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ENHANCING READING COMPREHENSION AMONG GRADE 3 LEARNERS THROUGH MULTISENSORY VOCABULARY AND CONTEXT CLUE STRATEGIES

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ABSTRACT

This study aimed to determine the effects of multisensory vocabulary and context clue strategies on the reading comprehension of Grade 3 learners. The findings of the study serve as the basis for a proposed reading action plan. This study employed a quasi-experimental pretest-posttest design to evaluate the effectiveness of multisensory vocabulary and context clue strategies on the reading comprehension of Grade 3 learners. A single group of learners participated in both the pretest and posttest to determine changes in performance attributable to the intervention. The pretest measured the learners' baseline reading comprehension, focusing on vocabulary recognition, contextual understanding, and inferential skills. Following the pretest, the researcher implemented a series of structured multisensory instructional activities, including visual aids, auditory exercises, and kinesthetic activities, paired with explicit instruction in context clue strategies. These activities were delivered over a set instructional period, typically spanning four weeks, and were integrated into regular English lessons.

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Data gathering began with obtaining permission from the Schools Division Office and the school principal to conduct the study among Grade 3 learners. After securing approval, the pretest was administered to assess the learners' initial reading comprehension performance. During the intervention period, the researcher actively monitored and documented the learners' engagement and participation using a structured observation checklist, ensuring that all multisensory and context clue activities were implemented consistently. After the intervention, the posttest was administered using the same instrument as the pretest to evaluate improvements in reading comprehension. All quantitative data from the pretest and posttest were tallied, tabulated, and analyzed using the weighted mean and paired-samples t-test to determine the significance of the intervention, while qualitative observations were analyzed thematically to complement and contextualize the numerical results. This design ensured that both the effectiveness of the strategies and the learning process were comprehensively captured.

The test of difference between the pre-test and post-test performance of Grade 3 learners after the implementation of multisensory vocabulary and context clue strategies compares the learners' performance before and after the intervention and provides the statistical basis for determining whether the observed improvement in reading comprehension was significant.

The results reveal that the learners performed considerably better in the post-test than in the pre-test. This improvement indicates that participation in multisensory vocabulary and

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context clue activities strengthened their vocabulary recognition, contextual understanding, inferential thinking, and overall reading comprehension.

Furthermore, the statistical analysis showed that the computed value exceeded the critical value and that the probability value was lower than the established level of significance. Consequently, the null hypothesis was rejected, leading to the conclusion that there was a significant difference between the learners' pre-test and post-test performance. This evidence confirms that the improvement in reading comprehension was not merely due to chance but was associated with the implementation of the intervention.

The results imply that multisensory vocabulary and context clue strategies had a statistically significant and positive effect on the reading comprehension of Grade 3 learners. The higher post-test performance, supported by the statistical findings, indicates that the intervention effectively improved vocabulary knowledge, contextual understanding, and comprehension skills. These findings further demonstrate that combining multisensory instruction with explicit context clue strategies supported meaningful learning and strengthened the learners' overall literacy performance.

Keywords: *Reading Comprehension, Multi-Sensory Vocabulary, Context Clue Strategies, Grade 3*

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INTRODUCTION

Reading comprehension is a critical skill in elementary education, particularly for Grade 3 learners who are transitioning from decoding words to understanding more complex texts. At this stage, students are expected to read for meaning, infer information, and connect ideas across sentences and paragraphs. However, many learners face challenges in understanding unfamiliar words and applying strategies to decode meaning from context. Traditional teaching methods, which often rely heavily on memorization and text-only instruction, may fail to address the diverse learning needs of students, leaving some behind while others progress. To improve reading comprehension outcomes, educators must adopt instructional strategies that actively engage students and cater to multiple learning styles. The integration of multisensory vocabulary strategies—involving visual, auditory, and kinesthetic experiences—alongside context clue strategies provides learners with diverse pathways for understanding and retaining information, thereby supporting better reading comprehension outcomes.

