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MULTILITERACIES APPROACH ON READING COMPREHENSION

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A B S T R A C T :

This study aimed to determine the effect of the Multiliteracies Approach on the English reading comprehension of Grade 5 pupils at Lydia D. Villangca Elementary School. A quasi-experimental research design was employed to examine the effectiveness of the approach in improving reading comprehension. The control and experimental groups were administered pretests and posttests, each consisting of 20 multiple-choice items.

Additionally, a retention test was administered to the experimental group to assess the extent to which learning gains were maintained following the intervention. The pretest results indicated that the control and experimental groups had comparable levels of reading comprehension prior to the implementation of the intervention. However, the experimental group demonstrated higher posttest performance, with a greater number of pupils attaining the Independent Reading Level. The experimental group also obtained a higher mean posttest score than the control group, suggesting that the Multiliteracies Approach contributed to improved reading comprehension. The comparison between the posttest and retention test results revealed a significant difference in the experimental group's performance. The findings also indicated that all pupils in the experimental group attained the Independent Reading Level following the implementation of the intervention. In addition, the participants' positive responses reflected favorable perceptions of the Multiliteracies Approach as a strategy for enhancing English reading comprehension.

Overall, the findings suggest that the Multiliteracies Approach may serve as an effective instructional strategy for improving pupils' reading comprehension and performance in the Philippine Informal Reading Inventory (Phil-IRI). Its integration into English reading instruction is therefore recommended to support the development of reading proficiency among elementary school learners.

Keywords: : Multiliteracy approach; reading comprehension; quasi experimental

Introduction

No Children Left Behind, a common phrase for public school teachers in the Philippines. A phrase that entails valuing every learner regardless of their social status, physical disabilities, and even their mental capacity. Once a student enrolled in a public school in the country, a teacher, despite lacking the ability to handle special cases of young learners, cannot refuse to admit the learner with special needs due to the existing education policy on inclusivity. Even if the school does not also have the right facility to cater such needs of these children, the teachers will just silently shoulder the burden of teaching them in a regular classroom setting.

The country's policy of inclusivity in education as stated in Republic Act No. 11650, or the "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act, has its good intentions however, when it comes to reading comprehension in English for example, this might result to poor performance as each learner has unique way of learning taking in consideration the intimidation they feel whenever they read and speak using English, their second language (L2). Recent studies and international assessment reveal that many Filipino learners struggle with English reading comprehension because English is used as their second language (L2). The Programme for International Student Assessment (PISA) showed that Filipino learners ranked among the lowest in reading proficiency, with only 19% reaching the minimum proficiency level. Furthermore, recent local studies found that low English proficiency, limited vocabulary, and affective factors such as anxiety, intimidation, and fear of making mistakes significantly affect learners' reading comprehension performance. Since learners have different ways of learning and varying exposure to English, many feel intimidated when reading and speaking using English, which negatively impacts their comprehension and classroom participation.

The multiple intelligence theory of Edward Gardner also supported the idea of inclusivity and catering diverse learners by explaining that in order for students to properly select learning strategies, they need to be taught and given the opportunity to comprehend the learning process. Teachers can create projects and activities centered around the intelligences and let students select their learning activities according to their areas of strength. Students read more well when they anticipate doing so, and it is the teacher's responsibility to use their many intelligences to access each student's unique expectations. For instance, Singapore, a country considered as one of the nations that has a top-performing education system, and multiliteracies is strongly integrated into their English curriculum. Lim and Toh (2020) who both work for National Institute of Education, Nanyang Technological University in Singapore

studied how children's digital multimodal writing activities outside of school affect teaching and learning in a formal educational setting. They contend that children's digital multimodal composition activities show their critical thinking, creativity, and semiotic understanding.

Finland, the country that owns the title of Top Global Education System, also integrates multiliteracies through its phenomenon-based curriculum. In the article A Review of Multiliteracies Pedagogy in Primary Classrooms by Kulju et al. (2018) the idea of how multiliteracies have been applied and comprehended in primary classroom research was investigated. The results show that the studies frequently included both the diversity of learners and the multimodality of meaning-making. The study also suggested for the conduct of future research on multiliteracies to improve teaching approaches.

A study conducted by Drewry (2017) examined how the multiliteracies approach can support and engage primary school students who experience difficulties in literacy learning, particularly in print-based classroom activities. Guided by the theories of the New London Group and inclusive pedagogy, the research aimed to make literacy learning more meaningful and accessible. Overall, the study found that multiliteracies enhanced student engagement and participation, allowing learners to better understand and express ideas beyond traditional print-based methods. It highlights the importance of inclusive, flexible, and multimodal approaches in improving literacy learning.

In the Philippines, the Department of Education has already embraced the concept of multiliteracies through its "inclusive and multiple intelligence approaches" reflected in the use of Mother Tongue-Based Multilingual Education (MTB-MLE) and the Language Arts and Multiliteracies Curriculum (LAMC). LAMC was included in the K–12 curriculum with the goal of fostering multiple literacies in English, Filipino, and the mother tongue as well as communicative competence. It covers five essential elements–learning processes, effective language use, making meaning, and holistic assessment—and focuses on using language to create meaning. In order to close the literacy gap, this policy, which has been in place since SY 2012–2013, instructs students in their mother tongue, or first language (L1) from Kindergarten through Grade 3 to improve learning, the program also makes use of 19 distinct regional languages.

