plays in a child's literacy development, the study aims to comprehensively grasp the factors influencing reading readiness, including socio-economic background, physical and cognitive disparities, and challenges faced by teachers. By investigating parental involvement and analyzing the impact of reading readiness, the research aspires to provide valuable insights, shaping the development of effective programs that nurture basic learning skills in kindergarteners and, in turn, positively impacting the future learning abilities of numerous children. This study has major potential benefits for educators, parents, and early childhood education researchers. It offers educators insights into effective ways for developing reading readiness, provides parents with useful counsel to assist their children's reading journey, and allows researchers to contribute to the development of significant reading readiness programs. Furthermore, the findings have the potential to advise policymakers and curriculum developers, perhaps leading to improvements in early childhood education methods. Finally, the study's modest goals aim to positively influence kindergarteners' core learning skills, helping a large number of children and shaping their future learning capacities.

Related Literature

The Importance of Early Literacy: Early literacy is helping children develop a strong vocabulary, the ability to express themselves and read comprehension skills that will make them lifelong readers. These skills will allow a child to enter the early school year with an interest in reading and readiness for learning.

It should not be the place of your initiation into life that determines where you end up. But the reality is that children in families at risk of financial instability are not experiencing as many activities and opportunities to reinforce their emerging literacy skills as they do in families with a more secure income. It is less likely that a child will catch up when they fall behind early, and children tend to be held back as they move through successive grades in school.

How Reading to Children Improves Kindergarten

Readiness: According to a study from the United States in 2019, nationally representative data suggest that around 25 % of caregivers do not read with their children, resulting in language gaps.¹ Cumulatively, over the five years before kindergarten, researchers estimate that children from literacy-rich homes hear approximately 1.4 million more words during storybook reading than children who are never read to. There's an incredible amount of ways that books can help children get ready for school. In addition to phonemic awareness and reading comprehension, hearing stories also enriches children's vocabulary by meeting words they cannot use on a daily basis, besides phonetic awareness and literacy comprehension. When they listen to stories, see new environments and guess what's in store for them, it also helps their creativity and imagination. Even further, children's social and emotional development is boosted when hearing stories about challenging experiences or potentially emotional situations, like starting at a new school or resolving conflict between two characters.

Home Promotion on Early Literacy of Emergent Learners:

The foundation of literacy development during early childhood has a profound influence on a student's academic achievements. As such, it becomes crucial to prioritize the significance of home literacy in a child's emergent literacy since the home serves as the first learning environment for every young learner. The first encounters with language and literacy take place at home, where the child gains initial knowledge about reading, writing, and language before attending any formal instruction. HLE, or Home Literacy Environment, is a term defined by Phillips and Lonigan^[3] as a wide range of factors such as the presence of literacy materials in the home, parent's attitude towards reading, parental modeling of reading behaviors, verbal references to books, children's interest, and more. Sénéchal and Lefevre^[4] further categorized HLE into formal and informal experiences. Formal experiences are structured activities that help children learn about print, while informal experiences focus on the meaning of print.

It is undeniable that a literacy-rich home environment is crucial for the literacy readiness of emergent learners. Such an environment provides them with more literacy-related information that prepares them for formal schooling. Parents, being the first teachers and role models, have a significant impact on their children's learning. The skills that children learn at home are further developed during their preschool years and are strengthened through collaboration between parents and schools. Studies have shown that parental involvement during a child's early attempts at literacy has a positive impact on their academic performance and success.

Reading Readiness: Top Skills for Kids to Master: There are two distinct sets of parts that define reading readiness.

Firstly, the stage of development that your child is at when he starts to learn how to read should be determined by reading readiness. For each of the children, this process will take place at various times. It is possible that by the age of four or five, your child may already be able to read. They're probably going to take a little longer, and they're going to feel ready by the time they're six or seven. There's no hurry, that's all. The second part of reading readiness considers the time it takes for a nonreader to be transformed into a reader. Think of it as how long it takes your child to learn about texts and books for the first time, learn to read fluently on their own, from point A to point B. Measuring your child's reading readiness is not meant to be a race. Their level of preparedness so you'll be able to assist them in their journey.

