

INTEGRATING DIGITAL LITERACY TOOLS TO ENHANCE READING ENGAGEMENT OF INTERMEDIATE LEARNERS IN DOÑA ROSARIO C. VALDIVIA ELEMENTARY SCHOOL

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INTRODUCTION

In the Phil - IRI Group Screening Test (GST) at Doña Rosario C. Valdivia Elementary School, 56 out of 87 intermediate learners scored below the cut-off point for referral. This means that from grades 4, 5 and 6, only 31 learners passed the GST. The outcome is concerning and if the problem is not addressed properly and promptly, it will have a negative impact on pupils' learning and achievement in other subjects.

This action research aimed to investigate the impact of integrating digital literacy tools, specifically RazKids, on reading engagement among intermediate learners. It sought to answer the following questions: (1) What is the mean percentage score (MPS) of the participants in Reading Engagement before and after the integration of digital literacy tools? (2) Is there a significant difference in the Reading Engagement Mean Percentage Score (MPS) of the participants before and after the integration of digital literacy tools? (3) How can the intervention have implemented impact the reading engagement and comprehension of the intermediate learners? (4) What are the experiences of the teachers and pupils throughout the use of the digital literacy tools? (5) What actions can be taken based on the results of this intervention?

Thirty-six (36) learners from grades 4, 5, and 6 at Doña Rosario C. Valdivia Elementary School participated in the study, selected through purposive sampling based on their level determined by the PHIL-IRI Pretest report. Data were analyzed using descriptive and inferential

statistics to assess the impact of digital literacy tools on reading engagement.

DISCUSSION OF RESULTS

Table 1. Mean Score in the Pre-Test and Post-Test

| | Mean | SD | Description |
|-----------|-------|------|-------------|
| Pre-test | 15.08 | 4.70 | Low |
| Post-test | 22.56 | 6.11 | Moderate |

Table 1 showed that in the pre-test, the mean score was 15.08 which falls within the "Low" category. In the post-test, the mean score of 22.56 falls within the "Moderate" category according to the provided scale.

Low level of reading engagement among the intermediate learners prior to the introduction of digital literacy tool, RazKids.com underscores the existing challenge in traditional teaching methods to fully engage learners in reading activities. On the other hand, the increase in the result reinforces the notion that integrating digital literacy tools can lead to notable improvements in reading engagement and comprehension among learners.

Table 2. Mean Score in the Pre-Test and Post-Test

| Components | | | | | t | p | Cohen's d |
|-----------------------|---------|------|----------|------|------|----------|-----------|
| | Pretest | | Posttest | | | | |
| | M | SD | M | SD | | | |
| Reading Comprehension | 15.08 | 4.70 | 22.56 | 6.11 | 5.30 | <0.001** | 2.045 |

* $p < 0.05$ significant @ 5% alpha level

The paired samples t-test results provide strong evidence that the integration of digital literacy tools has a significant impact on reading engagement among elementary intermediate learners. The significant difference observed within the

group underscores the potential of digital literacy tools, such as RazKids.com, to effectively enhance reading engagement and contribute to pupils' academic success.

RazKids.com offered a variety of reading activities tailored to learners' needs and preferences. The interactive features, such as animated books, quizzes, and rewards, made reading enjoyable and motivated learners to participate regularly. Both teachers and pupils have had largely positive and transformative experiences with digital literacy tools like RazKids.com, with teachers finding new avenues for enhancing student engagement and comprehension, and students benefiting from interactive reading experiences tailored to their individual learning styles and preferences, leading to improved comprehension and retention of information and fostering a sense of independence and autonomy among the learners.

CONCLUSION AND RECOMMENDATION

The result of the intervention demonstrates the effectiveness of integrating digital literacy tools, particularly RazKids.com, into the curriculum to address the identified problem and enhance learners' engagement with reading materials.

Through a variety of personalized reading activities in RazKids.com like record reading, interactive quizzes, game-based learning, all tailored to learners' needs and preferences, the integration of digital tools facilitated enhanced comprehension and enjoyment of the reading process.

RazKids.com has still a lot to offer so other interactive features of this digital tool, like record reading, collecting stars as rewards, and many more can be introduced. Forming Book Clubs, and Shared Reading Sessions will help learners read and

discuss books, the theme, characters and their personal interpretations. This can foster a sense of community and enhance comprehension through discussion and shared insights. Since RazKids.com offers eBooks categorized by reading levels, the intervention used in this study can be extended to other grade levels. Establishing professional learning communities and online platforms for knowledge sharing could facilitate the dissemination of successful intervention strategies and support ongoing professional development for educators.

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Disclaimer:

This Research Bulletin is an abridged version of the full manuscript of Ms. Gladys F. Leyson and supplements her research presentation during the Research O'clock last October 7, 2024, under the topic, "Integrating Digital Literacy Tools to Enhance Reading Engagement of Intermediate Learners in Doña Rosario C. Valdivia Elementary School". To request a copy of their manuscript, send an email to ps.prd@deped.gov.ph.