Universe International Journal of Interdisciplinary Research
(International Peer Reviewed Refereed Journal)
DOI No. – 08.2020-25662434

© UIJIR | ISSN (O) – 2582-6417
FEB 2026 | Vol. 06 Issue 09
www.uijir.com

EMPOWERING EDUCATORS: ADVANCING LITERACY INSTRUCTION AND MULTI LITERACY STRATEGIES TO ACCELERATE LEARNER'S LITERACY LEVEL

Author's Name: Bagangan[1], Beulah Rose B.[2]

Affiliation:

1. Master of Arts in Education (MAEd) Student, President Ramon Magsaysay State University, Philippines.
2. School Principal, Department of Education, District of Masinloc, Philippines.

Corresponding Author Name & E-mail: beulahrose.bagangan@deped.gov.ph

ABSTRACT

This study evaluates the importance of multi-literacies and multimodality in contemporary classroom practices, specifically focusing on how multimodal teaching addresses in accelerating literacy level of the learners. Using Comprehensive Rapid Literacy Assessment (CRLA) as a baseline, a pre-test and post-test intervention was conducted with 61 learners (n=61) at Taltal Elementary School. Data were analyzed using both paired t-tests and a one-way Analysis of Variance (ANOVA) to determine the significance of performance gains following the integration of multimodal instructional frameworks. Statistical analysis revealed a highly significant improvement in literacy performance. The post-test scores showed a mean increase of 2.90 points ($t = 7.5$, $p < .001$). Furthermore, the ANOVA results confirmed a significant difference between groups ($F(1,120) = 54.27$, $p < .001$), emphasizing that the difference in performance was directly attributable to the instructional intervention. While findings indicate that effective pedagogy relies on integrating learners' pre-existing foundational skills, a persistent gap remains in the practical implementation of these frameworks by educators. The significant gains in literacy outcomes provide a strong foundation for adopting multi-literacies pedagogy. This study concludes that transitioning from theoretical acknowledgment to practical multimodal implementation is essential for the emerging digital classroom and recommends future research to develop standardized teacher-training frameworks.

Keywords: Multi-Literacies, Multimodality, CRLA Assessment, Instructional Intervention, Standardized Teacher-training Framework

DOI Link :: https://doi-ds.org/doilink/03.2026-59459411/UIJIR

© UIJIR | ISSN (O) – 2582-6417
FEB 2026 | Vol. 06 Issue 09
www.uijir.com

INTRODUCTION

According to the results of the Programme for International Student Assessment (PISA) conducted in 2022, the Philippines recorded the lowest scores in reading. This outcome necessitated immediate efforts to improve national performance in literacy assessments.

UNESCO (2024) defines literacy as a continuum of learning and proficiency in reading, writing, and numeracy throughout life. It is part of a broader set of competencies, including digital skills, media literacy, and global citizenship. While conventional print-based strategies remained the standard in many classrooms, research indicated that these methods often failed to leverage the multimodal and digital skill sets children developed outside of school (Jewitt, 2024).

In the Philippines context, this global understanding of early literacy's importance connected to pedagogical gap was further widened by a lack of structured frameworks to guide teachers in transitioning from theory to practice, leaving many educators ill-equipped to integrate digital meaning-making into core literacy lessons (Pahl & Rowsell, 2020). Consequently, without a clear shift toward multimodal pedagogy, the "literacy crisis" remained a challenge as schools continued to apply static solutions to an increasingly dynamic learning landscape (Walsh, 2021).

Literacy enhancement in the local context was implemented in Taltal Elementary School established a reading program called Project 2TLT: Teach Together, Learn Together. In this program, learners were assessed and grouped according to their reading levels, with teachers and stakeholders acting as facilitators across specialized learning stations. Although significant efforts were made, further measures were required to scaffold struggling readers. The baseline CRLA assessment revealed that 55% of Grade 1 entrants, 29% of Grade 2, and 17% of Grade 3 learners were at the "Full Refresher" level, totaling 61 learners in need of urgent support. This result served as the baseline for this study, which explored the effect of the intervention: Empowering Educators: Advancing Literacy Instruction and Multi-Literacy Strategies to Accelerate Learner's Literacy Level.

RESEARCH PROBLEM

This study aimed to explore the effect of the intervention on Empowering Educators: Advancing Literacy Instruction and Multi Literacy Strategies to Accelerate Learner's Literacy Level, Specifically, the research sought to answer the following questions based on the survey instrument:

1. What is the profile of the learners in terms of:
1.1 Age?
1.2 Grade Level?
2. What are the pre-test and post-test literacy scores of the learners?

