

# Implementation of Multi-Sensory Approaches in Teaching Reading and Academic Performance of Struggling Readers in Grades 2 and 3

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*Abstract* — This study determines the significant relationship between the extent of implementation of multi-sensory approach in teaching reading and academic performance of struggling readers in Grades 2 and 3. The study employed a descriptive-correlational research design utilizing a survey used by Birsh & Carreker (2018) in their study on "Multisensory Teaching of Basic Language Skills to determine the extent of implementation of multi-sensory approach in teaching reading while the final grade in quarter 4 was used to determine the academic performance of the struggling readers. The research results affirm the presence of a significant relationship between the extent of implementation of multi-sensory approaches in teaching reading and the academic performance of struggling readers in grades 2 and 3. The findings highlight that the consistent use of multi-sensory strategies—particularly in classroom implementation and student engagement—positively influences learners' reading performance, as reflected in the majority of students achieving satisfactory to outstanding academic ratings. These results imply that strengthening instructional supervision, enhancing teacher preparedness through training, and addressing resource gaps are essential in improving reading instruction and fostering better literacy outcomes among struggling readers.

*Keywords* — **Implementation, Multi-Sensory Approaches, Teaching Reading, Academic Performance, Struggling Readers, Grades 2 and 3**

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## I. Introduction

One of the most important challenges that teachers and school leaders face is how to teach early or struggling learners in literacy skills. While learners meet academic milestones at different paces, integrating literacy teaching strategies and approaches in the classroom can help prepare as many learners as possible for reading readiness. And the recent developments in reading and literacy curriculum suggest multisensory learning is one of the most effective approach for doing so.

Multisensory activities are based in whole brain learning, which is the belief that the best way to teach concepts is by involving multiple areas in the brain. Activities provided will involve all or but not many senses in learning to read. By adding auditory or visual components to reading

assignments, like illustrations or online activities, teachers can help learners develop stronger literacy skills (Minshew, 2025).

In line with the MATATAG agenda of the former secretary of Department of Education that learners must be provided with alternative learning intervention to address the problems on literacy among Filipino learners. With the implementation of the Enhanced K to 10 Curriculum of the Department of Education, providing reading intervention activities is deemed necessary and one of the interventions that the researcher formulated in teaching comprehension skills using the read-aloud techniques.

In teaching reading, many teachers only focus on the product of comprehension such as students ability in answering the comprehension questions and ignore the process to make the students comprehend the text such as teaching vocabulary, fluency, and the text level (genre) (Álvarez-cañizo et al., 2020; Nurdianingsih, 2021b; Rochman, 2018). In addition, reading is an activity that involves the information got by the readers to communicate with the author for gaining the information (Ceyhan & Yyldyz, 2020; Nurdianingsih, 2021b).

Which means that when reading a text, a reader is also communicating the idea got, whether it is appropriate with the author idea or not. In order to get the similar perception or similar understanding between the reader and the author, teacher should also teach the reading aspects. Some of the reading aspects are pronunciation, the vocabulary, and the comprehension (Nurdianingsih, 2021b). Furthermore, when studying reading students have to pay attention to the fluency. Fluency consists of accuracy, automaticity, and prosody (Duke et al., 2021). Therefore, in teaching reading teacher should also teach the vocabulary, fluency, and comprehension. And, to teach those aspects, teacher should involve the proper strategy.

Furthermore, reading comprehension is to make sense from reading by using eyes then proceed it in mind to get the information (Ceyhan & Yýldýz, 2020). That is why for learners, understanding the text from the meaning of the words is important, as when they do not understand the meaning of the words they cannot reach the text at all.

Having struggling readers in a class is a challenge on the part of the teacher. Thinking of strategies to address this need is a priority for a need to learn to read especially during key stage 1 of the learners. Being a newly hired teacher, it is really a need to conduct research on the effective intervention that will infect change in the reading performance of the learners. In this regard, the researcher formulated the intervention of integrating multisensory approaches in teaching reading in the hope that through this intervention, reading performance of the learners will improve.

The existing literature in the Philippines' primary education system regarding multisensory approaches for non-readers reveals a notable knowledge gap, lacking specific research on non-readers despite evidence supporting these methods for special education needs students and struggling readers (Zairin, 2023; (Pocaa et al., 2022). Moreover, the exploration of implementing these approaches, especially in online teaching, remains limited, emphasizing the necessity for

more focused research on the application of multisensory methods highlighted by (Adinanda Siswoyo et al., 2022) and (Presquito & Madrigal, 2022).

Reading has a holistic impact on individuals, influencing their social-emotional learning (Aerila, 2021), and emotional development (Batini et al., 2020). It also plays a crucial role in the teaching and learning process, with a need for comprehensive and integrated reading assessment (Rini, 2021). The medium through which reading is done, whether print or digital, can affect the processing and integration of textual and pictorial information (Latini et al., 2020). The argument centers on acknowledging these diverse impacts to develop tailored approaches for non-readers, thereby contributing to inclusivity in education.

