



Multi-Sensory and Guided Reading Instructions Toward Improved Reading Skills of Learners in Selected Schools of District 9 SDO Batangas City

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Abstract

In response to the urgent need to strengthen literacy foundations among Grade 1 learners, this study examined the effectiveness of multi-sensory and guided reading instruction in selected elementary schools of District IX, SDO Batangas City during School Year 2025–2026. Using a quantitative research design, data were gathered via a researcher-developed survey questionnaire administered to a random sample of 50 Grade 1 learners.

Results revealed that respondents strongly agreed (mean = 3.56) that multi-sensory and guided reading sessions were consistently used in teaching reading. Learners demonstrated high proficiency in reading, with the combined strategies proving very helpful in enhancing reading skills (mean = 3.53). Despite these gains, slow reading fluency emerged as a major difficulty.

To address this, the study proposes **Project REDSENSE: Reading Enhancement through Directed Sensory-Engaged Nurturing Strategic Education**, which integrates guided instruction with multi-sensory approaches to strengthen reading proficiency further. Teachers are encouraged to embed multi-sensory strategies daily to reinforce letter-sound recognition, implement guided reading sessions regularly to improve comprehension and fluency, and design differentiated activities to meet diverse sensory and learning needs. Vocabulary development may be enriched through contextual speaking and writing tasks, while continuous assessment and feedback should be employed to monitor progress and refine instruction.

Keywords: *Multi-sensory instruction, guided learning, word recognition, reading comprehension, Vocabulary Development*



I. INTRODUCTION

Reading is one of the most essential foundational skills that learners must develop at an early age because it serves as the basis for academic achievement and lifelong learning. Young learners, particularly those in Grade 1, need strong literacy skills in letter recognition, phonemic awareness, decoding, and comprehension to succeed in school. However, many learners still experience difficulties in recognizing letters, decoding unfamiliar words, and understanding texts, which negatively affect their reading proficiency.

Globally, literacy remains a challenge despite improvements in educational systems. UNESCO reported that millions of children continue to struggle with basic literacy skills. In the Philippines, reading difficulties among Key Stage 1 learners remain alarming, particularly in letter-sound recognition, phonological awareness, and reading fluency. The low performance of Filipino learners in international assessments such as PISA further emphasized the urgent need for effective reading interventions.

To address these concerns, educators have explored innovative instructional approaches such as multi-sensory phonics instruction and guided reading sessions. Multi-sensory instruction integrates visual, auditory, tactile, and kinesthetic activities to strengthen learners' understanding of letters and sounds, while guided reading provides structured teacher support in small-group reading activities. Combining these approaches creates a comprehensive framework that caters to diverse learning needs and improves literacy outcomes.

This study investigated the effectiveness of multi-sensory and guided reading instruction among Grade 1 learners in selected schools of District IX, SDO Batangas City during the School Year 2025–2026. Specifically, it sought to answer the following questions:

1. How may the level of the multi-sensory and guided reading sessions in teaching reading be described in terms of:
 - 1.1 Letter and sound recognition
 - 1.2 Word recognition
 - 1.3 Reading comprehension
2. How proficient are Grade 1 learners in reading based on the CRLA Reading Test?
3. How does the combination of multi-sensory and guided reading sessions contribute to reading proficiency among Grade 1 learners in terms of:
 - 3.1 Phonemic awareness
 - 3.2 Decoding skills
 - 3.3 Reading fluency
 - 3.4 Vocabulary development
4. What are the difficulties encountered by Grade 1 learners in reading?
5. Based on the findings, what guided multisensory activities may be proposed?



II. METHODOLOGY

Research Design

This study utilized a descriptive quantitative research design to assess the effectiveness of multi-sensory and guided reading instruction among Grade 1 learners. The descriptive method was used to systematically gather information and describe the reading skills and proficiency levels of learners.

Participants of the Study

The respondents of the study were fifty (50) Grade 1 pupils from selected elementary schools in District IX, SDO Batangas City, namely:

- Talahib Pandayan Elementary School
- Simlong Elementary School
- Tibig Elementary School
- Pulot Elementary School
- Payirang Bilao Elementary School

Research Instrument

The researcher utilized a self-constructed survey questionnaire as the main data gathering instrument. The questionnaire consisted of four parts:

- Level of multi-sensory and guided reading sessions
- Reading proficiency based on CRLA indicators
- Contribution of multi-sensory and guided reading instruction
- Reading difficulties encountered by learners

The questionnaire underwent validation by experts, coordinators, colleagues, and school heads to ensure reliability and validity.

Data Gathering Procedure

The researcher secured permission from the Schools Division Superintendent, school heads, advisers, and respondents before administering the survey questionnaire. Google Forms were used to distribute the questionnaires, and Grade 1 advisers assisted learners during the administration process. Confidentiality of responses was strictly observed.



Data Analysis

The collected data were analyzed using the following statistical tools:

- Frequency Distribution
- Rank
- Weighted Mean

These statistical treatments were used to interpret the responses and determine the effectiveness of multi-sensory and guided reading instruction.