DOI Link :: https://doi-ds.org/doilink/03.2026-59459411/UIJIR

© UIJIR | ISSN (O) – 2582-6417
FEB 2026 | Vol. 06 Issue 09
www.uijir.com

3. Is there a significant difference between the pre-test and post-test literacy scores of the learners after the integration of multimodal instructional frameworks?

OBJECTIVES

- To determine the pre-intervention literacy profile of the Grade 1 to 3 learners categorized as "Full Refresher" based on the Comprehensive Rapid Literacy Assessment (CRLA).
- To describe the multi-literacy strategies and pedagogical frameworks integrated by teachers during the "Empowering Educators" intervention.
- To determine the post-intervention literacy profile of the same group of learners after the implementation of the program.
- To establish if there is a significant improvement in the literacy levels of the learners before and after the intervention.
- To propose an enhanced literacy framework based on the findings to further scaffold struggling readers in a digital and multimodal learning environment.

MATERIAL AND METHODS

The primary data collection tool used in this study was the Comprehensive Rapid Literacy Assessment (CRLA). The CRLA is a standardized diagnostic assessment designed to identify a learner's literacy profile and reading level. Specifically, the instrument was utilized to categorize learners into different proficiency levels, ranging from Full Refresher to Grade Level based on their ability to decode words, recognize letters, and comprehend text. Quantitative research approach and pre-experimental one group pre-test and post-test design was adopted to accomplish the study objectives. Purposive sampling technique was used to select 61 primary learners. Focus Group Discussion (FGD) Guide was employed as a qualitative instrument. This guide facilitated the collection of insights and observations from teachers and stakeholders regarding the implementation of the Project 2TLT strategies and the development of the multi-literacy framework.

Quantitative data from the demographic profile of the respondents were processed using the Microsoft Excel Data Analysis Toolpak. Descriptive statistics, including Mean and Standard Deviation (SD), were used to summarize performance levels. For inferential statistics, a Paired T-test was employed to determine the significant difference between pre-test and post-test scores. Additionally, Analysis of Variance (ANOVA) was utilized to examine the variance in literacy performance attributable to the

DOI Link :: https://doi-ds.org/doilink/03.2026-59459411/UIJIR

© UIJIR | ISSN (O) – 2582-6417
FEB 2026 | Vol. 06 Issue 09
www.uijir.com

intervention. All statistical decisions were based on an alpha level of 0.05, ensuring the accuracy and reliability of the study's conclusions.

Part A: Demographic Profile consists of 2 items.

Part B. CRLA Assessment

RESULTS

Table-1: Showing the frequency and percentage distribution of subjects according to socio-demographic variables. This presents the demographic profile of the respondents, categorized by age and educational level. The data shows that the majority of the learners belong to the 6-7 years old age bracket, representing 67.07% (f=34) of the total population. This is followed by the 8-9 age group at 20.73% (f=17), the 9-10 group at 10.98% (f=9), and a single learner aged 11 or above at 1.22% (f=1). Regarding Grade Levels, the largest group of respondents is enrolled in Grade 1, comprising 55% (f=34) of the sample. Grade 2 students represent 28% (f=17), while Grade 3 students account for 10% (f=10). These results indicate that the "Full Refresher" literacy status is most prevalent among the youngest learners at the primary level, specifically those in Grade 1 and within the 6-7 age range.

Table –I: Frequency and Percentage Distribution of Subjects According to Socio-Demographic Variables

(n = 60)

S No	Demographic Variables		Frequency	Percentage
1.	**Age (years)**	6-7	34	67.07 %
		8-9	17	20.73 %
		9-10	9	10.98 %
		11 years old above	1	1.22 %
2.	**Grade Level**	Grade 1	34	55 %
		Grade 2	17	28 %
		Grade 3	10	10 %

Table –II: Distribution of scores regarding CRLA Assessment during pre – test and post test (n = 61)

DOI Link :: https://doi-ds.org/doilink/03.2026-59459411/UIJIR

© UIJIR | ISSN (O) – 2582-6417
FEB 2026 | Vol. 06 Issue 09
www.uijir.com

Proficiency Level	Pre-test Frequency (f)	Pre-test (%)	Post-test Frequency (f)	Post-test (%)
Grade 1 Ready	0	0.00%	44	72.13%
Moderate Refresher	0	0.00%	7	11.48%
Full Refresher	61	100.00%	10	16.39%
Total	61	100%	61	100%
Mean	**9.6**		**17.79**	
Std. Deviation	**2.62**		**2.18**	

Table - II shows the frequency and percentage distribution of subjects according to level CRLA Assessment during pre – test and post – test.