Reading Readiness Deficiency in Children: Causes and Ways of Improvement: Reading is one of the most important language skills. It is a basic tool for formal or informal education. Reading is a receptive skill that involves the ability to meaningfully interpret or decode written or graphic language symbols. Reading reveals the hidden treasure of knowledge; Knowledge is acquired which enables people to share and contribute to the universal culture and civilization of the world. That is why it is extremely important that everyone, including children, embrace the culture of reading to open the world, the treasure of knowledge. This research is very important because today's children spend hours surrounded by derivative entertainment such as television, computers and related child-directed technologies. Encouraging a culture of reading in children who are faced with competing leisure options is imperative. One way to help children develop a reading culture is to read to them. This article focused on the causes of lack of reading readiness and ways to improve children's reading readiness. The work identified factors such as socioeconomic background, physical anomalies, mental imbalance, lack of interest and unfamiliarity with symbols, and the inability of teachers to help children as the reasons for children's lack of readiness to read. The magazine also suggested ways to improve reading readiness and advised parents to provide children with books and encouraging reading environments and help them develop the habit of using free time to read. In addition, it was recommended, among other things, that teachers be aware of the need for reading skills and, as such, prepare an effective reading curriculum that focuses on promoting a reading culture among children in their school.

Why Reading is So Important in the Early Years: The crucial period is called the "foundational years". By developing certain skills in those first five years, you create a solid foundation that your child can build on for the rest of his life. Think of it as giving them prior learning. Speaking of the right start, literacy is one of the skills parents can develop in those early years. Why Literacy? Because reading and writing are fundamental elements of early childhood education, not to mention that they happen many times a day. Reading is an important skill for everyone, from reading road signs and writing shopping lists to

learning a new language. But why is reading so important in a child's early years? Reasons why reading is important for young children (1) Reading helps develop a young child's brain (2) Reading promotes a love of learning which leads to higher grades. (3) Reading has many psychological benefits for young children (4) Reading helps build a young child's self-confidence (5) Reading helps young children become better writers and communicators When you think about why reading is important, you may think of the obvious. Benefits for example expanding vocabulary and knowledge, but many people do not realize that for young children it also develops many other skills.

Global discussions about teaching reading: Luther (2012) emphasizes the significance of teaching reading skills to low-income California students in order to improve their lives. Poverty has a significant impact on their academic performance, particularly in reading, and raises their chances of dropping out of high school. Despite restricted access to learning materials, it is critical to begin teaching basic reading abilities at a young age. Teachers should treat these students with respect and patience, as they frequently lack phonemic awareness abilities. With adequate coaching, high expectations, and additional input, these students can learn to read and break the cycle of poverty. Similar approaches can be used in South Africa, where illiteracy affects rural households and perpetuates poverty cycles.

Research Design

This study uses a descriptive quantitative approach since the study acquires responses from the parents of Kindergarten in Adlaon Integrated School on the level of reading readiness.

Research Environment

This study is to be conducted in Adlaon Integrated School located in Adlaon Cebu City which is convenient to the researchers and the participants are parents from the said school which are considered to be comfortable and suited for the study.

Research Participants

The parents are the ones who brought the children into life. According to Mojsovsja Koteva Tatjana (2006), the parents take a crucial stand, when it comes to their children's development and education as a whole as the parents themselves are the ones to take care of the overall children's physical and intellectual development. Basically, the study will be conducted to the parents in Adlaon Integrated School. The participants will be 10 parents that suit the inclusion of the study.

Research Instruments

A structured survey will be the method in gathering quantitative data in this study. It includes indicators that investigate the parents as the participants.

Parents' Rating of Childrens' Reading Readiness Level Performance

Indicators	Very Unlikely (1)	Unlikely (2)	Likely (3)	Very Likely (4)
Mother often reads stories when baby is still in the womb				
Mother rarely or never read stories when baby is still in the womb				
Shows interest in books				
Asks to be read to				
The child doesn't show any interest in books				
Is keen on looking pictures				
Child does not ask to be read to				
Mother often listens to music when baby is still n the womb				
The child does not pay attention on looking at pictures and illustrations of a book				
The mother does not listen to any music when baby is still in the womb				
Knows that books are read from right to left				
Does not know that books are read from right to left				
Is familiar with rhyming language through picture books, rhyming games, poetry and songs				
Is not familiar with rhymes through picture books, poetry and songs.				
Can remember simple stories				
Could not remember simple stories				
Is able to recognize most of the letter sounds				
Total				

Data Procedure

The researchers will conduct the study using a purposive technique. Before administering the survey, the researchers need a grant of permission from the ethical guideline research committee of the university. After securing the necessary documents to officially conduct the study, the researchers will give an informed consent form to the target

respondents. Once the participants have accepted and agreed, the researchers will conduct the survey by distributing the checklist data to the selected participants in the study, since it will form the basis of the research findings.

