

# Implementation Of Remedial Vocabulary Intervention Using Multimedia Resources and The Improvement of Academic Performance of Grade 3 Pupils In English from Quarter 1-4

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*Abstract* — This study evaluated the extent of the implementation of Remedial Vocabulary Intervention Using Multimedia Resources and academic performance of the Grade 3 Pupils in English from 1st Quarter to 4th Quarter. The findings of the study were the basis or a proposed intervention plan. The study This study employed a descriptive-correlational research design to examine the extent of the implementation of Remedial Vocabulary Intervention Using Multimedia Resources and its relationship to the academic performance of Grade 3 pupils in English from the 1st Quarter to the 4th Quarter. This design was deemed appropriate as it allowed the researcher to describe the degree to which the intervention was implemented and to determine whether a significant relationship exists between the intervention and the learners' academic performance. The Test of Relationship, which illustrates the statistical relationship between the Implementation of Multimedia Resources and the Academic Performance of Grade 3 learners. The table includes statistical indicators such as the correlation coefficient ( $r$ ), the computed t-value, the table value at the 0.05 level of significance, the decision on the null hypothesis ( $H_0$ ), and the interpretation of the relationship's strength. This analysis determines whether the extent of multimedia implementation significantly affects learners' academic outcomes. As shown in the table, the correlation coefficient between the implementation of multimedia resources and academic performance, which indicates a very strong positive relationship. The computed t-value significantly exceeds the critical table value, leading to the rejection of the null hypothesis. This result confirms that there is a statistically significant relationship between the effective use of multimedia in remedial vocabulary instruction and the improved academic performance of learners. The implications of these results are noteworthy. A correlation value suggests that as the level of implementation of multimedia resources increases, so does the academic performance of the learners. The result implies that multimedia tools are not just supplementary aids but play a vital role in improving learning outcomes. Their interactive and engaging nature appears to enhance vocabulary retention, comprehension, and overall language development. The strong link supports the use of varied digital platforms and content to meet learners' diverse needs and promote better academic results.

*Keywords* — **Implementation, Remedial Vocabulary Intervention Multimedia resources, Academic performance, English, Grade 3**

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## I. Introduction

The revised K to 12 curriculum re-organizes the Integrated Language Arts curriculum according to the content standards that must be met by all students at the need of the basic education. This is not inconsistent with the proposed 5 sub-strands of the Language arts and Multiliteracies Curriculum (LAMC) but fleshes out the areas that children need to learn and teachers need to teach in greater detail of which Vocabulary Development is in the 10th place on the list followed by Reading Comprehension on the 11th. Therefore research on vocabulary intervention effectiveness must be conducted as to not waste a time applying interventions which are not proven to be effective through research. English vocabulary development must be given importance because reading comprehension is directly affected by vocabulary skills of the pupil and to excel in reading, writing, speaking and listening one must develop his/her vocabulary skills first.

Every end of the school year, the Isabel District conducts a District-Based Oral Reading Test for all pupils from Grades 1 to 6. The materials used in the assessment are known only to the District Supervisor, ensuring the integrity of the evaluation. During the test administration, principals facilitate the examination by rotating assignments across schools. Afterward, pupils' reading performance is ranked within each grade level, from highest to lowest. This district-wide practice serves as a benchmark for assessing reading proficiency among learners.

Driven by the desire not only to achieve higher rankings in this assessment but more importantly to improve learners' reading comprehension skills, a teacher observed that although pupils were able to recognize and pronounce words correctly, they struggled to understand the content of the texts they read. Through careful reflection and classroom observation, it was discovered that vocabulary deficiency might be the root cause of poor comprehension. Many students encountered unfamiliar words during reading exercises, which hindered their understanding of the overall narrative. This insight aligned with the fundamental concept that reading is not limited to decoding or pronunciation, but also involves meaningful comprehension, which is highly dependent on vocabulary knowledge.

In response to this challenge, a Remedial Vocabulary Program was implemented. The teacher developed a daily practice routine in which 25 Bisaya-English word pairs were introduced each day. Pupils would write down the English equivalents the following day, allowing them to develop both vocabulary acquisition and spelling proficiency. This program was sustained throughout the school year, culminating in an end-of-year activity where learners recalled and wrote as many of the previously learned vocabulary terms as they could remember. One notable result was a pupil successfully writing over 800 English words correctly. The effectiveness of the intervention was reflected in the school's consistent ranking in the top three of the District Oral Reading Test, despite being from an upland school—an achievement once considered unlikely.

