

LANGUAGE LEARNING STRATEGIES AND TECHNOLOGY INTEGRATION: THEIR INFLUENCE TO CLASSROOM LITERACY PRACTICES

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This study examined the relationship between Language Learning Strategies (LLS), Technology Integration, and Classroom Literacy Practices (CLP) among secondary learners in Bongkilaton Integrated School and Consuelo M. Valderrama National High School, Compostela East District, Davao de Oro. Utilizing a quantitative correlational design, data were gathered from 150 teachers through three validated survey instruments adapted from Oxford (1990), Puente (2010), and Malloy and Mazzoni (2011). These instruments measured students' use of LLS across reading, writing, speaking, and listening domains; the extent of technology integration in terms of accessibility, frequency, teacher and student competencies, and instructional engagement; and CLP dimensions such as instructional practices, literacy materials, student engagement, assessment, and support for diverse learners. Findings revealed a moderate but significant positive correlation between LLS and classroom literacy practices ($r = .50, p < .001$), indicating that students who employ a wider range of strategies are more likely to experience enriched literacy environments. Moreover, technology integration contributed positively to instructional diversity and access to resources. The study recommends intensifying the explicit teaching of learning strategies, integrating digital tools in literacy instruction, and providing targeted teacher training to promote inclusive and effective literacy practices in multicultural and rural public-school settings.

Keyword: *Language Learning Strategies, Technology Integration, Classroom Literacy Practices, Rural Education, Instructional Strategies, Digital Tools, Teacher Development, Quantitative Correlational Research*

1. THE PROBLEM AND ITS BACKGROUND

Classroom literacy practices play a pivotal role in shaping foundational reading and language skills, especially during the formative years of elementary education. These practices encompass the strategies, materials, and interactions used by teachers to engage learners in meaningful reading and writing experiences. However, despite national policies promoting literacy development, many Philippine classrooms, particularly those in rural and multicultural settings, continue to rely on traditional approaches that do not adequately cater to the linguistic, cultural, and cognitive diversity of learners (Tortola, 2024). As a result, classroom literacy practices often fall short in promoting deep comprehension, critical thinking, and sustained engagement among students.

Globally, concerns about effective classroom literacy instruction are particularly pronounced in multicultural settings. In the United States, Protacio (2021) found that English language learners struggle when classroom practices are disconnected from their cultural backgrounds and when digital tools are underutilized. The study emphasized the importance of integrating culturally relevant materials and language learning strategies supported by technology to create inclusive and responsive learning environments. These findings echo a growing international consensus that to be effective, literacy instruction must reflect both the learner's sociocultural context and evolving technological landscape.

In the Philippine context, this challenge is particularly urgent. According to USAID (2022), over 90 percent of Filipino learners speak a mother tongue different from the language used in instruction. This mismatch has contributed to the country's poor performance in international reading assessments such as PISA. The Department of Education introduced the Mother Tongue-Based Multilingual Education (MTB-MLE) policy in 2012 as a response. However, implementation remains uneven due to the lack of localized materials, inadequate teacher training, and resource constraints (Tortola, 2024). In terms of digital integration, educational technology is still inconsistently embedded in classroom literacy practices, particularly in underfunded and geographically isolated schools.

A relevant example is the quasi-experimental study conducted by Lumba and Dioso (2025) at New Malinao Elementary School, Depot ES Extension, Purok 6, Upper Ulip, Monkayo, Davao de Oro. The study involved 22 multigrade learners in Grades 1 to 3 and revealed that technology-supported literacy instruction significantly improved learners' outcomes ($p = .003$). This reinforces the value of integrating digital tools into classroom literacy activities, especially in multigrade and resource-constrained settings.

Meanwhile, in Agusan del Sur, research by Leaño et al. (2019) highlighted the benefits of structured and culturally responsive literacy instruction. Though their primary study on Grade 2 Indigenous learners was based in Echague, Isabela, the methods were echoed by ten Indigenous Peoples Education (IPEd) teachers across rural schools in Esperanza, Talacogon, and San Luis, Agusan del Sur. These educators noted improved literacy engagement when lessons were embedded in cultural context and grounded in structured teaching practices. However, challenges such as limited resources, weak infrastructure, and insufficient training often hinder the consistent application of these promising literacy models.