DepEd's Digital and Social Media Literacy, Translanguaging Strategies, and the Contextualization in Senior High School initiatives also have all applied multiliteracies. Curricula now include digital, visual, and critical literacy in response to the digital age, particularly to encourage responsible online citizenship and analyze data from a variety of sources. Teachers use "translanguaging" in the classroom as a crucial part of a multiliteracy strategy in a linguistically diverse nation to close the language gap between the learner's L1 (Filipino), and L2 (English). And in order to teach subjects like science and research, senior high school teachers from a variety of strands employ a variety of multiliteracies, including textual analysis, digital tools, and visual resources.

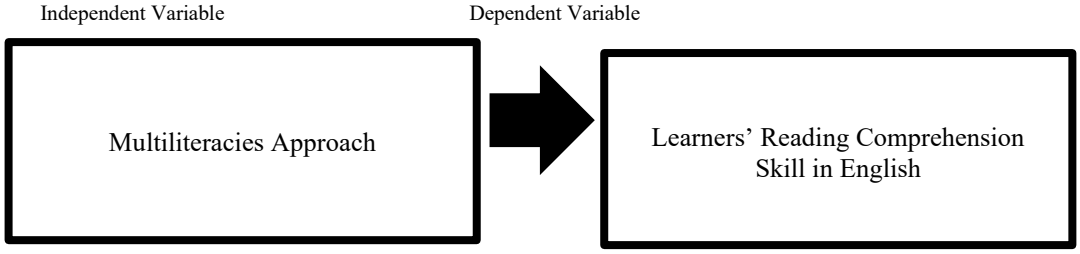
However, gaps are still evident such as limited studies focusing on elementary learners specifically on Grade 5 level; lack of localized research in the Philippine context (DepEd setting) and; need for more experimental studies measuring the effectiveness of multiliteracies on reading comprehension. And even the existing Daily Lesson Plan (DLP), Daily Lesson Log (DLL) and Weekly Exemplars have no proper alignment or applications of multiliteracies approach. The implementation of multiliteracy, despite formal adoption, encounters obstacles such as a lack of teaching resources in local languages, inadequate teacher training, and the necessity for enhanced integration of digital competencies in rural regions.

Conceptual Framework

This study employed the Independent Variable-Dependent Variable (IV-DV) paradigm to investigate the relationships among different components. The independent variable was the Multiliteracies Approach embedded in the teacher-made Daily Lesson Logs, whereas the dependent variable indicated the evaluated outcome related to the learners' performance in Reading Comprehension in English.

Figure 1.

Paradigm of the Study



The conceptual framework connecting the independent variable (IV) to the dependent variable (DV) is shown in Figure 1. A potential relationship between the variables is indicated by an arrow that connects the independent and dependent variables.

Researchers can investigate how changes in the independent variable or variables may impact variations in the dependent variable or variables by using the IV-DV model to establish the relationship between variables. This approach aimed to evaluate and understand the impact of specific elements on the observed outcomes. It makes it easier to understand the phenomenon being studied and offers a methodical framework for testing hypotheses.

Statement of the Problem

This study aimed to determine the impact of Multiliteracies Approach on improving the reading comprehension among Grade 5 learners in English at Lydia D. Villangca Elementary School, San Rafael West District, School Divisions of Bulacan, during the academic year 2026-2027.

Specifically, it sought answers to the following questions:

1. How may the pretest and post-test results of the control group and experimental group be described?
2. How may the retention test of the experimental group be described?
3. Is there a significant difference between the pretest result and post-test result of the control group and experimental group?
4. Is there a significant difference between the post-test result and retention test result of the experimental group?
5. What are the views and insights of the participants while using the teacher-made Daily Lesson Logs where multiliteracies approach was embedded?

Hypothesis

The given hypotheses were tested in the study:

1. There is no significant difference between the pretest and post-test results of the control and experimental group;
2. There is no significant difference between the post-test and retention test results of the experimental group.

Research Design

This study employed a quasi-experimental research design to examine the impact of Multiliteracies Approach on Grade 5 learners' reading comprehension skills in English at Lydia D. Villangca Elementary School for the School Year 2026-2027. The design includes two groups: experimental and control group. The experimental group experienced Multiliteracies Approach (embedded in Daily Lesson Logs) as instructional materials, whereas the control group used traditional teaching and learning methods. Both groups took a pretest to determine their initial reading comprehension skills and levels in English. Following the administration of the treatment, a posttest was conducted to assess the treatment's influence on the learners' comprehension skills in English. A retention test was given to the experimental group 10 days following the posttest to determine long-term retention of the learnt topics.

The quantitative part of the study involved comparing the scores of the experimental and control groups to assess the effects of Multiliteracies Approach on learners' reading comprehension. The pretest and posttest scores were examined to determine substantial differences between the two groups, demonstrating the effect of the Multiliteracies Approach on learners' reading comprehension. The retention test assessed how well participants were able to retain learned knowledge over time.

The qualitative part of the study entailed gathering data through participants' perspectives and insights regarding the utilization of Multiliteracies Approach embedded in the teacher-made Daily Lesson Logs. This offered greater depth of contextual data that can enrich the quantitative findings and facilitate a deeper comprehension of how learners acquired knowledge and skills in improving their reading comprehension skills using Multiliteracies Approach. By combining both quantitative and qualitative data, this provided a more comprehensive understanding of the effect that Multiliteracies Approach had on learners' reading comprehension level in English.

Sampling and Respondents

Considering the population of Grade five learners in Lydia D. Villangca Elementary School, San Rafael West District, which was relatively small, the study employed a total enumeration sampling. Grade 5-Jose Abad Santos and Grade 5-Emilio Aguinaldo each had 33 heterogeneous learners. In addition, total enumeration was used to reduce sampling error by analyzing the response of entire population. According to Canonizado (2021), total enumeration sampling could remove any potential bias that may emerge from the sample technique and was used when the entire population is small and has well-defined characteristics, as employing only a fraction of it may not measure what is required.