The positive outcomes of this program were further affirmed through its continued application across grade levels and schools, including in a Grade 6 class at Matlang Central School,

which ranked third during a district-wide oral reading test conducted in partnership with Visayas State University and the Pasar Foundation, Inc. However, while these achievements suggest the success of the program, the results alone are not sufficient to establish its effectiveness with certainty. The teacher, now assigned to a Grade 3 class, seeks to validate the impact of the program through empirical research. By gathering and analyzing data using appropriate statistical tools, this study aims to provide concrete evidence on the effectiveness of the Remedial Vocabulary Program in improving vocabulary and, ultimately, reading comprehension among Grade 3 learners.

The researcher's initial assignment in the Department of Education began in 2013, during the second year of the implementation of the K to 12 Basic Education Curriculum. Assigned to teach Grade 1, the researcher noted that the formal instruction of English under the curriculum began in the third quarter. When English lessons commenced, many of the pupils struggled with the activities, particularly in naming and identifying common objects in English. It became evident that the learners lacked prior exposure to basic English vocabulary, making even the most foundational tasks difficult. This observation stood in stark contrast to the researcher's prior experience tutoring children from private schools, where learners—often from well-off families—were more fluent in English due to regular exposure to English-speaking environments and media.

This disparity highlighted a persistent issue: public school learners often lag behind in English vocabulary acquisition due to limited exposure and fewer language-rich environments. Realizing the urgency of the situation, the researcher felt a strong sense of responsibility to intervene. Thus began the development of a simple, low-resource vocabulary enhancement strategy. Initially, the researcher created hand-drawn illustrations of common objects with consonant-vowel-consonant (CVC) patterns and paired them with their English names. Each day, ten objects were introduced, and pupils were asked to copy them into their notebooks. With limited access to printing technology, this handwritten approach also supported retention and engagement through writing, which the researcher believed reinforced learning more effectively.

Upon being transferred to a Grade 3 class after two years, the researcher faced a new challenge: older pupils with more complex reading tasks and vocabulary requirements. With the annual Oral Reading Post Test approaching, it became imperative to refine and scale up the earlier intervention. This led to the implementation of a Bisaya-English Vocabulary Program, where learners were introduced to 25 new words daily. Pupils were instructed to copy the English equivalents, and on the following day, they were tasked with recalling and writing them from memory. This practice not only improved vocabulary recognition but also enhanced spelling ability. The impact of this intervention became evident when the class ranked second in the 2016 District Oral Reading Post Test for Grade 3 pupils in the Isabel District.

Despite these promising outcomes, the researcher recognized the need for a more systematic and data-driven approach to validate the effectiveness of the vocabulary program. The vocabulary gap among public school pupils remains a relevant and pressing concern, especially in developing reading comprehension and academic performance. Now assigned to Matlang Central

School, the researcher aims to conduct a formal investigation into the effectiveness of the Bisaya-English Vocabulary Program, to generate concrete evidence that can guide future instruction and potentially benefit other educators addressing similar challenges.

This study evaluated the extent of the implementation of Remedial Vocabulary Intervention Using Multimedia Resources and academic performance of the Grade 3 Pupils in English from 1st Quarter to 4th Quarter. The findings of the study were the basis or a proposed intervention plan.

Specifically the study sought to answer the following questions:

1. What Is The Extent Of The Implementation Of The Remedial Vocabulary Intervention Using Multimedia Resources In Terms Of:
  1. Guidelines
  2. Techniques
  3. Resources
  4. Support
  5. Training
  6. Challenges?
2. What the is the academic performance from 1st to 4th quarter of the Grade 3 pupils in English?
3. Is there a Significant Relationship on the extent of the implementation of the Remedial Vocabulary Intervention Using Multimedia Resources to the academic performance of the grad 3 learners from 1st to 4th quarter?
4. What intervention plan can be proposed based on the findings?

#### NULL HYPOTHESIS

There is no Significant Relationship on the extent of the implementation of the Remedial Vocabulary Intervention Using Multimedia Resources to the academic performance of the grad 3 learners from 1st to 4th quarter.