At the local level, Bongkilaton Integrated School in Davao de Oro reflects similar conditions. The school serves a diverse population, including Indigenous learners whose home languages and cultural frames often differ from classroom instruction. Teachers face challenges in fully implementing differentiated literacy instruction due to mismatched language contexts, the scarcity of culturally relevant materials, and limited access to digital tools. While attempts have been made to incorporate inclusive pedagogies, the extent to which language learning strategies and educational technology are shaping classroom literacy practices remains underexplored (Niebres and Cabansag, 2024; Olabiyi et al., 2025).

Given these persistent issues in literacy education, this study seeks to investigate how language learning strategies and technology integration influence classroom literacy practices in rural, multicultural school settings. While past research has often isolated these variables, few have examined their interconnected roles. This study aims to fill that gap by examining the extent to which these elements, when combined, enhance or constrain literacy instruction in diverse elementary classrooms. Through this investigation, the study aims to offer insights that may guide future reforms in classroom literacy practices, especially in marginalized and under-resourced schools.

1.1 STATEMENT OF THE PROBLEM

This study aims to explore the relationship between Language Learning Strategies (LLS), Technology Integration, and Classroom Literacy Practices among students at Bongkilaton Integrated School and Consuelo M. Valderrama National High School. Specifically, it seeks to answer the following questions:

1. What is the level of utilization in Language Learning Strategies are employed by students in terms of:
 - A. Reading Strategies
 - B. Writing Strategies
 - C. Speaking Strategies
 - D. Listening Strategies

2. What is the extent of Technology Integration manifested in classroom practices among students in terms of:
 - 2.1 Access to Technology
 - 2.2 Frequency of Technology Use
 - 2.3 Teacher Competency and Support
 - 2.4 Student Competency and Comfort
 - 2.5 Instructional Integration and Engagement

3. What is the level of Classroom Literacy Practices evident among students in terms of:
 - 3.1 Instructional Practices
 - 3.2 Use of Literacy Materials
 - 3.3 Student Engagement in Literacy Activities
 - 3.4 Assessment and Feedback
 - 3.5 Support for Diverse Learners
4. Is there a significant relationship between:
 - 4.1 Language Learning Strategies and Classroom Literacy Practices?
 - 4.2 Technology Integration and Classroom Literacy Practices?

1.2 THEORETICAL FRAMEWORK

This study is anchored on Vygotsky's Sociocultural Theory, which emphasizes the fundamental role of social interaction and cultural context in shaping learning and development. According to Vygotsky (1978), cognitive and language growth are deeply embedded in social experiences and are mediated by cultural tools such as language, symbols, and instructional discourse. He asserted that learning is not a solitary endeavor but a socially situated process, where individuals acquire knowledge through interactions with more knowledgeable others including teachers, peers, and family members.

In the context of this study, Sociocultural Theory provides a meaningful lens for understanding how classroom literacy practices influence the development of Language Learning Strategies (LLS) among students. Activities such as guided reading, collaborative discussions, and teacher-student dialogue are seen as essential for scaffolding students' language learning. Through these social interactions, learners are gradually able to internalize language skills and strategies that contribute to their reading, writing, speaking, and listening competencies.

Furthermore, Vygotsky's concept of the Zone of Proximal Development (ZPD) is particularly relevant. It suggests that learners can achieve higher levels of understanding when supported by instructional guidance or peer collaboration. Within the classroom literacy environment, strategic scaffolding allows students to move from assisted performance to independent application of language skills. The use of think-alouds, modeling, feedback, and peer learning opportunities reflects this dynamic, where the classroom becomes a culturally and socially enriched space for cognitive and linguistic growth.

Thus, Vygotsky's Sociocultural Theory underpins this study's examination of how social interactions within the literacy classroom foster the acquisition and refinement of language learning strategies. It highlights the importance of contextual, cultural, and interpersonal factors in shaping students' strategic approach to literacy and language development.