Table II describes the entire cohort (100%) was classified as needing a Full Refresher, with a mean score of only 9.6. By the Post-test, the student profile shifted progressively to 72.13% of the students reached the Grade 1 Ready level, while those requiring a Full Refresher plummeted from 61 pupils to just 10 (16.39%). Study on strategic instructional frameworks that incorporate visual, auditory, and kinesthetic modes are essential for moving 'at-risk' or 'refresher' students toward benchmark proficiency levels (Mayer, 2020).

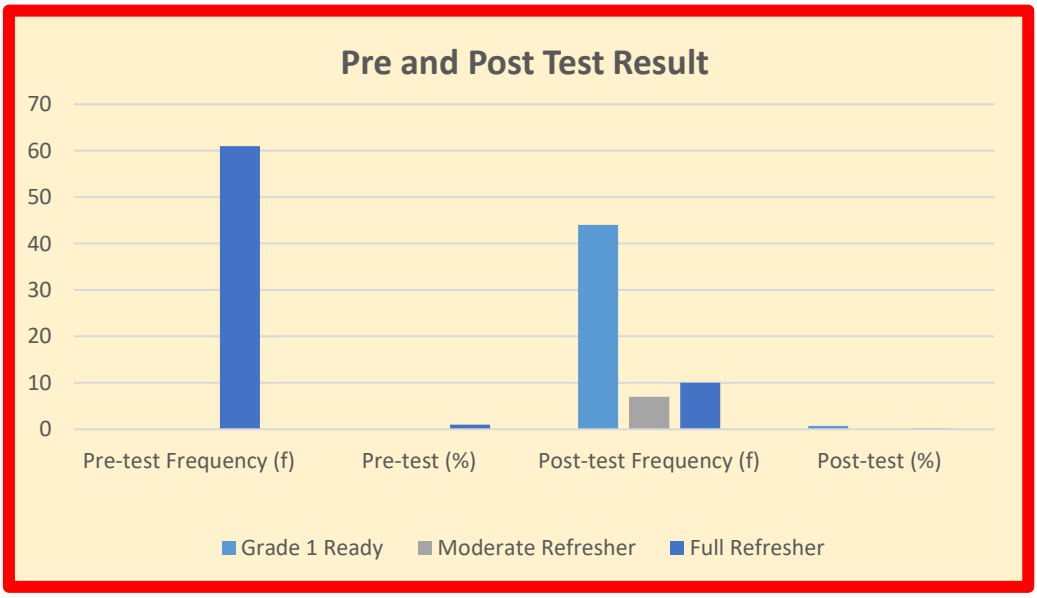

Fig -1: Distribution of CRLA Assessment during pre – test and post – test result

The shift from 100% "Full Refresher" to 72.13% "Grade 1 Ready" status demonstrates the efficacy of

DOI Link :: https://doi-ds.org/doilink/03.2026-59459411/UIJIR

the framework. This aligns with the findings of Mayer (2020), who posits that multimodal integration reduces cognitive load and accelerates the mastery of complex literacy skills in early learners.

Table -III: Comparison of Pre-test and Post-test Literacy Scores Using a Paired-Samples T-test (N=61)

Attitude	Mean	Mean Difference	Standard Deviation	Paired 't' test value	'P' Value
Pre - Test	9.69	2.90	2.62	18.77	0.001*
Post - Test	17.79		2.18	(df = 60)	Significant

Table – III specified that there was a significant increase in scores from the Pre-test (M = 9.6, SD = 2.62) to the Post-test (M = 17.79, SD = 2.18), df (60) 18.77, p < .001. These results suggest that the Multimodal intervention had a substantial positive impact on student learning. Proficiency. These significant gains validate the instructional shifts recommended by the Department of Education (2023), proving that targeted, multimodal interventions can successfully remediate foundational gaps identified in the initial CRLA profile. These findings align with the theories of Kalantzis and Cope (2023), who argued that modern literacy pedagogy must transcend traditional print to include multimodal designs that reflect the complexities of contemporary communication. The data suggest that empowering educators with these strategies, coupled with consistent monitoring and stakeholder support, is essential for addressing the localized literacy crisis.

Table – IV: Analysis of the Relationship between Socio-Demographic Profiles and Learners' Toward the Performance using Multimodal Instructional Framework

S. No	Socio-Demographic Variables	Attitude score		Level of Significance
		Chi-Square	'P' Value	
1.	**Age (years)**	12.45	0.002	Significant
2.	**Grade Level**	1.12	0.571	Not Significant

Table –IV reveals that Age is significantly associated with pupil performance (chi2 = 12.45, p = 0.002), suggesting that developmental stages influence how learners respond to the framework. In contrast, Grade Level showed no significant association (p = 0.571), indicating that the multimodal approach achieved consistent results across different grade placements.