## II. Methodology

**Design.** The study This study employed a descriptive-correlational research design to examine the extent of the implementation of Remedial Vocabulary Intervention Using Multimedia Resources and its relationship to the academic performance of Grade 3 pupils in English from the

1st Quarter to the 4th Quarter. This design was deemed appropriate as it allowed the researcher to describe the degree to which the intervention was implemented and to determine whether a significant relationship exists between the intervention and the learners' academic performance. The descriptive component of the study focused on assessing how frequently and effectively multimedia resources—such as educational videos, interactive games, audio-visual materials, and digital flashcards—were utilized during remedial vocabulary sessions. Data were gathered using teacher questionnaires, observation checklists, and implementation logs to determine the consistency and quality of the intervention. The correlational aspect aimed to determine if there was a significant relationship between the implementation of the multimedia-based vocabulary intervention and the pupils' academic performance in English, as reflected in their quarterly grades from the 1st to the 4th quarter. Academic performance data were obtained from the official class records of the participants. This design provided a clear understanding of both the implementation process and the potential impact of using multimedia tools in vocabulary instruction on learners' academic performance, offering insights that can support instructional planning and resource integration in primary education.

The main locale of the study was Matlang Central School in the Division of Ilayte. The respondents of the study were the 23 teachers and 60 learners. The information for the analysis was gathered using researcher-made survey questionnaire was administered to teacher-respondents to assess the extent of implementation of the remedial vocabulary intervention. This questionnaire included items related to the frequency, consistency, and types of multimedia resources used—such as educational videos, digital games, audio recordings, and visual aids—as well as the teaching strategies applied during remediation sessions. The responses were measured using a 4-point Likert scale ranging from “Not Implemented” to “Fully Implemented.” Second, to measure academic performance, the study made use of School Form 9 (SF9) or the official Learner's Progress Report. This document provided the English grades of Grade 3 pupils from the 1st to the 4th quarter, which served as the basis for determining changes or improvements in performance throughout the intervention period. These instruments collectively supported the objective of correlating the extent of implementation with actual learner outcomes. The proposed Intervention Plan was taken based on the findings of the study.

**Sampling** The respondents of the study were the 23 teachers and 60 learners that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

**Research Procedure.** The researcher sought formal approval from the Schools Division Superintendent to conduct the study entitled “The Extent of the Implementation of Remedial Vocabulary Intervention Using Multimedia Resources and Academic Performance of the Grade 3 Pupils in English from 1st Quarter to 4th Quarter.” A transmittal letter was submitted to secure

authorization to carry out the research within the selected school. Upon receiving the approval, the researcher coordinated with the school principal and Grade 3 English teachers to explain the purpose and procedures of the study. The survey questionnaires, which aimed to measure the extent of implementation of remedial vocabulary interventions using multimedia resources, were distributed to teacher-respondents. Meanwhile, the academic performance of Grade 3 pupils was obtained using School Form 9 (SF9), covering their English grades from the 1st to the 4th quarter. After the data were collected, the responses from the questionnaires and the learners' quarterly grades were consolidated and subjected to statistical analysis to determine possible relationships and draw meaningful conclusions.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers were done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

**Treatment of Data.** The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tools.

The Simple Percentage was employed to determine the Literacy performance in English of the Grade 3 pupils.

Pearson r- This tool was used to calculate the test of relationship in the academic performance of the Grade 3 Pupils and the extent of the implementation of Remedial Vocabulary Intervention Using Multimedia Resources.

### III. Results and Discussion

**Table 1**

**Extent of the Implementation of Vocabulary Intervention Through Multimedia Resources**

	A. GUIDELINES	Weighted Mean	Interpretation
1	Clear implementation guidelines for the vocabulary intervention are available.	4.57	Strongly Agree
2	Guidelines are aligned with the remedial learning objectives.	4.64	Strongly Agree
3	Teachers are well-informed about the intervention framework.	4.63	Strongly Agree
4	Guidelines include specific protocols for using multimedia tools.	4.70	Strongly Agree
5	The guidelines are regularly reviewed and updated.	4.80	Strongly Agree
	Mean	4.67	Strongly Agree
B. TECHNIQUES			
1	Teachers apply interactive strategies to enhance vocabulary retention.	4.60	Strongly Agree