Table 1 displays the number of respondents from two different sections which was grouped heterogeneously.

Table 1.

Respondents of the Study

SECTION	TOTAL
Grade 5- Jose Abad Santos (Experimental)	33
Grade 5- Emilio Aguinaldo (Control)	33

Locale of the Study

The study was conducted at Lydia D. Villangca Elementary School, San Rafael West District, in Ulingao, San Rafael, Bulacan. This site functioned as the primary location for the study, facilitating a comprehensive examination of the educational dynamics, socio-economic factors, and community influences that affect the educational experiences and outcomes of students in this geographic area.

Instrument

For the quantitative part of the study, the researcher utilized a pretest, posttest, and retention test to evaluate the effects of the Daily Lesson Logs using Multiliteracies Approach on learners' reading comprehension skills in English 5. These tests, consisting of 20 multiple-choice items were aligned with the first term Most Essential Learning Competencies (MELCs) and administered to Grade 5 learners during the first term of the School Year 2026–2027. To ensure validity, the assessment tools and their corresponding Table of Specifications underwent a thorough review by three experts: a Master Teacher II with more than 10 years of teaching, a Master Teacher II who is also the Academic Track Head of Carlos F. Gonzales High School, who assessed the content and validity of the instruments for this study, and a Teacher III who was also a English and School Reading Coordinator from Lydia D. Villangca Elementary School with expertise in administering and assessment tools for Philippine Informal Reading Inventory (Phil-IRI). Additionally, since the tests were written in English language, these were reviewed by a teacher who has comprehensive experience teaching the language. These validators ensured that the tests were aligned with the study's objectives and adhere to sound assessment principles. These instruments were essential for tracking changes in learners' reading comprehension skills over time and assessing the impact of the Daily Lesson Logs using Multiliteracies Approach.

For the qualitative part of the study, a semi-structured interview guide was used to gather participants' insights and perspectives on the utilization of the Daily Lesson Logs. This approach provided a deeper understanding of their effect on the learning process.

Data Gathering Procedures

Data collection process was conducted. The researcher asked permission from the Schools Division Superintendent of the Schools Division Office of Bulacan to conduct the study at Lydia D. Villangca Elementary School in San Rafael West District. Additionally, the researcher also secured authorization from the school principal. Subsequently, a consent letter outlining the study's objectives and nature was sent to the parents of the Grade five participants. For the quantitative phase, a pretest was administered to both experimental and control groups to establish baseline data. Following the pretest, the experimental group received the designated treatment, after which, both groups underwent a posttest to measure immediate learning outcomes. To assess long-term retention, a retention test was administered to the experimental group 10 days after the posttest.

The research design incorporated both quantitative and qualitative approaches. Quantitative tools include the pretest, posttest, and retention test, consisting of 20 items aligned with most essential learning competencies in English 5 for the first term and validated by two Master Teachers and a teacher expert in English language to ensure its validity and reliability. Furthermore, the retention test played a significant role as it evaluated the long-term effectiveness of the treatment to the experimental group.

Semi-structured interviews were also conducted as part of the qualitative phase to gain deeper insights and provide support for the quantitative findings. The participants were selected taking into considerations the approval of their parents and guardians to underwent the said interview, out of 66 respondents, only seven were able to return their signed Parental Consent Form allowing the pupils participate both in the 6-week intervention and the interview, some were only allowed to be part of the reading intervention but mostly unsure of letting their minor kids to be subject for an interview during the course of this study. Both quantitative and qualitative data were collected and analyzed independently to provide a comprehensive understanding of the study's results.

The study was conducted transparently and in adherence to ethical standards, incorporating Multiliteracies Approach for the experimental group. In accordance with Memorandum No. 9, s. 2022, the Graduate Studies of Bulacan Agricultural State College mandates the incorporation of comprehensive ethical criteria in all theses and dissertations. This ensures compliance with ethical standards and safeguards the interests of research participants.

Source:https://www.google.com/maps/place/Ulingao+Elementary+School,+Do%C3%B1a+Remedios+Trinidad+Hwy,+San+Rafael,+Bulacan

15.10614099,120.92353068,9.69417262a,501.25776939d,35y,49.99545303h,60.00216706t,0r/data=CiwiJgokCQT5IFP0CzJAEQL5IFP0CzLAGfG2b8pzEEhAIatb67HVAUnAQgIIATIpCicKJQohMUw3VjJ0NzduWU1TbHltZlNENE9ub3ZtZkFYdDhsMDIzIAE6AwoBMEICCABKCAjCgv27AhAB

Data Analysis

For the quantitative phase of the study, data were collected, organized, tallied, tabulated and analyzed. Descriptive statistics such as mean, frequency, percentage, and standard deviation were used to compare the pretest, post-test scores conducted to both experimental and control group, computing measures such as mean and standard deviation to illustrate changes in academic performance throughout the study. An Independent Sample T-test was performed to assess the statistical significance of the effectiveness of Multiliteracies Approach on the learners' reading comprehension skill. This research determined whether the use of Multiliteracies Approach had significant effect on learners' academic performance by comparing pretest and posttest results between control and experimental groups, and between posttest and retention test of experimental group.

In the qualitative phase, content analysis was employed to evaluate the outcomes of the semi-structured interviews, concentrating on learners' insights and viewpoints regarding the utilization of Multiliteracies Approach. This analysis addressed non-numerical data, providing an extensive understanding of the participants' experiences and perspectives to enhance the quantitative results.