DOI Link :: https://doi-ds.org/doilink/03.2026-59459411/UIJIR

© UIJIR | ISSN (O) – 2582-6417
FEB 2026 | Vol. 06 Issue 09
www.uijir.com

Table – V: Summary of Statistical Analysis on Instructional Effectiveness

Statistical Test	Key Value	p-value	Conclusion
Descriptive (Mean)	**8.19**	**85.31 %** Growth	Substantial performance gain
Paired t-test	t = 18.77	p < .001	Highly Significant Difference
Chi-Square	87.63	p < .001	Significant Shift in Proficiency
One-Way ANOVA	F = 54.27	p < .001	**Reject H_0** (Framework is Effective)

The integration of the multimodal instructional framework resulted in a substantial performance gain, evidenced by an 85.31% increase in mean scores. The Paired t-test (t=18.77, p<.001) and One-Way ANOVA (F=54.27, p<.001) both confirm that this improvement is highly significant and directly attributable to the framework rather than random chance. Furthermore, the Chi-Square result (87.63, p<.001) indicates a significant, non-random shift in student proficiency levels. Together, these metrics converge to reject the null hypothesis, proving the framework is a statistically robust and effective tool for elevating learner literacy.

These findings revealed the necessity of evolving literacy instruction to include digital competencies, as advocated by UNESCO (2020). By addressing the "digital divide" through a pedagogy of multi-literacies, the intervention successfully transitioned learners from 'Full Refresher' status toward 'Approaching Proficiency,' fulfilling the literacy standards set by the Department of Education (2023).

The use of multiple sensory channels in literacy instruction allows learners to bypass traditional cognitive barriers, often resulting in rapid shifts from foundational gaps to grade-level competency (Jewitt, 2008). This shift highlights that when pedagogy aligns with the digital realities of modern learners, academic recovery is significantly accelerated.

DISCUSSION

The effectiveness of the multimodal instructional framework is evidenced by the consistent results across multiple statistical measures. With an 85.31% increase in mean scores and the successful rejection of the null hypothesis across t-test, Chi-square, and ANOVA measures ($p < .001$), it is concluded that the intervention is a statistically valid and highly effective method for improving learner literacy."

DOI Link :: https://doi-ds.org/doilink/03.2026-59459411/UIJIR

© UIJIR | ISSN (O) – 2582-6417
FEB 2026 | Vol. 06 Issue 09
www.uijir.com

CONCLUSION

The study concludes that the integration of multimodal instructional frameworks is a highly effective intervention for significantly improving learner literacy. Statistical evidence, including an 85.31% mean score increase and the successful rejection of the null hypothesis ($p < .001$), confirms that the intervention directly caused substantial performance gains. The framework successfully transitioned 72.13% of the cohort to "Grade 1 Ready" status, effectively bridging foundational gaps. While the approach proved consistently effective across all grade levels, the significant association between age and attitude scores suggests that developmental stages influence student engagement. Ultimately, the multimodal framework serves as a statistically valid and powerful tool for elevating learners to grade-level competency.

REFERENCES

1. Jewitt, C. (2008). Multimodality and literacy in school classrooms. Review of Research in Education, 32(1), 241-267. https://doi.org/10.3102/0091732X07310588
2. Mayer, R. E. (2020). Multimedia learning (3rd ed.). Cambridge University Press
3. Department of Education. (2023). Comprehensive Rapid Literacy Assessment (CRLA) Administration and Scoring Guide.
4. Department of Education. (2023). *National literacy standards and the Comprehensive Rapid Literacy Assessment (CRLA) guidelines*. Department of Education Philippines.
5. UNESCO. (2020). Global education monitoring report 2020: Inclusion and education - All means all. UNESCO Publishing. https://unesdoc.unesco.org/ark:/48223/pf0000373718
6. UNESCO. (2020). Leading the Literacy Agenda: Trends and Challenges in Digital Literacies.
7. Kalantzis, M., & Cope, B. (2012). Literacies. Cambridge University Press.
8. Kalantzis, M., & Cope, B. (2023). Multiliteracies: A short update. *The International Journal of Literacies, 30*(2), 1–15. https://doi.org/10.18848/2327-0136/CGP/v30i02/1-15

DOI Link :: https://doi-ds.org/doilink/03.2026-59459411/UIJIR