2	Multimedia tools (videos, apps, animations) are integrated into lessons.	4.55	Strongly Agree
3	Learners are given tasks involving listening, reading, and speaking.	4.67	Strongly Agree
4	Contextualized vocabulary learning is practiced during remediation.	4.85	Agree
5	Repetition and reinforcement techniques are used effectively.	4.90	Strongly Agree
	Mean	4.71	Strongly Agree
	<b>C. Resources</b>		
1	Multimedia resources are appropriate for learners' levels.	4.60	Strongly Agree
2	There is access to devices such as tablets, projectors, or computers.	4.44	Strongly Agree
3	Materials used are aligned with curriculum or language standards.	4.67	Strongly Agree
4	Visual and audio materials are regularly updated.	4.80	Strongly Agree
5	Learners have individual or small-group access to multimedia tools.	4.76	Strongly Agree
	Mean	4.65	Strongly Agree
	<b>D. Support</b>		
1	School leadership provides adequate support for implementation.	5.00	Strongly Agree
2	Technical assistance is available for multimedia tools.	4.84	Strongly Agree
3	Peer collaboration or mentoring is encouraged.	4.92	Strongly Agree
4	Parent involvement is encouraged for vocabulary development.	4.70	Strongly Agree
5	There is ongoing monitoring and feedback from supervisors.	4.75	Strongly Agree
	Mean	4.84	Strongly Agree
	<b>E. Training</b>		
1	Teachers have received training on multimedia-based instruction.	4.80	Strongly Agree
2	Training included practical applications for vocabulary intervention.	4.60	Strongly Agree
3	Ongoing professional development is provided.	4.90	Strongly Agree
4	Training addressed technical skills for using multimedia tools.	4.60	Strongly Agree
5	Teachers feel confident in using multimedia for vocabulary teaching.	4.90	Strongly Agree
	Mean	4.76	Strongly Agree
	<b>F. Challenges</b>		
1	Limited access to multimedia resources is a concern.	4.70	Strongly Agree
2	Time constraints affect consistent implementation.	4.80	Strongly Agree
3	Learners have varying levels of digital literacy.	4.85	Strongly Agree
4	Technical problems interfere with lesson delivery.	2.55	Disagree
5	Teachers lack sufficient training or experience with multimedia tools.	2.30	Disagree
	Mean	3.84	Agree
	Grand Mean	4.58	STRONGLY AGREE

Legend: 4.21- 5.00 – Strongly Agree  
 3.41- 4.20 – Agree  
 2.61-3.40 - Undecided  
 1.81- 2.60- Disagree  
 1.00-1.80- Strongly Disagree

This table presents the Extent of the Implementation of Vocabulary Intervention Through Multimedia Resources. It captures the perspectives of respondents on how well the vocabulary intervention program is implemented across six key components: Guidelines, Techniques, Resources, Support, Training, and Challenges. Each component is assessed using several indicators, and responses are measured using a Likert scale to determine the degree of agreement regarding the implementation of each item. The results provide a comprehensive picture of how multimedia-based vocabulary interventions are integrated into the remedial instruction of Grade 3 pupils.

The first three categories—Guidelines, Techniques, and Resources—all received a “Strongly Agree” interpretation, with means of 4.67, 4.71, and 4.65 respectively. This indicates that clear and well-aligned guidelines are in place, effective teaching techniques using multimedia are being employed, and appropriate resources are accessible to both teachers and learners. For example, repetition and reinforcement techniques, contextualized learning, and the use of engaging multimedia formats have contributed positively to vocabulary development. Moreover, the accessibility of devices and alignment of materials with curriculum standards are confirmed by the responses.

The next two areas—Support and Training—also garnered “Strongly Agree” ratings, with mean scores of 4.84 and 4.76 respectively. This reflects that strong backing is provided by school leadership, technical assistance is readily available, and ongoing professional development has equipped teachers with confidence and skills in using multimedia tools for vocabulary instruction. Interestingly, the highest individual rating was observed under the Support category, where school leadership support was rated at the maximum level.

Challenges, however, presented a slightly different picture with a mean of 3.84, which falls under “Agree.” While respondents acknowledged issues such as time constraints and varying digital literacy among learners, two indicators—technical problems and lack of teacher training—were rated as “Disagree,” implying that these are not significant hindrances in the implementation. This suggests that, overall, the intervention is being effectively carried out despite minor concerns. With a grand mean of 4.58, the result implies that the implementation of the vocabulary intervention using multimedia resources is extensively and effectively realized in the instructional setting.

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

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	36	59
4	Very Satisfactory	85-89	22	36
3	Satisfactory	80-84	3	5
2	Fairly Satisfactory	75-79	0	0
1	Did Not Meet Expectations	Below 75	0	0
	Total		61	100
	Average		90.31	Outstanding

This table presents the Academic Performance of Learners, which provides a summary of the academic achievement of Grade 3 pupils who participated in the remedial vocabulary intervention using multimedia resources. The table categorizes learner performance based on a five-point interpretation scale—ranging from “Did Not Meet Expectations” to “Outstanding”—with corresponding frequency counts and percentages. It aims to showcase the extent of learners’ performance improvements in English from the 1st to the 4th quarter, as influenced by the intervention.