Ethical Considerations

The researcher conformed to the generally accepted ethical standards for the research. Strict compliance with the rules and requirements outlined in the Data Privacy Act of 2012 was observed, as the study involved the collection and utilization of participants' data. This ensures the safeguarding of

fundamental human rights to privacy and communication, as well as the appropriate dissemination of information necessary for innovation and progress (Republic Act No. 10173, Chapter 1, Section 2).

After the researcher got the required approvals from the appropriate entities. Consent letters describing the objectives and features of the study were sent to the parents of the participants. Furthermore, participants were informed about the goal of the study, their participation, any possible advantages and disadvantages of taking part in it. Significantly, participants had the right to withdraw from the study at any time.

The researcher ensured that all data provided by participants was employed solely for the study in compliance with these requirements. Despite the study ensuring the anonymity of participants, the researcher requested their consent to use their real names for record-keeping purposes. This focused-on transparency in data management and confidentiality in reporting highlighted the researcher's commitment to uphold ethical principles and protect participants' rights.

RESULTS AND DISCUSSION

Learners' level of reading comprehension

Reading comprehension involved not only recognizing words but also identifying main ideas, locating supporting details, making inferences, and constructing meaning from what is read. Assessed learners' level of reading comprehension provides an indication of their ability to process and understand texts appropriate to their grade level and serves as a basis for identifying areas that require further instructional support. The learners' level of reading comprehension, as reflected in their pretest, posttest, and retention test performances and corresponding reading profiles, was presented in the succeeding tables.

Reading Comprehension Pretest Scores

Reading comprehension involved processing information, identifying important ideas, understanding details, and connecting information presented in a text. The Phil-IRI reading profile provides a useful descriptive framework for identifying learners who are at the Frustration, Instructional, or Independent level of comprehension. The learners' reading comprehension scores in the pretest, together with their corresponding Phil-IRI-aligned reading profiles, are presented in Table 2.

Table 2

Reading Comprehension Pretest Scores of the Control and Experimental Groups

Reading Profile	Score Range	**Control**		**Experimental**	%
		f	**%**	**f**	**%**
Frustration	0–11	1	3.03	5	15.15
Instructional	12–15	20	60.61	16	48.48
Independent	16–20	12	36.36	12	36.36
Mean		**15.09**		**14.36**	
SD		**1.49**		**2.46**	
Verbal Description		*Instructional*		*Instructional*	

Table 2 shows that the control group obtained the higher mean score of 15.09 (SD = 1.49), while the experimental group obtained a mean score of 14.36 (SD = 2.46). In the control group, 20 learners or 60.61% were classified at the Instructional level, followed by 12 learners or 36.36% at the Independent level and 1 learner or 3.03% at the Frustration level. In comparison, the experimental group had 16 learners or 48.48% at the Instructional level, 12 learners or 36.36% at the Independent level, and 5 learners or 15.15% at the Frustration level. Although both groups obtained an overall Instructional reading comprehension classification, the control group had the higher mean, while the experimental group had a greater proportion of learners classified at the Frustration level.

The findings indicate that both groups entered the study with reading comprehension performance generally within the Instructional range. However, the distribution of learners across the reading profiles shows some differences in their initial levels of comprehension. The experimental group had five learners or 15.15% at the Frustration level, compared with only one learner or 3.03% in the control group.

This suggests that a greater number of learners in the experimental group may have required additional assistance in processing and understanding written texts before the intervention. At the same time, both groups had an equal number of learners at the Independent level, with 12 learners or 36.36% in each group, indicating that a considerable proportion of learners in both groups already demonstrated relatively adequate reading comprehension skills. This result resonated the study of Gaa (2025) that stated elementary learners may have varying levels of reading comprehension before an intervention. It also provided a relevant rationale for exploring instruction that integrates visual, audio-visual, and other modes of learning.

The results were also consistent with Toog and Petalla (2026), who examined the reading comprehension levels of elementary learners and highlighted the importance of determining learners' varying levels of comprehension. Similarly, Picardal (2025) emphasized the importance of assessing learners' reading comprehension as a basis for developing appropriate reading comprehension programs. In the present study, the distribution across the Frustration, Instructional, and Independent categories provided a more detailed picture of the learners' initial reading comprehension than the mean scores alone. This was particularly evident in the experimental group, where 15.15% of learners were classified at the Frustration level despite the group's overall classification remaining Instructional.

The results of the interview with Grade 5 learners revealed that majority of them could read the words in a passage but experienced difficulty identifying the main idea, locating supporting details, and explaining their understanding of the text. They further shared that some of them encountered difficulties in comprehending passages and often required repeated explanations, guiding questions, and teacher assistance before they could provide appropriate responses to comprehension activities.

Reading Comprehension Posttest Scores

Reading comprehension performance after instruction provided an indication of the learners' ability to apply the skills and strategies developed during the learning process. Examining the distribution of scores according to the Phil-IRI-aligned levels also provided information about the number of learners who demonstrate Frustration, Instructional, and Independent comprehension performance. The learners' reading comprehension scores in the posttest, together with their corresponding Phil-IRI-aligned reading profiles, are presented in Table 3.

Table 3

Reading Comprehension Posttest Scores of the Control and Experimental Groups

Reading Profile	Score Range	Control		Experimental	
		f	**%**	**f**	**%**
Frustration	0–11	5	15.15	0	0.00
Instructional	12–15	27	81.82	12	36.36
Independent	16–20	1	3.03	21	63.64
Mean		**12.79**		**16.12**	
SD		**1.47**		**1.76**	
Verbal Description		*Instructional*		*Independent*	

Table 3 shows that the experimental group obtained the higher mean score of 16.12 (SD = 1.76), while the control group obtained the lower mean score of 12.79 (SD = 1.47) in the posttest. In the control group, 27 learners or 81.82% were classified at the Instructional level, followed by 5 learners or 15.15% at the Frustration level and 1 learner or 3.03% at the Independent level. In contrast, the experimental group had 21 learners or 63.64% at the Independent level and 12 learners or 36.36% at the Instructional level, with no learner classified at the Frustration level. Thus, while the control group remained at the Instructional level based on its mean score, the experimental group obtained a mean within the Independent range, reflecting a higher level of reading comprehension after the intervention.