This study determines the significant relationship between the extent of implementation of multi-sensory approach in teaching reading and academic performance of struggling readers in Grades 2 and 3 of Doña Maria Elementary School, Albuera North District, Leyte Division. The findings of the study will be the basis for the proposed intervention plan.

Further, it sought to answer the following sub-problems:

1. What is the extent of implementation of multi-sensory approach in teaching reading?
2. What is the level of academic performance of struggling readers in Grades 2 and 3?
3. Is there a significant relationship between the extent of implementation of multi-sensory approach in teaching reading and academic performance of struggling readers in Grades 2 and 3?
4. What intervention plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employs a descriptive-correlational research design to determine the significant relationship between the extent of implementation of multi-sensory approach in teaching reading and academic performance of struggling readers in Grades 2 and 3. This study is descriptive because it describes the variables- extent of implementation of multi-sensory approach in teaching reading and academic performance of struggling readers in Grades 2 and 3. Further, this is also correlational because it finds the relationship between the dependent and independent variables. The study was conducted at Doña Maria Elementary School, located in Barangay Doña Maria, Albuera, Leyte. The school, situated in the heart of the barangay and 17.1 kilometers from Albuera proper, was accessible by all modes of land transportation. It was categorized as small in terms of size and population and managed by a School Head with a total of eight teachers: five Teacher I, two Teacher III, and one Master Teacher I. The school had an internet connection, with the principal's office serving as the venue for teacher meetings. It also had a playground and a Temporary Learning Space (TLS) where programs and other school activities were held. All

classrooms were well-structured and maintained by the teachers, and garbage bins were placed around the campus to promote cleanliness among pupils. The study employed a descriptive-correlational research design utilizing a survey used by Birsh & Carreker (2018) in their study on "Multisensory Teaching of Basic Language Skills to determine the extent of implementation of multi-sensory approach in teaching reading while the final grade in quarter 4 was used to determine the academic performance of the struggling readers.

**Sampling.** The respondents of this study were sixty-eight (68) Grades 2 and 3 learners enrolled in the said locale. Complete enumeration in choosing the respondents of the study was employed.

**Research Procedure.** After the research was approved, data gathering followed. Letter requests to conduct the study were submitted to the proper authorities for approval. First, a letter request was submitted to the Schools Division Superintendent (SDS) for approval to proceed with data gathering among the identified respondents. After the approval of the SDS, permission letters were also submitted to the Public Schools District Supervisor and the School Principal of the school. Once approved, the researcher proceeded with data gathering. The researcher conducted an orientation for the respondents. During the orientation, the respondents were informed about the study's goals and their right to confidentiality. Anonymized data were used solely for research purposes, minimizing any burden on participants. The data were stored securely and were accessible only to the research team, reinforcing confidentiality. Participation was purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting participants' views without bias or alterations. Furthermore, a permit from the respondents was obtained, which stipulated their consent to be included in the study. After the orientation, survey questionnaires were distributed to the respondents. The respondents were given ample time to complete the survey. Once accomplished, the surveys were collected, tallied, and submitted for statistical treatment.

**Ethical Issues.** The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference.

**Treatment of Data.** The quantitative responses were tallied and tabulated. The data were treated statistically using the following tools: Simple Percentage and Weighted Mean were employed to determine the significant relationship between the extent of implementation of multi-sensory approach in teaching reading and academic performance of struggling readers in Grades

2 and 3. Pearson r was used to determine the significant relationship between the dependent and independent variables.