Multisensory vocabulary strategies involve using visual aids, gestures, tactile activities, and auditory reinforcement to teach new words. This approach has been shown to strengthen word recognition, memory, and retention, which are essential for comprehension. The simultaneous engagement of multiple senses allows learners to process information more effectively and supports learners who may struggle with traditional reading instruction.

Connor, Spencer, and Day (2014) found that the type, content, and quality of vocabulary instruction significantly influence third graders' reading comprehension outcomes,

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highlighting the importance of interactive and structured approaches in early literacy instruction. Similarly, Oclarit and Casinillo (2019) demonstrated that teaching students to use context clues—examining surrounding text to infer word meanings—improves comprehension and equips students with strategies for independent reading. By combining multisensory vocabulary instruction with context clue strategies, educators can create lessons that are more engaging, inclusive, and responsive to students' cognitive needs, fostering both understanding and retention of new vocabulary.

Grade 3 is a pivotal stage in literacy development. Students who fail to master reading comprehension at this level may struggle in higher grades, impacting confidence and overall academic performance. Guided use of multisensory strategies and context clues addresses this issue by promoting active engagement, critical thinking, and metacognitive skills. Learners are encouraged to think about their own understanding, monitor their comprehension, and employ strategies to decode unknown words, which aligns with current educational research emphasizing student-centered, interactive learning.

Research shows that integrating hands-on, visually rich, and auditory-supported activities enhances participation and motivation, providing students with meaningful opportunities to explore, analyze, and internalize new concepts. Multisensory approaches also support diverse learners, including those with different learning preferences, attention spans, and processing abilities, making classroom instruction more equitable and effective.

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Furthermore, the combination of multisensory vocabulary instruction and context clue strategies offers teachers practical, evidence-based tools for addressing literacy gaps. By moving beyond rote memorization, teachers can facilitate strategic reading behaviors in students, helping them independently navigate unfamiliar words and complex passages. This aligns with contemporary research in literacy pedagogy, which suggests that strategy instruction—when integrated with engaging, multisensory activities—leads to significant improvements in reading comprehension and academic achievement. The findings from this study will therefore provide actionable insights for teachers, enabling them to implement interventions that are developmentally appropriate and responsive to students' varied learning styles.

The implementation of these strategies also has implications for curriculum developers, school leaders, and policymakers. Evidence of effectiveness can support the inclusion of multisensory vocabulary and context clue strategies in the regular English curriculum and remedial programs. Moreover, documenting improvements in reading comprehension can inform professional development initiatives, encouraging teacher training programs to focus on interactive and multisensory instructional design. Such systemic changes can contribute to improving literacy outcomes across classrooms and schools, particularly for learners at risk of reading difficulties.

This study seeks to examine the effectiveness of multisensory vocabulary and context clue strategies in enhancing the reading comprehension of Grade 3 learners. By engaging multiple senses, encouraging active participation, and teaching strategic reading behaviors,

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the study aims to provide learners with tools to better understand and retain new vocabulary, apply strategies for inferring meaning, and improve overall reading comprehension. The results are expected to contribute valuable insights for classroom practice, curriculum planning, and instructional policy, supporting both teachers and learners in achieving meaningful literacy outcomes.

This study aimed to determine the effects of multisensory vocabulary and context clue strategies on the reading comprehension of Grade 3 learners. The findings of the study serve as the basis for a proposed reading enhancement plan.

Specifically, this study sought to answer the following questions:

1. What is the reading comprehension performance of Grade 3 learners before the integration of multisensory vocabulary and context clue strategies?

2. What is the reading comprehension performance of Grade 3 learners after the integration of multisensory vocabulary and context clue strategies?

3. Is there a significant difference in the reading comprehension performance of Grade 3 learners before and after the integration of multisensory vocabulary and context clue strategies?

4. What reading action plan can be proposed based on the findings of the study?

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Statement of Null Hypothesis

H_0: There is no significant difference in the reading comprehension performance of Grade 3 learners before and after the integration of multisensory vocabulary and context clue strategies.