The findings indicate a notable difference in the reading comprehension performance of the two groups following the intervention. The experimental group not only obtained a higher mean score than the control group but also showed a substantial shift in the distribution of learners toward the Independent level. All 33 learners in the experimental group were classified either at the Instructional or Independent level, with nearly two-thirds reaching the Independent level. In comparison, only one learner in the control group reached the Independent level, while the majority remained at the Instructional level and five learners were still classified at the Frustration level. The results suggest that the learners exposed to the teacher-made Daily Lesson Logs embedded with the Multiliteracies Approach demonstrated stronger post-intervention reading comprehension performance.

The findings are related to Apolinario and Dayao (2024), who emphasized the importance of effective reading methods in improving the comprehension skills of Grade 6 learners. The results also relate to Tingson et al. (2026), who highlighted the use of instructional strategies to augment learners' reading comprehension skills. Similarly, Lanoy and Lagumbay (2026) emphasized the role of reading comprehension strategies in addressing learners' reading challenges and improving reading performance.

In the present study, the higher posttest performance of the experimental group, together with the greater proportion of learners reaching the Independent level, provides quantitative evidence of improved reading comprehension following the implementation of the Multiliteracies Approach.

Responses of the learners revealed that majority of them shared that the learners who participated in the intervention became more active during reading activities and showed greater willingness to participate in discussions and answer comprehension questions. They also observed that the learners became more capable of identifying the main idea and supporting details and were more willing to explain their answers. These observations are consistent with the learners' own responses, as all seven interviewed participants described the reading lessons as enjoyable and engaging and expressed positive views toward the continued use of the Multiliteracies Approach.

Experimental Group Reading Comprehension Retention Test Scores

Reading comprehension retention refers to the learners' ability to maintain and demonstrate the comprehension skills acquired after the completion of the intervention. A retention assessment provides information on whether learners continue to understand and process written texts after the immediate posttest period. Using the Phil-IRI-aligned comprehension levels allows the retention scores to be described according to the Frustration, Instructional, and Independent levels. The learners' reading comprehension scores in the retention test, together with their corresponding Phil-IRI-aligned reading profiles, are presented in Table 4.

Table 4

Experimental Group's Reading Comprehension Retention Test Scores

Reading Profile	Score Range	Experimental	
		f	%
Frustration	0–11	0	0.00
Instructional	12–15	0	0.00
Independent	16–20	33	100.00
Mean		**19.67**	
SD		**0.69**	
Verbal Description		*Independent*	

Table 4 shows that the experimental group obtained the higher mean score of 19.67 (SD = 0.69), while the control group obtained a mean score of 13.24 (SD = 1.23) in the retention test. All 33 learners or 100% of the experimental group were classified at the Independent level, with no learners classified at either the Instructional or Frustration level. These results show a substantial difference in the distribution of learners between the two groups, with the experimental group demonstrating a consistently higher level of reading comprehension during the retention assessment.

The findings indicate that the experimental group was able to maintain a high level of reading comprehension after the intervention. Its mean score of 19.67 out of 20 corresponds to a very high level of performance, while the absence of learners in the Frustration and Instructional categories indicates that all participants reached the Independent level in the retention assessment. In contrast, the control group remained predominantly at the Instructional level, with only one learner reaching the Independent level. The results suggest that the learning experiences provided using Multiliteracies Approach were associated with stronger retention of reading comprehension skills among the experimental learners.

The findings are related to Picardal (2025), who emphasized the importance of strengthening reading comprehension among elementary learners through appropriate reading comprehension programs. Similarly, Toog and Petalla (2026) highlighted the need to identify learners' comprehension levels and provide appropriate instructional support based on their reading performance. The findings may also be viewed in relation to Tingson et al. (2026), who demonstrated the potential of structured instructional strategies to improve learners' reading comprehension. In the present study, the experimental group's retention performance, particularly the 19.67 mean score and 100% Independent classification, provides evidence that the learners demonstrated strong comprehension performance after the intervention period.

During the interview, the learners were asked about the learners' ability to retain and apply the reading skills developed during the intervention. The majority of the learners shared that the experimental learners were able to recall and apply strategies used during the reading activities, particularly in identifying the main idea, locating supporting details, and interpreting information from passages. They also observed that the learners required less prompting when answering comprehension questions and were more willing to explain their answers. The learners themselves expressed positive views about the activities used during the intervention, particularly games, Wordle, role-play, and group activities, which they identified as enjoyable and memorable learning experiences.

Difference Between the Learners' Pretest and Posttest Scores

A test of significant difference is used to determine whether the observed difference between two sets of scores is statistically meaningful. In this study, comparing the pretest and posttest results provides information about whether the reading comprehension performance of the control and experimental groups differed significantly at the two assessment points. The t-value and p-value serve as bases for determining whether the observed difference is statistically significant. The Test of Significant Difference Between the Learners' Pretest and Posttest Scores is presented in Table 5.