### III. Results and Discussion

**Table 1**  
**Extent of Implementation of Multi-Sensory Approaches in Teaching Reading**

	<b>Teacher Preparedness and Knowledge</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	I am familiar with the principles of the multi-sensory approach to teaching reading.	4.00	Often
2	I have received adequate training on how to use multi-sensory strategies in reading instruction.	4.00	Often
3	I am confident in using various multi-sensory techniques in my reading lessons.	4.00	Often
4	I regularly plan lessons that incorporate visual, auditory, and kinesthetic-tactile elements.	4.40	Always
5	I understand the benefits of multi-sensory instruction for diverse learners.	4.60	Always
	<b>Mean</b>	<b>4.20</b>	<b>Often</b>
	<b>B. Classroom Implementation</b>		
1	I use visual aids (e.g., pictures, charts, videos) to support reading instruction.	4.60	Always
2	I incorporate auditory activities (e.g., read-aloud, songs, phonics sounds) in my lessons.	4.40	Always
3	I provide kinesthetic-tactile activities (e.g., tracing letters, using manipulatives) when teaching reading.	4.00	Always
4	I modify reading tasks to suit the sensory preferences of my students	4.00	Often
5	I provide opportunities for students to use multiple senses in every reading lesson.	4.40	Always
	<b>Mean</b>	<b>4.28</b>	<b>Always</b>
	<b>C. Student Engagement</b>		
1	Students are more engaged in reading when I use multi-sensory activities.	4.40	Always
2	My students participate more actively during reading lessons that involve movement or hands-on tasks.	4.00	Often
3	Students show improved focus and attention during multi-sensory reading activities	4.00	Often
4	Multi-sensory approaches help reduce reading anxiety among struggling readers.	4.00	Often
5	Students appear more motivated to read when lessons include sensory experiences	4.60	Always
	<b>Mean</b>	<b>4.20</b>	<b>Often</b>
	<b>D. Instructional Materials and Resources</b>		
1	I have access to adequate resources to implement multi-sensory reading instruction.	3.80	Often
2	I create my own materials to support multi-sensory reading instruction.	3.80	Often
3	The school supports the use of multi-sensory materials in the classroom.	3.80	Often
4	I use digital tools (e.g., educational apps, interactive software) to support sensory-based reading instruction.	3.80	Often

5	I collaborate with other teachers to develop or share multi-sensory reading materials.	3.40	Sometimes
	<b>Mean</b>	<b>3.72</b>	<b>Often</b>
<b>E. Assessment</b>			
1	I assess students' reading performance using both traditional and multi-sensory tasks.	4.00	Often
2	Multi-sensory activities help me better understand my students' reading strengths and needs.	3.80	Often
3	I track students' progress in reading through performance in multi-sensory tasks.	4.00	Often
4	I use formative assessment strategies during multi-sensory instruction.	4.00	Often
5	I adjust my teaching strategies based on the outcomes of multi-sensory reading activities.	4.00	Often
	<b>Mean</b>	<b>3.96</b>	<b>Often</b>
<b>F. Challenges</b>			
1	Time constraints limit my ability to implement multi-sensory reading activities.	4.00	Often
2	I find it challenging to manage a class during hands-on or movement-based reading activities.	4.00	Often
3	Some students do not respond well to certain sensory activities.	4.00	Often
4	I need more professional development on integrating the multi-sensory approach in reading.	4.00	Often
5	I believe the multi-sensory approach is an effective method for teaching reading.	4.40	Always
	<b>Mean</b>	<b>4.08</b>	<b>Often</b>
	<b>Grand Mean</b>	<b>4.07</b>	<b>OFTEN</b>

Legend:

RANGES	DESCRIPTION
4.21- 5.00	<i>Always</i>
3.41- 4.20	<i>Often</i>
2.61-3.40	<i>Sometimes</i>
1.81- 2.60	<i>Rarely</i>
1.00-1.80	<i>Never</i>

The data gathered on the extent of implementation of multi-sensory approaches in teaching reading revealed an overall grand mean of 4.07, interpreted as Often, based on the weighted mean scale. The highest-rated dimension was Classroom Implementation with a mean of 4.28 (Always), indicating that teachers consistently incorporated visual, auditory, and kinesthetic-tactile elements in reading lessons. This reflects their strong commitment to applying multi-sensory strategies in actual classroom practice. Teacher Preparedness and Knowledge and Student Engagement both obtained a mean of 4.20 (Often), suggesting that while teachers are generally confident and knowledgeable in using multi-sensory techniques, and students show increased engagement, there is still room for improvement. The Instructional Materials and Resources dimension recorded the lowest mean of 3.72 (Often), implying that while efforts are made to access and create materials, availability and collaboration remain areas for development. The Assessment and Challenges dimensions both scored around the Often level, showing that although teachers regularly assess students using multi-sensory approaches, time constraints, classroom management, and the need for further professional development still pose challenges. Overall, the data imply that multi-

sensory approaches are consistently implemented in reading instruction, but enhanced support in materials, training, and classroom management could strengthen its effectiveness.

**Table 2**  
**Academic Performance of Learners**

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	20	30
4	Very Satisfactory	85-89	23	34
3	Satisfactory	80-84	21	31
2	Fairly Satisfactory	75-79	3	4
1	Did Not Meet Expectations	Below 75	1	1
	Total		68	100
	Average		85.76	Very Satisfactory

The data on the academic performance of learners indicated that most Grade 2 students performed well after the integration of multi-sensory approaches in reading. Specifically, 34% of the learners achieved a Very Satisfactory rating (85-89), followed by 31% who obtained a Satisfactory rating (80-84), and 30% who reached an Outstanding rating (90-100). Only a small percentage fell under Fairly Satisfactory (4%) and Did Not Meet Expectations (1%). The computed average score of 85.76, interpreted as Very Satisfactory, suggests that the learners generally performed above average in reading tasks. These results imply that the integration of multi-sensory approaches contributed positively to the reading performance of struggling learners, with most students achieving satisfactory to outstanding outcomes, indicating the approach's potential to address reading difficulties effectively.