In line with the theoretical grounding provided by Vygotsky's Sociocultural Theory, the conceptual framework of this study illustrates the relationship between Classroom Literacy Practices (Independent Variable) and Language Learning Strategies (LLS) (Dependent Variable). This framework assumes that specific literacy practices such as instructional strategies, use of literacy materials, student engagement activities, assessment and feedback methods, and support for diverse learners shape the way students develop and refine their language learning strategies across the four macro skills: reading, writing, speaking, and listening. By identifying the influence of literacy practices on students' strategic language use, the framework serves as a guide for examining how instructional environments promote the development of effective language learning behaviors. This model underscores the mediating role of classroom practices in nurturing learners' cognitive and linguistic skills, ultimately supporting more personalized and socially responsive language development.

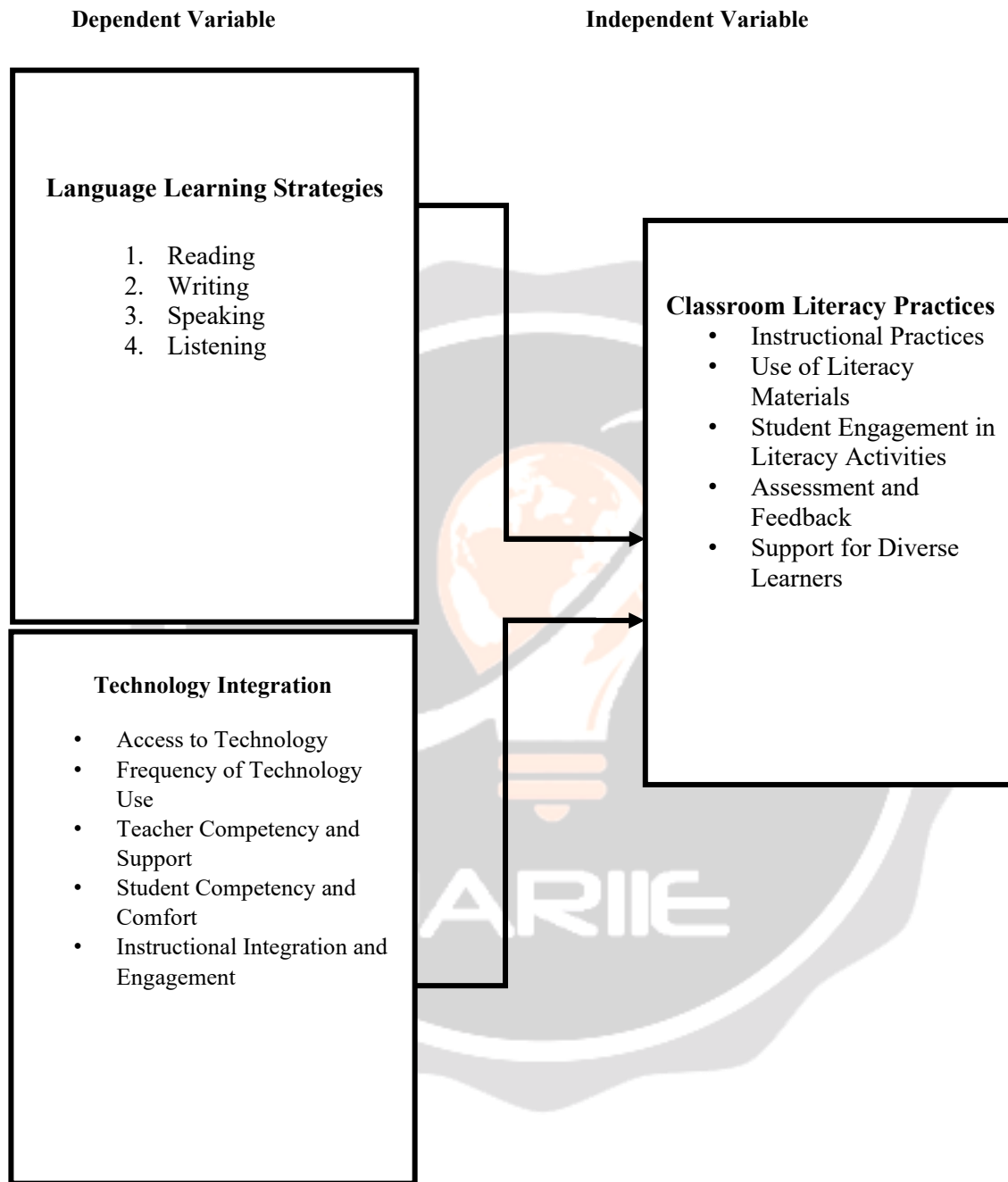


Figure 1. The Conceptual Framework of the Study

2. METHODOLOGY

This study adopted a quantitative descriptive-correlational design to examine the relationships among Language Learning Strategies (LLS), Technology Integration, and Classroom Literacy Practices (CLP) among Grade 10 students in two public schools in Compostela, Davao de Oro—Bongkilaton Integrated School and Consuelo M. Valderrama National High School. The research involved 150 student respondents selected through purposive sampling (36 from Bongkilaton and 114 from Valderrama). The locale, Barangay Ngan, is a geographically isolated and disadvantaged area with rich Indigenous cultural heritage, particularly of the Mandaya community, which served as a meaningful context for exploring culturally responsive literacy practices.

Three validated, researcher-made questionnaires were used: the Language Learning Strategies Questionnaire (adapted from Oxford, 1990), the Classroom Literacy Practices Questionnaire (adapted from Malloy, Mazzoni & Gambrell, 2011), and the Technology Integration Questionnaire (based on Puentedura's 2010 SAMR model). Each used a 5-point Likert scale and underwent expert validation and pilot testing to ensure reliability, clarity, and cultural appropriateness.

Ethical protocols were strictly followed, beginning with securing clearance from the Assumption College of Nabunturan Ethics Review Committee and obtaining permission from the Schools Division Office and school principals. Informed parental consent and student assent were required. Data collection was carried out in classrooms under supervised conditions, ensuring participant confidentiality and voluntary involvement.

Data were analyzed using descriptive statistics (mean) to determine the levels of LLS, CLP, and technology integration. Inferential statistics, including Pearson's correlation coefficient and multiple regression analysis, were used to examine the relationships and predictive influence among the variables. These analyses provided insight into how LLS and technology integration influence classroom literacy outcomes in rural, culturally diverse learning environments.