Table 5

Test of Significant Difference Between the Learners' Pretest and Posttest Scores

Test	Group	Mean	SD	t-value	df	p-value	Decision	Interpretation
Pretest	Control	15.09	1.49	1.454	64	.152	Fail to Reject H_0	Not Significant
	Experimental	14.36	2.46					
Posttest	Control	12.79	1.47	-8.332	64	< .001	Reject H_0	Significant
	Experimental	16.12	1.76					

Note: *Significance is determined at the 0.05 level.*

Table 5 presents the results of the test of significant difference between the control and experimental groups' reading comprehension scores in the pretest and posttest. In the pretest, the control group obtained a mean score of 15.09 (SD = 1.49), while the experimental group obtained a mean score of 14.36 (SD = 2.46). The computed t-value of 1.454 and p-value of .151 indicate that the difference between the groups was not statistically significant at the .05 level. Thus, the null hypothesis was not rejected, suggesting that the groups did not differ significantly in their initial reading comprehension performance.

In the posttest, the control group obtained a mean score of 12.79 (SD = 1.47), whereas the experimental group obtained a higher mean score of 16.12 (SD = 1.76). The computed t-value of −8.332 and p-value of less than .001 indicate a statistically significant difference between the groups. Therefore, the null hypothesis was rejected for the posttest comparison. The experimental group's mean score was 3.33 points higher than that of the control group, indicating stronger post-intervention reading comprehension performance among learners exposed to the Multiliteracies Approach.

Taken together, the results show that the groups did not differ significantly at baseline, but a statistically significant difference was observed after the intervention. This finding is consistent with better posttest performance in the experimental group. However, because the study used a quasi-experimental

design involving intact classes, the result should be interpreted in the context of the study's design and limitations rather than as definitive proof that the intervention alone caused the difference.

The findings were also consistent with Apolinario and Dayao (2024), who emphasized the value of effective reading methods in improving learners' reading comprehension. They were also related to Tingson et al. (2026), who highlighted the potential of structured instructional strategies in improving reading comprehension performance. Similarly, Lanoy and Lagumbay (2026) emphasized the importance of appropriate reading comprehension strategies in addressing learners' difficulties and improving their reading performance. In the present study, the absence of a significant difference during the pretest followed by a statistically significant difference during the posttest provides quantitative evidence that the two groups differed in their reading comprehension performance after the intervention.

The interview findings further provided context for the quantitative results. When asked about the changes they observed in their classmates after the implementation of the reading comprehension lessons using the Multiliteracies Approach, majority of them shared that those who participated in the intervention became more active and willing to participate in reading activities, discussions, and comprehension tasks. They also observed that learners became more willing to identify the main idea, locate supporting details, and explain their answers. These observations are consistent with the learners' own responses, as all of them described their experience with the intervention positively and expressed interest in continuing the use of the approach in future reading comprehension lessons.

Difference Between the Learners' Posttest and Retention Test Scores

A posttest measures learners' performance immediately after an intervention, while a retention test examines whether the learned knowledge or skills continue to be demonstrated after the intervention period. Comparing these two assessments provides information about whether changes in learners' performance are maintained over time. A significant difference indicates that the two sets of scores are statistically different, while a nonsignificant result indicates that the observed difference may not be statistically meaningful. The Test of Significant Difference Between the Learners' Posttest and Retention Test Scores is presented in Table 6.

Table 6

Test of Significant Difference Between the Learners' Posttest and Retention Test Scores of the Experimental Group

Assessment	Mean	SD	t-value	p-value	Decision	Interpretation
Posttest	16.12	1.76	**-11.398**	**< .001**	Reject H_0	Significant
Retention	19.67	0.69				

Note: $N =$ number of paired learners; $df = N; -1$ $\alpha = .05$

Table 6 presents the test of significant difference between the experimental group's posttest and retention test scores. The experimental group obtained a mean score of 16.12 (SD = 1.76) in the posttest and increased to 19.67 (SD = 0.69) in the retention test. The computed t-value of -11.398 with a p-value of < .001 indicates a statistically significant difference between the two assessments. Thus, the null hypothesis stating that there is no significant difference between the experimental group's posttest and retention scores is rejected.

The findings indicate that the experimental learners demonstrated substantially higher reading comprehension performance during the retention assessment than during the posttest. The increase of 3.55 points from the posttest mean of 16.12 to the retention mean of 19.67 suggests that the learners were able to maintain and further demonstrate their comprehension performance after the intervention. Notably, all 33 experimental learners were classified at the Independent level during the retention assessment, compared with 21 learners or 63.64% who reached the Independent level in the posttest. This shift suggests that the learning experiences provided during the intervention were followed by strong performance in the retention assessment.

The findings may be related to Picardal (2025), who emphasized the importance of strengthening learners' reading comprehension through appropriate and sustained reading interventions. Similarly, Toog and Petalla (2026) highlighted the importance of identifying learners' reading comprehension levels as a basis for providing appropriate instructional support. Tiongson et al. (2026) likewise demonstrated the value of structured instructional strategies in improving learners' reading comprehension. In the present study, the significant difference between the posttest and retention scores, together with the movement of all experimental learners into the Independent category, indicates strong performance in the retention assessment following exposure to Multiliteracies Approach.

During the interview, the learners were asked about the learners' ability to retain the reading comprehension skills and strategies developed during the intervention. The majority of the learners from the experimental group were able to recall and apply strategies used during the reading activities, particularly in identifying main ideas, locating supporting details, and interpreting information from passages. They also observed that learners became more confident in responding to comprehension questions and required less prompting when explaining their answers. The learners' own responses further showed that activities such as Wordle, games, role-play, and group presentations were among the experiences they remembered and enjoyed during the intervention.