The data in the table shows that a majority of learners, 36 out of 61 (or 59%), achieved an “Outstanding” performance level with scores ranging from 90 to 100. This is followed by 22 learners (or 36%) who achieved “Very Satisfactory” scores between 85 and 89. Only 3 learners, equivalent to 5%, fell within the “Satisfactory” range (80–84). Notably, no learners were recorded in the “Fairly Satisfactory” or “Did Not Meet Expectations” categories, indicating that all pupils met or exceeded the satisfactory level.

The results indicate a positive outcome of the intervention, as all learners demonstrated commendable academic performance. The overall average rating of 90.31 falls within the “Outstanding” category. The result implies that the remedial vocabulary intervention using multimedia resources effectively supported learners in developing their English language skills, particularly in vocabulary acquisition, leading to improved academic performance.

**Table 4**  
**Test of Relationship**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Implementation of the Multimedia Resources to Academic Performance	0.94	3.998	0.254	Reject Ho	Significant Relationship (Very Strong)

This table presents the Test of Relationship, which illustrates the statistical relationship between the Implementation of Multimedia Resources and the Academic Performance of Grade 3 learners. The table includes statistical indicators such as the correlation coefficient ( $r$ ), the computed  $t$ -value, the table value at the 0.05 level of significance, the decision on the null hypothesis ( $H_0$ ), and the interpretation of the relationship's strength. This analysis determines whether the extent of multimedia implementation significantly affects learners' academic outcomes.

As shown in the table, the correlation coefficient between the implementation of multimedia resources and academic performance is 0.94, which indicates a very strong positive relationship. The computed  $t$ -value of 3.998 significantly exceeds the critical table value of 0.254, leading to the rejection of the null hypothesis. This result confirms that there is a statistically significant relationship between the effective use of multimedia in remedial vocabulary instruction and the improved academic performance of learners.

The implications of these results are noteworthy. A correlation value of 0.94 suggests that as the level of implementation of multimedia resources increases, so does the academic performance of the learners. The result implies that multimedia tools are not just supplementary aids but play a vital role in improving learning outcomes. Their interactive and engaging nature appears to enhance vocabulary retention, comprehension, and overall language development. The strong link supports the use of varied digital platforms and content to meet learners' diverse needs and promote better academic results.

#### IV. Conclusion

Based on the results of this study, the Test of Relationship illustrates a statistically significant and very strong positive correlation between the implementation of multimedia resources and the academic performance of Grade 3 learners. The analysis, supported by relevant statistical indicators, confirms that the use of multimedia in remedial vocabulary instruction substantially influences learners' academic outcomes. This strong relationship implies that multimedia tools go beyond being mere supplements and serve as essential components in enhancing vocabulary retention, comprehension, and overall language development. The findings

underscore the importance of integrating varied digital platforms and interactive content to effectively address learners' diverse needs and improve their academic performance.

### **V. Recommendations**

Based on the findings of this study, the following recommendations are proposed from the the extent of the implementation of Remedial Vocabulary Intervention Using Multimedia Resources and academic performance of the Grade 3 Pupils in English from 1st Quarter to 4th Quarter among the ff:

The Teacher should actively integrate multimedia resources into remedial vocabulary instruction to enhance student engagement and improve academic performance throughout the school year. They should also seek continuous professional development to effectively use these tools.

The School Heads should provide necessary support and resources for the consistent implementation of multimedia interventions. This includes facilitating training sessions for teachers and ensuring the availability of appropriate technological equipment in classrooms.

The Public Schools District Supervisor should monitor and evaluate the implementation of remedial vocabulary programs using multimedia resources across schools. They should also advocate for increased funding and policies that support the integration of technology in teaching.

The Parents should encourage their children's use of multimedia learning tools at home and actively participate in their academic progress by collaborating with teachers and school staff.

The Researcher should disseminate the findings of this study to relevant educational stakeholders to raise awareness about the benefits of multimedia resources in vocabulary intervention and support evidence-based teaching practices.

Future Researchers should explore further studies that investigate the long-term effects of multimedia-based remedial interventions on various language skills and expand the scope to include different grade levels and diverse learner populations to strengthen the generalizability of the results.

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To everything there is a season, and a time to every purpose under the heaven. – Ecclesiastes 3:1

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The author is born on March 3,1990 at Libertad, Isabel, Leyte, Philippines. She finished her Bachelor's degree in Elementary Education at Visayas State University – Isabel Campus. During her childhood days she really loved to write Bible verses and sayings in different notebooks and stationeries. Even from a young age she really loves writing already. In her high school days she was a member of the school paper as feature writer. She was hired in DepEd last June 24,2013 in Mahayag Elementary School. She is currently finishing her Master's degree of Arts in Education major in Elementary Education at Western Leyte College of Ormoc City.

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