3. RESULTS

Level of Language Learning Strategies Employed by Students

A high rating shows that a strategy is embedded in a learner's routine; lower ratings point to practices that are applied only occasionally. Learners in this study rated how often they used ten common strategies on a five-point scale. Mean scores were calculated for every item and for the entire set, then interpreted with the school guide: Always 4.50 to 5.00, Often 3.50 to 4.49, Sometimes 2.50 to 3.49, Rarely 1.50 to 2.49, Never below 1.50. The detailed results are presented in Table 1.

Reading Strategies. This strand focuses on the specific techniques' students employ while engaging with text. The items asked learners to indicate how frequently they used each strategy, ranging from surface-level actions such as highlighting to deeper processes like inference and summarization. Table 1 presents the detailed results

Table 1
Reading Strategies

Indicator	Mean
I underline or highlight key information while reading.	3.49
I use context clues to guess the meaning of unfamiliar words.	2.64
I take notes while reading texts in English.	3.64
I reread texts to improve my understanding.	4.14
I summarise what I have read in my own words.	3.33
I read English materials outside of class such as books or articles.	2.63
I use graphic organisers such as charts or diagrams to understand.	3.30
I preview headings, subheadings, and visuals before reading.	3.27
I relate what I read to my prior knowledge or experiences.	3.38

I check my understanding by asking myself questions.	3.34
Overall	3.31

Table 1 indicates that learners most often apply the strategy “I reread texts to improve my understanding” (Mean 4.14) which falls in the Often band and shows that many learners habitually revisit challenging passages to clarify meaning. The next highest mean belongs to “I take notes while reading texts in English” (Mean 3.64), also in the Often band, confirming that note-taking is a regular support for comprehension. A near-upper-boundary score for “I underline or highlight key information while reading” (Mean 3.49, upper Sometimes) suggests gradual movement toward more consistent text marking.

The lowest means appear in “I read English materials outside of class such as books or articles” (Mean 2.63) and “I use context clues to guess the meaning of unfamiliar words” (Mean 2.64). Both sit firmly within the Sometimes band, revealing that extensive reading and inference-making have not yet become routine practices. All remaining strategies, including summarizing, previewing text structure, linking prior knowledge, self-questioning, and using graphic organizers, also fall in the Sometimes range. The overall mean of 3.31 confirms that learners employ reading strategies only on some occasions, indicating reliance on basic monitoring techniques while deeper or more elaborative strategies are applied intermittently.