III. RESULTS

Utilization of Multi-Sensory and Guided Reading Sessions

The findings revealed that learners strongly agreed that multi-sensory and guided reading sessions positively contributed to their literacy development. Learners reported that they remembered letter sounds better after multi-sensory activities and recognized words more easily through guided reading sessions. Reading comprehension was also strengthened through multi-sensory methods and guided reading discussions. The overall composite means for letter and sound recognition, word recognition, and reading comprehension were all interpreted as “Strongly Agree.”

Learners’ Reading Proficiency

Results showed that Grade 1 learners were generally highly proficient in reading based on the CRLA Reading Test. Learners demonstrated strong skills in identifying letters, pronouncing sounds, recognizing sight words, understanding short passages, and identifying details in stories. However, decoding unfamiliar words and distinguishing similar-looking letters still needed improvement.

Contribution of Multi-Sensory and Guided Reading Sessions

The combination of multi-sensory and guided reading sessions was found to be very helpful in developing phonemic awareness, decoding skills, reading fluency, and vocabulary development among Grade 1 learners.

Guided reading sessions helped learners blend sounds to form words, while multi-sensory activities improved sound discrimination and decoding confidence. Learners also became more fluent readers, reading with greater accuracy, expression, and confidence. Vocabulary development improved as learners learned and retained new words through sensory-based and contextual reading activities.

Reading Difficulties Encountered by Learners

Despite the positive findings, learners still experienced several reading difficulties. The most common challenge identified was slow reading fluency, followed by vocabulary limitations



and limited phonemic awareness. Learners also encountered comprehension difficulties, sound recognition issues, weak decoding skills, low confidence, and short attention spans during reading activities.

Proposed Guided Multisensory Activities

Based on the findings, the researcher proposed Project REDSENSE (Reading Enhancement through Directed Sensory-Engaged Nurturing Strategic Education). The project integrates tactile, auditory, visual, and kinesthetic activities to improve learners' literacy skills.

The proposed activities include:

- Tracing letters in sand
- Phonics songs
- Flashcard drills
- Guided oral reading
- Rhyming games
- Echo reading
- Vocabulary journals
- Role-play conversations

These activities aim to strengthen letter recognition, phonemic awareness, decoding skills, reading fluency, vocabulary development, and comprehension.

IV. DISCUSSION

The findings of the study confirmed that multi-sensory and guided reading instruction significantly support the reading development of Grade 1 learners. Learners strongly agreed that these approaches improved their ability to recognize letters, decode words, and comprehend texts. These findings support the studies of Kilat and Apas (2025), which emphasized that multi-sensory strategies enhance phonemic awareness and letter-sound recognition among beginning readers.

The results also aligned with Henry's (2020) study, which highlighted that systematic multi-sensory interventions improve word recognition and decoding skills. Guided reading sessions provided structured support that helped learners build confidence and improve fluency and comprehension.

Moreover, the findings supported Rasinski et al. (2020), who found that classroom-based fluency instruction combined with multi-sensory activities significantly improved learners' oral reading rate, accuracy, and confidence. Learners in the present study became more expressive and confident readers through guided reading and sensory-rich activities.



The reading difficulties identified in the study, particularly slow reading fluency and limited vocabulary, indicate the need for continuous intervention and differentiated instruction. Veronen (2021) and Griffin (2021) emphasized that structured multi-sensory literacy instruction can effectively address learners' decoding difficulties, attention problems, and low motivation.

The implementation of Project REDSENSE is therefore highly recommended because it provides a comprehensive and engaging literacy intervention that supports learners with diverse needs. Through guided instruction and multi-sensory activities, learners can strengthen foundational literacy skills and develop greater confidence and motivation in reading.

Conclusion

The study concluded that multi-sensory and guided reading instruction are highly effective in improving the reading skills of Grade 1 learners in selected schools of District IX, SDO Batangas City. Learners strongly agreed that these strategies enhanced letter and sound recognition, word recognition, and reading comprehension. Grade 1 learners were also found to be highly proficient in reading based on the CRLA Reading Test.

The combination of multi-sensory and guided reading sessions significantly contributed to the development of phonemic awareness, decoding skills, reading fluency, and vocabulary development. However, slow reading fluency remained one of the major challenges encountered by learners.

To address these difficulties, the researcher proposed Project REDSENSE, a guided multi-sensory intervention program designed to strengthen literacy skills through tactile, auditory, visual, and kinesthetic activities. The study further recommends the regular integration of multi-sensory strategies, guided reading sessions, differentiated instruction, vocabulary enrichment activities, and continuous assessment to improve learners' reading proficiency.

Recommendation

1. Teachers may integrate multi-sensory strategies daily to strengthen learners' letter and sound recognition.
2. Guided reading sessions may be implemented regularly to improve comprehension and fluency.
3. Instruction may include differentiated activities to address diverse sensory and learning needs.
4. Vocabulary development may be enhanced through contextual application in speaking and writing tasks.
5. Continuous assessment and feedback may be conducted to monitor progress and adjust instruction effectively.

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