This part of the study highlights learners' perceptions and viewpoints concerning the advantages and disadvantages of utilizing Multiliteracies Approach in Reading Comprehension lessons in English 5. The following highlights some of the positive feedback:

Table 7

Views and Insights of Learners' Regarding Multiliteracies Approach on Reading Comprehension

	Interview Question	Feedback
1.	How was your experience during the reading comprehension lessons using multiliteracies approach?	All of the participants (Grade 5 learners who underwent the 6-week intervention), drew a happy face. *(L stands for learner)* L1: "Masaya po, na-enjoy ko po yung reading time and lessons." L2: "Kakaiba po kasi hindi ko nga po naramdamang naglelesson pala kasi po nagbabasa na naglalaro pa." L3: "Okay naman po, hindi naman po pala boring magbasa sa English ng mga stories kahit mahaba."
2.	Was your interest captured during the class on reading comprehension lessons using multiliteracies approach?	All of the seven participants drew a happy face. L1: "Opo, minsan nga po parang bitin lalo po kapg maiksi lang yung story." L2: "Yes, Ma'am kasi po may laro at nag-acting pa nga po kami, nag-costume." L3. "Opo, masaya po kasi at friendly yung pagtuturo kahit mahirap po mag-English."
3.	Does reading comprehension lesson became easier when the teacher used multiliteracies approach?	(5 out of 7 learners drew happy face; the other 2 were unsure what to answer) L1: "Hmm, hindi ko po masabi kasi hindi ko po alam yung multiliteracies, pero mas madali po ang lesson kapag kayo na po na yung magtuturo. Naiintindihan ko po kasi, tina-Tagalog nyo rin po kasi Ma'am kapag 'di pobnamin gets." L2: "Yes po, kasi iba't ibang bagay po yung ginawa natin sa English, nagbasa, may acting and group work." L3: "Ano po ba yun, multiliteracies? (The researcher explained it to the learner.) Ah, yun po pala tawag doon. Yes po, mas madali. Naglaro at may WORDLE din, natuto habang naglalaro. Hindi boring." L4: "Opo, mahirap po kasi mag-English, mahirap din yung words minsan sabihin. Pero 'di po ako masyadong nahirapan kasi po nagenjoy kami sa mga pinagawa po ninyo."
4.	Were you able to answer all the questions when the teacher used multiliteracies approach?	L1: "Halos lahat naman po nasagutan ko. Hindi po perfect pero happy naman po ako sa scores ko." L2: "Tingin ko naman po, yung iba po kasi madali pero may mahirap din po yung difficult to pronounce na words po, hindi ko pa po kasi alam yung mga 'yun." L3: " Yes po Ma'am, kasi minsan naglalaro lang po tayo o gumagamit ng translator kapag mahirap English'sin yung mga sagot ko po. Google Translate is the key!"
5.	Would you like multiliteracies approach to be used in your future reading comprehension lessons?	**All of the seven participants (Grade 5 learners who underwent the 6-week intervention), drew a happy face.* L1: "Opo, para hindi boring at nakakaantok kapag magbabasa na po tayo sa English lalo kapag mahaba po yung babasahin natin." L2: "Yes po Ma'am, kasi masaya po kami, na-enjoy ko po magbasa at matuto kahit mahirap pa rin po yung ibang lessons natin, mahaba po kasi yung iba pong binasa natin." L3: "Yes na yes po! Gustong gusto ko po yung Wordle, spelling, games, at role-play po namin."

L4: “Opo, kasi nakakapag-bonding na po kaming magkaklase tapos masaya po kami magkakasama magpractice sa group presentation.”
L5: “Opo Ma’am, feeling ko po kasi mas marami pa nga po akong natututunan kapag ganun na lang po ang English class natin. Hindi po boring at mahirap magbasa.”
L6: “Google Translate is the key! Kapag nahihirapan na po kami sa pagi-English ng mga sagot po namin, isa po yan sa mga natututunan ko at pinakanatatandaan ko po sa mga ginawa po natin lalo kapag nagsasagot na po tayo ng mga tanong tungkol sa kwento.

The interview findings indicated that the learners generally viewed Multiliteracies Approach positively. All seven learners described their experience as enjoyable and engaging, with several noting that the reading lessons felt different from ordinary English reading activities. The learners specifically referred to games, role-playing, group activities, and other varied tasks as factors that made reading less boring and more enjoyable. This positive response suggests that the use of varied modes and activities in the lesson logs helped create a more engaging reading environment.

The learners also reported that the activities captured their interest during the reading comprehension lessons. All seven learners gave positive responses, with their comments highlighting acting, costumes, games, and the teacher's friendly manner of instruction. One learner even expressed that the reading activity sometimes felt too short, suggesting sustained engagement with the lesson. These responses indicate that the teacher-made lesson logs provided activities that learners perceived as enjoyable enough to maintain their attention while working with English texts.

The learners likewise perceived the lessons as generally helpful in making reading comprehension more accessible. Five of the seven participants responded positively when asked whether reading comprehension became easier through the Multiliteracies Approach, while two learners were initially unsure. Importantly, the uncertainty appeared to be related partly to their unfamiliarity with the term *multiliteracies*, rather than an outright rejection of the activities. Once the activities were explained, the learners described reading, acting, group work, games, and Wordle as activities through which they learned while participating. This suggests that learners were able to recognize the practical benefits of the approach even when they were not familiar with its formal terminology.

The responses further showed that the approach supported learners in completing comprehension activities, although some difficulties remained. One learner reported answering almost all the questions, while another noted that some questions were difficult because of unfamiliar words and pronunciation. Another learner mentioned using a translation tool when English expressions were difficult. Thus, while the learners generally felt capable of responding to comprehension questions, the interview data also indicate that vocabulary and language-related difficulties continued to affect some learners' ability to answer independently.