Writing Strategies. This strand focuses on the techniques’ students employ while composing text. The items asked learners to indicate how frequently they used each strategy, ranging from planning actions such as brainstorming to revision processes like multiple drafting. Table 2 presents the detailed results.

Table 2
Writing Strategies

Indicator	Mean
I brainstorm or outline before I start writing in English.	3.19
I revise and edit my work before submitting it.	3.71
I use grammar or spell-checking tools when writing in English.	2.74
I consult dictionaries or thesauruses while writing.	2.28
I ask for feedback on my writing and use it to improve.	3.63
I keep a journal or write regularly in English.	2.66
I plan the structure and flow of my writing in advance.	3.23
I refer to model essays or samples to improve my writing.	3.89
I review grammar and vocabulary rules while writing.	2.75
I write multiple drafts to improve clarity and coherence.	3.09
Overall	3.12

Table 2 shows that learners most often apply the strategy “I refer to model essays or samples to improve my writing” (Mean 3.89), which falls in the Often band and indicates that many pupils look at exemplars to guide organization and language choice. The next highest mean belongs to “I revise and edit my work before submitting it” (Mean 3.71), also in the Often band, confirming that a substantial number routinely refine their drafts for accuracy and coherence.

The lowest mean appears in “I consult dictionaries or thesauruses while writing” (Mean 2.28), located in the Rarely band, suggesting limited reliance on reference tools for vocabulary development. All remaining strategies—including brainstorming, planning overall structure, using grammar checkers, asking for feedback, journaling, reviewing rules, and drafting multiple versions—reside in the Sometimes range. The overall mean of 3.12 confirms that pupils employ writing strategies only on some occasions, showing moderate engagement with planning and revision but inconsistent use of resource-based and language-enrichment practices.

Speaking Strategies. This strand focuses on the techniques' students employ while communicating orally. The items asked learners to indicate how frequently they used each strategy, ranging from rehearsal activities such as practicing before a presentation to monitoring actions like checking grammar during speech. Table 3 presents the detailed results.

Table 3
Speaking Strategies

Indicator	Mean
I speak in English with classmates or friends to practise.	2.62
I rehearse before I speak in front of a group.	4.17
I use tongue twisters or shadowing to improve pronunciation.	2.23
I listen to English conversations and mimic them.	3.19
I try to speak in complete English sentences.	2.90
I ask for clarification if I do not understand something.	3.80
I participate in oral presentations or discussions.	4.14
I monitor my grammar and vocabulary while speaking.	3.23
I speak slowly and clearly to improve understanding.	3.34
I use gestures or expressions to support my speaking.	3.18
Overall	3.28

Table 3 shows that learners most often apply three strategies that fall in the Often band. The highest mean belongs to “I rehearse before I speak in front of a group” (Mean 4.17), indicating that many pupils systematically prepare their remarks to build confidence. Close behind are “I participate in oral presentations or discussions” (Mean 4.14) and “I ask for clarification if I do not understand something” (Mean 3.80), both confirming active engagement in structured speaking tasks and interactive repair strategies.

The lowest mean appears in “I use tongue twisters or shadowing to improve pronunciation” (Mean 2.23), located in the Rarely band, suggesting limited use of specialized pronunciation drills. Other monitoring and practice moves—including speaking with peers, mimicking recorded conversations, striving for complete sentences, checking grammar, speaking slowly, and using gestures—mostly reside in the Sometimes range. The overall mean of 3.28 confirms that pupils employ speaking strategies only on some occasions, indicating that while rehearsal and participation are common, pronunciation drills and spontaneous peer interaction remain inconsistent.

Listening Strategies. This strand focuses on the techniques' students employ while processing spoken language. The items asked learners to indicate how frequently they used each strategy, from support actions such as using subtitles to meaning making steps like predicting content or noticing tone. Table 4 presents the detailed results.