Data Analysis

Table 1: Reading Readiness of Young Learners

Indicator	Mean	Verbal interpretation	Qualitative description
1. Shows interest in books.	3.70	Very Likely	Very Well Manifested
2. Asks to be read to.	3.30	Very Likely	Very Well Manifested
3. Is keen on looking at pictures.	3.60	Very Likely	Very Well Manifested
4. Knows that books are read from right to left.	3.80	Very Likely	Very Well Manifested
5. Is familiar with rhyming language through picture books, rhyming games, poetry and songs.	3.60	Very Likely	Very Well Manifested
6. Can remember simple stories.	3.50	Very Likely	Very Well Manifested
7. Is able to recognize most of the letter sounds.	3.60	Very Likely	Very Well Manifested
8. The child doesn't show any interest in books.	1.70	Very Unlikely	Poorly Manifested
9. Child does not ask to be read to.	1.70	Very Unlikely	Poorly Manifested
10. The child does not pay attention to looking at pictures and illustrations of a book.	1.40	Very Unlikely	Poorly Manifested
11. Does not know that books are read from right to left.	1.10	Very Unlikely	Poorly Manifested
12. Is not familiar with rhymes through picture books, poetry and songs.	1.10	Very Unlikely	Poorly Manifested
13. Could not remember simple stories	1.20	Very Unlikely	Poorly Manifested
Total	2.56	Likely	Manifested

Table 2: Maternal Support to the Young Learners

Indicator	Mean	Verbal interpretation	Qualitative description
1. Mother often reads stories when the baby is still in the womb.	3.20	Likely	Manifested
2. Mother often listens to music when the baby is still in the womb.	3.60	Very Likely	Very Well Manifested
3. Mother rarely or never reads stories when the baby is still in the womb.	1.50	Very Unlikely	Poorly Manifested
4. The mother does not listen to any music when the baby is still in the womb.	1.50	Very Unlikely	Poorly Manifested
Total	2.45	Unlikely	Somewhat Manifested

Range	Verbal Interpretation	Qualitative Description
1.00 – 1.75	Very Unlikely Poorly Manifested	
1.76 – 2.51	Unlikely	Somewhat Manifested
2.52 – 3.27	Likely	Manifested
3.28 – 4.00	Very Likely	Very Well Manifested

Ethical Guidelines

Listed below are the following ethical guidelines which are pertinent to the study.

enhancement and professional development. Thereby, there was no occurrence of conflict of interest with the result of the research.

Conflict of Interest

The intent of this study is solely for educational

Privacy and Confidentiality

The respondents of this study were ensured that any

information gathered such as their names and address are concealed from anybody or for any other intent that could implicitly recognize them. In like manner, aliases and pseudonyms were observed in presenting and analysis of data.

Informed Consent

Participants in this study were informed of the purpose of the study before conducting any surveys or questions. The researcher asks the participant's permission to be interviewed, and if the participant agrees to participate, the study begins.

Risks

Data is collected using questionnaires and we do not force participants to participate in our research if they do not like the study or do not have the time, thus avoiding the possibility of harm to participants. There is no risk. Therefore, we first need to obtain permission from all participants.

Recruitment

The recruitment of participants will be research-based. The content of the study will be explained to the participants.

Benefits

The participants can benefit from the study. Participants were parents.

As a parent of the children, the study will help them ask themselves whether their children's reading ability has improved and what factors may promote their child's reading ability.

Incentives

Since the researchers are still students, there are no incentives. Participants are initially informed that there is no incentive.

Collaborative Study Term of Reference

Research has no collaboration with others; the study was conducted by the team or researchers alone.

Results and Discussion

This investigation delved into the readiness of children for reading and the prenatal support provided by mothers. Children generally exhibit a strong affinity for books, expressing interest (mean 3.70), actively seeking to be read to (mean 3.30), and demonstrating proficiency in letters and rhyming (means 3.60). However, a subset of children shows less enthusiasm, indicated by a disinterest in books (mean 1.70), lack of requests for reading (mean 1.70), and limited attention to pictures (mean 1.40). These findings underscore the opportunity to enhance support for specific children in their reading journey.

