

ENHANCING READING FLUENCY THROUGH TOUCHTILE MATERIALS AMONG GRADE 2 LEARNERS

ABSTRACT

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This study aimed to enhance the reading fluency of Grade 2 learners by integrating innovative, tactile-based instructional strategies. It specifically investigates the use of touch tile materials—interactive learning tools that combine touch and visual engagement—to improve decoding skills, reading speed, accuracy, and comprehension. By promoting a multi-sensory approach to literacy, the research seeks to foster greater interest in reading and support the development of foundational language skills among early learners. The researchers adopted a quantitative approach using a quasi-experimental research design to assess the effectiveness of the intervention. A census sampling method was employed, involving all 37 Grade 2 learners from Silanganan Elementary School as participants. To gather data, the researchers administered a pre-test and post-test alongside a structured survey questionnaire. The collected data were systematically analyzed using various statistical tools, including the mean, weighted mean, percentage, ranking, standard deviation, and z-test. These tools provided a comprehensive understanding of the learners' reading fluency development before and after the intervention. The findings of the study demonstrate that touchtile materials significantly contributed to the improvement of reading fluency among Grade 2 learners. Notable gains were recorded across three key areas: accuracy (mean = 2.97), expression (mean = 2.90), and reading speed (mean = 3.05), all of which received a verbal interpretation of "Agree." A highly significant difference between the pre-test and post-test scores (z-value = 26.29; p-value = .00001) confirmed the effectiveness of the intervention. However, several challenges were identified, including limited vocabulary (17%), distractions during activities (16%), and off-task behaviors such as noise-making or playing (15%). In response, the researchers developed comprehensive guidelines to support the structured and effective use of touchtile materials in the classroom. The study recommends that educators integrate these tools more systematically into reading instruction to further enhance learners' fluency, engagement, and comprehension skills. This study affirms the effectiveness of touchtile materials in enhancing the reading fluency of Grade 2 learners. The integration of these tactile and interactive tools into literacy instruction provides a multi-sensory learning experience that actively engages young students. The findings revealed significant improvements in key areas of fluency—namely accuracy, expression, and reading speed—demonstrating that touchtile materials can play a pivotal role in developing foundational reading skills. By making reading activities more stimulating and learner-centered, educators can better support early literacy development and help students achieve essential academic milestones.

RECOMMENDED CITATION

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