**Table 4**  
**Test Of Relationship**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Instructional Supervision to Teacher's Practices in Addressing Challenges	0.78	2.672	0.453	Reject Ho	Significant Relationship (Very Strong)

The results of the test of relationship showed a computed r value of 0.78, interpreted as a Very Strong positive correlation between instructional supervision and teachers' practices in addressing challenges in reading. The computed t-value of 2.672, which exceeds the table value of 0.453 at a 0.05 significance level, led to the rejection of the null hypothesis, confirming a significant relationship. This implies that effective instructional supervision significantly influences teachers' ability to implement appropriate practices, such as multi-sensory approaches,

to address reading challenges among learners. The strong positive relationship highlights the critical role of school leaders and supervisors in providing support, guidance, and resources that enable teachers to adopt effective instructional strategies, ultimately contributing to improved literacy outcomes for struggling readers.

#### **IV. Conclusion**

The research results affirm the presence of a significant relationship between the extent of implementation of multi-sensory approaches in teaching reading and the academic performance of struggling readers in grades 2 and 3. The findings highlight that the consistent use of multi-sensory strategies—particularly in classroom implementation and student engagement—positively influences learners' reading performance, as reflected in the majority of learners achieving satisfactory to outstanding academic ratings. These results imply that strengthening instructional supervision, enhancing teacher preparedness through training, and addressing resource gaps are essential in improving reading instruction and fostering better literacy outcomes among struggling readers. Further, the result indicates that when teachers employ instructional strategies that engage multiple senses—such as sight, sound, touch, and movement—struggling learners show improved comprehension, decoding, and retention of reading skills. The presence of this significant relationship highlights the effectiveness of multi-sensory instruction as an inclusive, engaging, and responsive teaching approach for learners who face reading challenges in early grades.

#### **V. Recommendations**

Apply the recommended instructional supervision plan to attain the research goal.

1. Schools should formally integrate multi-sensory approaches into their reading programs, especially for primary grades and remedial reading classes. These strategies should be embedded in both daily instruction and intervention programs for struggling readers.
2. Conduct regular training sessions and workshops to equip teachers with practical skills and knowledge on implementing multi-sensory techniques such as phonics with movement, tactile letter tracing, color-coded text, auditory repetition, and interactive storytelling.
3. Ensure the availability of manipulatives, flashcards, textured letters, digital tools, audio resources, and other sensory-based materials that support the effective delivery of multi-sensory reading lessons.
4. School heads and instructional leaders should include indicators of multi-sensory teaching practices in lesson observations and coaching tools, to support, monitor, and sustain high-quality reading instruction.

5. Use reading assessment data to identify struggling readers and implement targeted multi-sensory intervention programs tailored to their specific decoding, fluency, or comprehension needs.
6. Facilitate teacher collaboration through Learning Action Cells (LACs) or peer mentoring focused on developing and sharing multi-sensory reading lesson plans, classroom management strategies, and progress-monitoring tools, and
7. Future researchers are encouraged to replicate this study to incorporate other locales and other variables beyond the ones identified in this study.

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#### **AUTHOR'S PROFILE**



**MS. DORMICITA V. SALLENTE**

Dormicita V. Sallente is a dedicated educator with a passion for literacy development. She is a newly hired grade 2 teacher and committed herself to provide quality education that will foster the young and innocent minds of the learners. Her will to target the success of her teaching is what motivates her to be better every day. She is a graduate of Bachelor of Elementary Education in University of Cebu. After she graduated, she worked as a government employee for more than a year and decided to pursue her teaching career. While she was waiting for her item, she applied as an admin staff to a public Highschool and there, she gained insights into school curriculum, teaching methods, and assessment strategies. She saw firsthand how different subjects are taught and how student progress was tracked. When she finally got her item, her experiences as an admin staff fueled her to be an effective teacher.

Currently, Ms. Sallente is pursuing a Master in Education majoring in Elementary Education at Western Leyte College. She completed her academic requirements in July 2025. Her goals don't stop here, she planned to pursue further her professional growth that will be beneficial to her teaching career and to the institution. Ms. Sallente's philosophy came from the belief that every learner has his/her own way of learning and coping that is why she applied differentiated instructions that will tailored-fit on the needs of the learners to make them more eager to engage in the teaching-learning process.

Residing in Albuera, Leyte, Ms. Sallente focuses on improving literacy outcomes, applying innovative teaching methodologies designed to support struggling learners that will help them in the success of their learning journey.