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TECH-TUNED TEACHING: MAXIMIZING MULTIGRADE LITERACY LEARNING

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ABSTRACT

This study aimed to improve the literacy performance of Grades 4 and 5 learners in a multigrade class at Bancil Elementary School (BES), a remote school in Aroroy, Masbate, school year 2024–2025. Pre-test of Rapid Literacy Assessment (RLA) results revealed only 2 out of 22 learners (9.09%) were at the "Established" reading level, while 6 were "Coping" and 10 under "Emerging" categories, and 4 were at the "Deficit" level. The low performance was linked to root causes like limited teacher training in multigrade instruction, inconsistent class attendance due to pupils' long travel distances, BES's poor internet and electricity access, and lack of suitable reading materials.

To address these challenges, researcher introduced Tech-Tuned Teaching strategy, integrating technology and learner-centered activities tailored to each reading level. The intervention included video-based instruction and printed materials aligned with DepEd's National Reading Program and RLA. Learners were grouped into four based on reading ability and literacy learning corners—Mastery, Exploration, Collaboration, and Competition—designed to match their literacy profiles and support differentiated instruction.

The 8-week intervention involved 22 purposively selected learners from Grades 4 and 5. Teacher-implementer facilitated for 30 minutes daily, Monday-Thursday, reading tasks

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using videos and printed modules, monitored learners' progress, and conducted bi-weekly RLA assessments. Data were collected through pre- and post-tests and written interviews. Quantitative data were analyzed using paired t-test, while qualitative data underwent thematic analysis.

Findings showed a significant improvement in learners' reading comprehension, vocabulary, and writing skills, with post-test results indicating a marked shift to higher proficiency levels. The paired t-test confirmed statistical significance ($p < 0.001$). Learners gained confidence and fluency, while teacher-implementer reported enhanced engagement.

Recommendations include improving power and internet access, providing teacher training on tech-based instruction, expanding digital resources, and encouraging ongoing teacher collaboration to sustain and enhance literacy gains in multigrade settings.

Keywords: *Tech-Tuned Teaching, Multigrade Literacy Learning, tech-based instruction*

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