METHODOLOGY

Design. This study employed a quasi-experimental pretest-posttest design to evaluate the effectiveness of multisensory vocabulary and context clue strategies on the reading comprehension of Grade 3 learners. A single group of learners participated in both the pretest and posttest to determine changes in performance attributable to the intervention. The pretest measured the learners' baseline reading comprehension, focusing on vocabulary recognition, contextual understanding, and inferential skills. Following the pretest, the researcher implemented a series of structured multisensory instructional activities, including visual aids, auditory exercises, and kinesthetic activities, paired with explicit instruction in context clue strategies. These activities were delivered over a set instructional period, typically spanning four weeks, and were integrated into regular English lessons.

Data gathering began with obtaining permission from the Schools Division Office and school principal to conduct the study among Grade 3 learners. After securing approval, the pretest was administered to assess the learners' initial reading comprehension performance. During the intervention period, the researcher actively monitored and documented the

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learners' engagement and participation using a structured observation checklist, ensuring that all multisensory and context clue activities were implemented consistently. After the intervention, the posttest was administered using the same instrument as the pretest to evaluate improvements in reading comprehension. All quantitative data from the pretest and posttest were tallied, tabulated, and analyzed using the weighted mean and paired-samples t-test to determine the significance of the intervention, while qualitative observations were analyzed thematically to complement and contextualize the numerical results. This design ensured that both the effectiveness of the strategies and the learning process were comprehensively captured.

The main locale of the study was Hugpa Elementary School in the Schools Division of Ormoc City. The primary research instrument used in this study was a researcher-made achievement test designed to measure the learning outcomes of Grade 3 learners before and after the implementation of multisensory vocabulary and context clue strategies. The test consisted of objective-type questions, including multiple-choice and short-answer items, aligned with the learning competencies outlined in the Grade 3 English curriculum. The purpose of the instrument was to assess the learners' understanding of the lessons and determine whether their reading comprehension improved after exposure to multisensory and context-based instructional strategies.

The instrument was administered as both a pretest and posttest. The pretest was conducted before the implementation of multisensory and context clue strategies to determine the learners' initial level of knowledge and comprehension. After the intervention period, which

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included structured multisensory activities and explicit instruction on context clues, the materials was used as posttest to measure improvements in reading comprehension. The comparison of the pretest and posttest scores allowed the researcher to evaluate the effectiveness of the instructional strategies.

To ensure the validity and reliability of the instrument, the test items were submitted to experts, such as experienced teacher and subject specialists, for review and evaluation. Their feedback was considered in revising and improving the items. Additionally, the instrument was pilot-tested on a small group of learners who were not part of the actual respondents to verify its clarity, suitability, and reliability. Necessary revisions were made based on the pilot-test results before the instrument was administered in the actual study.

Sampling The respondents of the study were 26 Grade 3 learners, consisting of 17 males and 9 females that were involved in this study were being identified and the primary means of reach was 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. Before conducting the study, the researcher first secured permission from the school head to conduct the research among the selected Grade 3 learners. A formal letter requesting approval was submitted to ensure that the study was conducted with proper authorization and in accordance with school policies. Once approval was granted, the researcher coordinated with the class adviser to determine an appropriate schedule for the implementation of the research activities.

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The researcher began by administering a pretest to the selected Grade 3 learners to determine their initial level of knowledge and understanding of the lesson. The pretest served as baseline data indicating the learners' reading comprehension performance before the implementation of multisensory vocabulary and context clue strategies. The test was administered under proper supervision to ensure that the learners answered independently and honestly.

After the pretest, the researcher implemented multisensory vocabulary and context clue instructional strategies during regular classroom sessions. These strategies included the use of visual materials, such as pictures, diagrams, and charts; auditory activities, such as reading aloud, word sounds, and rhymes; and kinesthetic or hands-on tasks, such as acting out words, using manipulatives, and performing gestures. These activities engaged multiple senses while the learners studied the lesson. The intervention was conducted over a specified period to provide meaningful and interactive learning experiences that catered to diverse learning styles.