Finally, the learners expressed a strong preference for the continued use of the Multiliteracies Approach in future reading comprehension lessons. All seven learners gave positive responses and identified games, Wordle, spelling activities, role-play, group presentations, and collaborative activities as experiences they enjoyed and remembered. Some learners also associated the approach with learning more, interacting with classmates, and making difficult English reading activities less boring. These responses provide qualitative support for the use of varied and participatory activities in reading comprehension instruction, while also indicating the continued need for vocabulary and language support for learners who struggle with unfamiliar English words.

Findings

The results of the study revealed that the control and experimental groups had comparable reading comprehension performance before the intervention. In the pretest, the control group obtained a mean score of *15.09* (SD = 1.49), while the experimental group obtained a mean score of *14.36* (SD = 2.46). The difference between the two groups was not statistically significant ($t = 1.45$, $p = .152$), indicating that there was no significant difference in their reading comprehension performance prior to the implementation of the intervention. Both groups were classified at the *Instructional* level based on the Phil-IRI-aligned comprehension classification used in the study.

After the intervention, the experimental group obtained a higher mean score of *15.27* (SD = 2.05), while the control group obtained a mean score of *12.79* (SD = 1.47). The difference between the groups was statistically significant ($t = -5.653$, $p = .001$), indicating a significant difference in reading comprehension performance following the intervention. The experimental group also had a greater proportion of learners classified at the *Independent* level, with *18 out of 33 learners (54.55%)*, compared with only *1 learner (3.03%)* in the control group. Meanwhile, the majority of the control group, or *27 learners (81.82%)*, remained at the Instructional level.

The retention results further showed that the experimental group obtained a mean score of *16.73* (SD = 2.64), which was higher than its posttest mean of *15.27*. The difference between the experimental group’s posttest and retention scores was statistically significant ($t = -6.810$, $p = .001$), indicating a significant difference between the two sets of scores. In the retention assessment, *25 out of 33 learners (75.76%)* in the experimental group reached the

Independent level, while six learners (18.18%) were at the Instructional level and two learners (6.06%) were at the Frustration level. The control group, in comparison, obtained a retention mean of *13.24* (SD = 1.23), with *31 learners (93.94%)* classified at the Instructional level.

The qualitative findings supported the quantitative results by showing generally positive perceptions of the Multiliteracies Approach. All seven interviewed learners described their reading comprehension experience as enjoyable, interesting, and different from their usual reading activities. They particularly mentioned games, role-play, group work, Wordle, spelling activities, and other interactive tasks as activities that made reading more enjoyable and less boring. Five of the seven learners also indicated that the reading comprehension lessons became easier, although two learners were initially unsure because they were not familiar with the term *multiliteracies*. The learners further reported that they were generally able to answer the comprehension questions, although some continued to experience difficulty with unfamiliar English words and pronunciation. All seven participants expressed a preference for the continued use of the Multiliteracies Approach in future reading comprehension lessons, particularly because of its interactive and enjoyable activities.

Conclusion

Based on the findings, Multiliteracies Approach was associated with improved reading comprehension performance, resulting to all learners among the experimental group reaching the Independent reading level. Although the two groups were comparable in the pretest, a statistically significant difference was observed in the posttest, with the experimental group obtaining the higher mean score and a substantially greater proportion of learners reaching the Independent reading profile.

The retention results further indicated that the experimental group maintained and demonstrated stronger reading comprehension performance after the intervention. The experimental group's retention mean was higher than its posttest mean, and the significant difference between the posttest and retention scores suggested that reading comprehension skill of the learners developed and further demonstrated during the retention assessment.

The qualitative findings likewise showed that the learners responded positively to the Multiliteracies Approach embedded in teacher-made Daily Lesson Logs. The participants described the lessons as enjoyable and engaging and particularly appreciated the use of games, role-play, group work, Wordle, and other varied activities. While some learners continued to experience difficulty with unfamiliar English vocabulary and pronunciation, their responses generally suggest that the multimodal and participatory activities made reading comprehension lessons more accessible and enjoyable. Thus, the findings support the continued development and refinement of teacher-made Daily Lesson Logs using the Multiliteracies Approach as an instructional resource for reading comprehension.

Recommendations

1. Learners may choose from the variety of options the teacher can offer them during lessons, so that they can participate in multimodal reading activities including but not limited to reading games, role-play, group work, vocabulary activities, and other interactive tasks. These activities aim to strengthen their reading comprehension and vocabulary skills. And so, adapting this approach in teaching reading comprehension among learners in the elementary classrooms, especially in Grade 5 level has been proven effective in this study.
2. *English Teachers* may utilize and further develop teacher-made Daily Lesson Logs embedded with the Multiliteracies Approach to provide varied, engaging, and participatory learning experiences in reading comprehension. Particular attention may be given to vocabulary development and pronunciation, as these remained areas of difficulty for some learners.
3. *School administrators* may adapt, implement, and develop their own multimodal instructional materials by providing appropriate resources, training opportunities, and time for material development and refinement to the teachers. The school may also subject this material for further evaluation and validation of the Division Learning Resources Management and Development System Officials for wider usage and relevance. *The teacher-made Daily Lesson Logs* embedded with Multiliteracies Approach may be further reviewed and refined before broader implementation. The refinement may incorporate learner feedback, particularly regarding vocabulary difficulty, unfamiliar English expressions, and activities that learners found most engaging and helpful.
4. *Schools Division Offices' curriculum planners and instructional material developers* may consider incorporating multimodal and participatory activities into reading comprehension materials to provide learners with varied ways of accessing, processing, and demonstrating their understanding of texts.
5. *Future researchers* may conduct similar studies involving larger samples, different grade levels, longer intervention periods, and other measures of reading comprehension to further examine the effectiveness of the Multiliteracies Approach. Future studies may also investigate which specific multimodal activities contribute most to learners' comprehension and retention.

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