Mothers play a pivotal role by engaging in positive practices like reading stories (mean 3.20) and listening to music (mean 3.60) during pregnancy. Nevertheless, instances where mothers rarely read stories (mean 1.50) or neglect music (mean 1.50) suggest room for improvement. The cumulative score of 2.45 indicates a moderate level of maternal support, signaling the potential for enhancement.

In conclusion, while the study recognizes commendable aspects in children's reading readiness and maternal support, it emphasizes the need for targeted interventions. This

research provides valuable insights for educators, parents, and leaders to refine their approaches, ensuring that children, especially those requiring additional assistance, receive optimal support for a successful commencement of their educational journey.

Conclusion, Limitations and Further Studies

1. Our findings show that people judge if young children are ready for reading using different signs. When we look at the children themselves, many show a strong interest in books, ask to be read to, know letter sounds, and understand how to read from left to right. But some children seem less interested in books or have trouble paying attention to pictures. Turning to how mothers support their babies before they're born, many mothers often read stories and listen to music, showing strong support. However, some mothers don't do these activities as much, indicating a somewhat lower level of support during pregnancy.

2. Based on our collected information, people evaluate how supportive mothers are to young learners using different signs. We looked at how often moms read stories and listen to music when the baby is still in the belly. The scores show that many mothers often read stories (average score 3.20) and listen to music (average score 3.60), and these activities are seen as likely and very well supported. However, there are times when maternal support is somewhat lower, as shown by the total average score of 2.45, which falls into the "unlikely" category. Specifically, some mothers reported rarely or never reading stories (average score 1.50) and not listening to any music (average score 1.50) during pregnancy.

The study shows that when we look at how children are getting ready to read, things generally look positive. Children often like books, ask to be read to, and know about letters and rhyming words. However, some children might not be very interested in books or pay attention to pictures, which could be a challenge. For pregnant mothers, many of them often read stories and listen to music for their baby, which is good. But some mothers don't do these things much, and this might not be as helpful for the baby's development. In summary, it's good that children are generally showing positive behaviors for reading, but there are areas where they might need a bit more help. For pregnant mothers, it's important to keep doing activities like reading and music to support the baby's development, and checking in regularly can help make sure everything is on track.

The study's limitations are rooted in its exclusive focus on a small group of kindergarten students and their parents within a specific geographic location. This narrow scope restricts the applicability of the findings to a broader population. Additionally, the assessment of reading readiness occurred only at a single point in time, suggesting a potential limitation in capturing the dynamic nature of children's progress in developing reading readiness skills. A longitudinal approach could address this limitation by providing insights into the trajectory of students' readiness over time.

To enhance the study's robustness, it is advisable to diversify the assessment methods beyond the survey checklists employed by the researchers. Incorporating a variety of assessment tools, such as observational measures

and teacher evaluations, would yield a more comprehensive understanding of children's reading readiness.

To broaden the study's impact and relevance, future research endeavors could consider conducting comparative studies across various educational settings. Exploring reading readiness among children in public schools, private schools, and community-based programs would provide a more nuanced and holistic perspective on the factors influencing reading readiness within diverse educational contexts.

In conclusion, while the current study sheds light on certain aspects of reading readiness, addressing these limitations through a more inclusive sample, a longitudinal approach, diverse assessment tools, and comparative studies across settings would significantly contribute to the depth and breadth of knowledge in this critical area of early childhood development.

Recommendations

Based on the good things we found about how young children learn to read, it's a good idea to do more to keep this positive trend going. We can do this by starting specific programs or activities that make kids even more excited about books, create a place where reading is easy, and help them get better at recognizing letters and rhyming words. If there are worries about children not liking books or not paying attention to pictures, we can try different things to get them more interested. It's important to keep checking how well our plans are working and making changes if needed. This way, we can keep creating a helpful environment for kids to keep learning important skills.

When we look at how mothers support their babies during pregnancy, we see a mix of good and not-so-good things. Many mothers like to read stories and listen to music for their baby, which is good. But sometimes, mothers don't do these things very often. The average score of 2.45, saying it's unlikely and somewhat there, shows that moms might need to do more to help their babies grow well. To make sure babies get the best help, we suggest doing some specific things. This includes telling more people about how important it is for mothers to be involved, creating programs that give mothers personal help based on what they need, and working with doctors and other health experts to make sure these ideas are part of taking care of mothers and babies. Checking in regularly and getting feedback will help make sure all these ideas are working well and helping babies grow up strong.

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