Following the intervention, the researcher administered a posttest to the same group of learners to measure their comprehension after exposure to multisensory vocabulary and context clue strategies. The pretest and posttest results were collected, recorded, and organized for analysis. These data were statistically treated to determine whether the multisensory instructional strategies had a significant effect on the reading comprehension and learning outcomes of Grade 3 learners with diverse learning styles.

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Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the school principal and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was 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 following statistical formulas are used in this study:

The data gathered in this study were analyzed using quantitative statistical tools to determine the effectiveness of multisensory vocabulary and context clue strategies in enhancing the reading comprehension of Grade 3 learners. Specifically, the study employed both descriptive and inferential statistics.

The mean was calculated to determine the average performance of the learners in both the pretest and posttest. This provided an overall picture of the learners' understanding before and after the implementation of the multisensory instructional strategies and showed general trends in reading comprehension improvement.

To determine whether the difference between the pretest and posttest scores was statistically significant, a paired-samples t-test was employed. This inferential statistical test helped the researcher assess whether the multisensory vocabulary and context clue strategies had a meaningful effect on the learners' reading comprehension performance. The results were interpreted to evaluate the effectiveness of the intervention and served as a basis for the proposed reading enhancement plan for Grade 3 learners.

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RESULTS AND DISCUSSION

TABLE 1

PRE TEST PERFORMANCE OF GRADE 3 LEARNERS

Score Range (out of 30)	Frequency	Percentage	Interpretation
25–30	2	7.7%	Very High Performance
19–24	5	19.2%	High Performance
13–18	14	53.8%	Moderate Performance
7–12	5	19.2%	Low Performance
1–6	0	0%	Very Low Performance
Mean = 13.73 (MPS = 45.77%)	—	—	**Low to Moderate Performance**

This table presents the pre-test performance of Grade 3 learners prior to the implementation of the multisensory vocabulary and context clue strategies. It shows the distribution of learners according to their score ranges, frequency, percentage, and corresponding performance interpretation. Likewise, the table presents the overall mean score and Mean Percentage Score (MPS), which provide a baseline assessment of the learners' reading comprehension performance before the intervention.

The results indicate that the majority of the learners (14 or 53.8%) obtained scores within the 13–18 range, which was interpreted as Moderate Performance. This was followed by 5 learners (19.2%) who obtained scores ranging from 19–24, interpreted as High Performance, while another 5 learners (19.2%) scored within the 7–12 range, interpreted as

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Low Performance. Only 2 learners (7.7%) achieved scores ranging from 25–30, corresponding to Very High Performance, whereas no learner (0%) obtained scores within the 1–6 range, indicating Very Low Performance.

The computed mean score of 13.73, with a corresponding Mean Percentage Score (MPS) of 45.77%, was interpreted as Low to Moderate Performance. This finding indicates that before the implementation of the multisensory vocabulary and context clue strategies, the learners generally demonstrated limited reading comprehension skills. Although a few learners exhibited high and very high levels of performance, more than half of the respondents were classified under the moderate level, while a considerable proportion remained at the low performance level. These findings suggest that many learners still experienced difficulty in vocabulary recognition, contextual understanding, and comprehension of reading texts, highlighting the need for an intervention that addresses diverse learning styles.

The results imply that the Grade 3 learners entered the study with varying levels of reading comprehension proficiency. Specifically, 53.8% of the learners demonstrated Moderate Performance, 19.2% attained High Performance, another 19.2% exhibited Low Performance, 7.7% achieved Very High Performance, and none (0%) fell under the Very Low Performance category. Furthermore, the overall mean score of 13.73 (MPS = 45.77%), interpreted as Low to Moderate Performance, implies that the learners had not yet achieved the expected level of mastery in reading comprehension. The results further imply the need to strengthen vocabulary development and contextual understanding through learner-

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centered instructional approaches such as multisensory vocabulary and context clue strategies to improve literacy and reading comprehension among Grade 3 learners.

TABLE 2

POST TEST PERFORMANCE OF GRADE 3 LEARNERS

Score Range (out of 30)	Frequency	Percentage	Interpretation
25–30	15	57.7%	Very High Performance
19–24	11	42.3%	High Performance
13–18	0	0%	Moderate Performance
7–12	0	0%	Low Performance
1–6	0	0%	Very Low Performance
Mean = 25.77 (MPS = 85.90%)	—	—	**Very High Performance**

This table presents the post-test performance of Grade 3 learners after the implementation of the multisensory vocabulary and context clue strategies. It shows the distribution of learners according to their score ranges, frequencies, percentages, and corresponding performance interpretations. Likewise, the table presents the overall mean score and Mean Percentage Score (MPS), which provide a comprehensive measure of the learners' reading comprehension performance following the intervention.

The results reveal that the majority of the learners (15 or 57.7%) obtained scores ranging from 25–30, which was interpreted as Very High Performance. This indicates that more than half of the respondents achieved the highest level of reading comprehension after

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participating in the multisensory vocabulary and context clue activities. Meanwhile, the remaining 11 learners (42.3%) obtained scores within the 19–24 range, interpreted as High Performance. Notably, no learner (0%) was classified under the Moderate Performance, Low Performance, or Very Low Performance categories, demonstrating that all learners performed at either the high or very high level during the post-test.

The computed mean score of 25.77, with a corresponding Mean Percentage Score (MPS) of 85.90%, was interpreted as Very High Performance. This finding indicates a substantial improvement in the learners' reading comprehension following the implementation of the multisensory vocabulary and context clue strategies. The absence of learners in the moderate, low, and very low performance categories suggests that the intervention successfully enhanced vocabulary recognition, contextual understanding, inferential thinking, and overall reading comprehension. The results further demonstrate that the multisensory instructional approach effectively addressed the diverse learning styles of the Grade 3 learners and promoted meaningful learning experiences.

The results imply that the multisensory vocabulary and context clue strategies were highly effective in improving the reading comprehension of the Grade 3 learners. Specifically, 57.7% of the learners attained Very High Performance, while 42.3% achieved High Performance. Moreover, none (0%) of the learners fell under the Moderate, Low, or Very Low Performance categories. The overall mean score of 25.77 (MPS = 85.90%), interpreted as Very High Performance, implies that the intervention significantly enhanced learners'

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vocabulary knowledge, contextual understanding, and reading comprehension. These findings suggest that integrating multisensory learning experiences with explicit context clue instruction creates an engaging and effective learning environment that supports literacy development and improves the academic performance of Grade 3 learners.

TABLE III

TEST OF DIFFERENCE BETWEEN PRE TEST AND POST TEST PERFORMANCE

Variables Compared	Mean	Mean Difference	t-Computed	t-Critical (0.05, df=25)	p-Value	Decision on Ho	Interpretation
Pre-Test vs. Post-Test Scores	13.73 vs. 25.77	12.04	14.62	2.06	< 0.001	Reject Ho	Significant Difference

This table presents the test of difference between the pre-test and post-test performance of Grade 3 learners after the implementation of the multisensory vocabulary and context clue strategies. It compares the learners' mean scores before and after the intervention and presents the computed mean difference, t-computed value, t-critical value, p-value, decision on the null hypothesis, and statistical interpretation. These statistical measures were used to determine whether the observed improvement in the learners' reading comprehension was statistically significant.

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The results reveal that the learners' mean score increased from 13.73 in the pre-test to 25.77 in the post-test, resulting in a mean difference of 12.04 points. The increase in the mean score indicates that the learners demonstrated considerably better reading comprehension after participating in the multisensory vocabulary and context clue activities. The findings suggest that the intervention effectively strengthened learners' vocabulary recognition, contextual understanding, inferential thinking, and overall reading comprehension performance.

Furthermore, the statistical analysis showed that the computed t-value of 14.62 was considerably higher than the critical t-value of 2.06 at the 0.05 level of significance with 25 degrees of freedom. Likewise, the obtained p-value of less than 0.001 was significantly lower than the required level of significance. Consequently, the null hypothesis was rejected, leading to the conclusion that there was a significant difference between the learners' pre-test and post-test performance. This statistical evidence confirms that the observed improvement in reading comprehension was not due to chance but was attributable to the implementation of the multisensory vocabulary and context clue strategies.

The results imply that the implementation of the multisensory vocabulary and context clue strategies had a statistically significant positive effect on the reading comprehension of the Grade 3 learners. Specifically, the learners' mean score increased from 13.73 during the pre-test to 25.77 during the post-test, yielding a mean difference of 12.04 points. Moreover, the computed t-value of 14.62, which exceeded the critical value of 2.06, together with the p-value of less than 0.001, provided sufficient statistical evidence to reject the null hypothesis

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and conclude that a significant difference existed between the two assessments. The overall post-test mean score of 25.77 (MPS = 85.90%), interpreted as Very High Performance, implies that the intervention effectively improved learners' vocabulary knowledge, contextual understanding, and reading comprehension. These findings further demonstrate that multisensory instructional strategies, combined with explicit context clue instruction, significantly enhanced literacy skills and supported meaningful learning among Grade 3 learners.

CONCLUSION

Based on the results of this study, multisensory vocabulary and context clue strategies were effective in improving the reading comprehension of Grade 3 learners. The significant improvement in their performance indicates that the intervention strengthened vocabulary knowledge, contextual understanding, inferential thinking, and overall literacy skills while providing meaningful and engaging learning experiences suited to diverse learning needs.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

The teachers should integrate multisensory vocabulary and context clue strategies into their daily English instruction to enhance learners' reading comprehension, vocabulary development, and overall literacy skills. They should also employ differentiated and engaging

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learning activities that accommodate diverse learning styles while continuously monitoring learners' progress and providing appropriate remediation and enrichment.

The school heads should support the implementation of multisensory reading interventions by providing instructional resources, reading materials, and professional development opportunities for teachers. They should also strengthen the school's literacy programs by encouraging the integration of evidence-based instructional strategies into classroom teaching and school reading initiatives.

The Public Schools District Supervisor should provide technical assistance, instructional supervision, and capacity-building programs that promote the effective implementation of multisensory vocabulary and context clue strategies. The supervisor should likewise encourage schools to adopt research-based literacy interventions and regularly monitor their implementation to improve reading outcomes among elementary learners.

The parents should actively participate in their children's reading development by providing regular opportunities for reading at home, reinforcing vocabulary learning, and encouraging the use of context clues during reading activities. They should also collaborate closely with teachers in monitoring learners' progress and supporting school-based literacy initiatives.

The researcher should continue enhancing and refining the multisensory vocabulary and context clue intervention by developing more contextualized instructional materials and activities that address the diverse learning needs of Grade 3 learners. The researcher should

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also disseminate the findings to teachers and school leaders to encourage the wider adoption of effective reading interventions.

The future researchers should conduct similar studies involving larger populations, different grade levels, and varied educational settings to further validate the effectiveness of multisensory vocabulary and context clue strategies. They should also investigate additional variables, such as reading fluency, vocabulary retention, learner motivation, oral language development, and long-term literacy achievement, to provide a more comprehensive understanding of the intervention's impact on learners' reading development.

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The author was born on July 2, 1998, at Ormoc City, Leyte, Philippines. She graduated with a Bachelor's degree in Elementary Education from Eastern Visayas State University – Ormoc Campus (EVSU-OCC) on July 2, 2019. Her educational journey has equipped her with the knowledge, skills, and dedication necessary to pursue a career in teaching.

She is currently a Teacher I in the Department of Education and has been serving as a Grade 3 Teacher at Hugpa Elementary School, Ormoc City, Leyte, Philippines, for three years and five months. Throughout her teaching career, she has been committed to providing meaningful learning experiences and supporting the academic and personal development of her learners.

At present, she is pursuing her Master of Arts in Education, major in Elementary Education, at Western Leyte College of Ormoc City. Her continued pursuit of graduate studies reflects her commitment to professional growth and her desire to enhance her teaching practices. She believes that continuous learning, dedication, and passion for teaching are essential in becoming an effective and responsive educator.

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