Table 4
Listening Strategies

Indicator	Mean
I listen to English audio materials such as podcasts or news.	2.67
I use subtitles to help understand English videos.	3.52
I take notes while listening to spoken English.	3.29
I listen again to audio recordings to improve understanding.	3.66
I try to understand the speaker's tone and emotion.	3.65
I ask questions when I miss or do not understand something.	3.81
I focus on key words to understand the main idea.	3.55
I predict content from the speaker's introduction.	3.37
I practice listening to various accents in English.	3.61
I reflect on what I heard and summarize it mentally.	3.12
Overall	3.39

Table 4 shows that learners most often apply the strategy “I ask questions when I miss or do not understand something” (Mean 3.81), which falls in the Often category and signals active efforts to repair comprehension gaps. Close behind are “I listen again to audio recordings to improve understanding” (Mean 3.66) and “I try to understand the speaker’s tone and emotion” (Mean 3.65), confirming frequent use of repetition and affective cues to enhance meaning. Additional strategies in the Often category include practicing with various accents, focusing on key words, and using subtitles, indicating consistent engagement with both support tools and selective attention techniques.

The lowest mean appears in “I listen to English audio materials such as podcasts or news” (Mean 2.67), which rests in the Sometimes category and suggests limited exposure to authentic input outside class tasks. Other strategies in the Sometimes range—taking notes, predicting content, and mentally summarizing—show that deeper processing and proactive organization of information are used only intermittently. The overall mean of 3.39 confirms that pupils employ listening strategies on some occasions, relying strongly on questioning and listening again while showing less consistent practice with extensive input and metacognitive reflection.

Extent of Technology Integration manifested in classroom practices among students

A high rating indicates that technology is routinely available and reliably supports instruction, whereas lower ratings signal intermittent or uneven access. Students in this study rated six access-related items on a five-point scale. Mean scores were computed for each item and for the set as a whole, then interpreted with the school guide: Always 4.50 to 5.00, Often 3.50 to 4.49, Sometimes 2.50 to 3.49, Rarely 1.50 to 2.49, Never below 1.50. The detailed results are presented in Table 5.

Access to Technology. This strand examines the availability and dependability of devices, internet service, and supporting resources such as charging stations. The items asked learners how frequently they could reach and use these resources when needed. Table 5 presents the detailed results.

Table 5
Access to Technology

Indicator	Mean
I have easy access to computers, tablets, or other devices when needed.	4.16
The internet connection at school is reliable when I use technology.	3.31
Technology resources are available for all students equally.	3.35
I can use technology at school whenever my class needs it.	4.15
The school provides enough technology tools to support my learning.	3.51
There are enough charging stations or power sources for devices at school.	2.99
Overall	3.58

Table 5 shows that students report the strongest access in items “I have easy access to computers, tablets, or other devices when needed” (Mean 4.16) and “I can use technology at school whenever my class needs it” (Mean 4.15), both falling in the Often category and indicating that hardware availability and scheduling are generally dependable. The item “The school provides enough technology tools to support my learning” (Mean 3.51) also reaches Often, suggesting that overall supply meets instructional demands.

Lower ratings appear for “There are enough charging stations or power sources for devices at school” (Mean 2.99) and “The internet connection at school is reliable when I use technology” (Mean 3.31), both in the Sometimes category, pointing to infrastructure gaps that may interrupt continuous device use and online learning. The perception that resources are available equally among students (Mean 3.35) also sits in the Sometimes band, hinting at possible disparities in allocation. The overall mean of 3.58, classified as Often, confirms that access to technology is generally consistent, though improvements in connectivity, charging facilities, and equitable distribution could further strengthen day-to-day integration.

Frequency of Technology Use. This strand looks at how often students engage with digital tools during instruction and independent work. The items asked learners to report the regularity of technology-related tasks, from weekly device use to app-based learning. Table 6 presents the detailed results.

Table 6
Frequency of Technology Use

Indicator	Mean
I use technology tools regularly during my lessons.	.20
My teachers assign tasks that require using technology often.	.29
I often use educational apps or websites for learning.	.96
I use technology more than once a week in my schoolwork.	.70
Technology is a part of most of my classroom activities.	.76
I feel comfortable using technology whenever I have assignments.	.48
Overall	.73

Table 6 shows that the highest rating is “I feel comfortable using technology whenever I have assignments” (Mean 4.48), placing it in the Often band and indicating strong confidence in digital work. Close values appear for “I often use educational apps or websites for learning” (Mean 3.96) and “Technology is a part of most of my classroom activities” (Mean 3.76), confirming frequent integration of online resources and device-based tasks.

Lower means are found in “I use technology tools regularly during my lessons” (Mean 3.20) and “My teachers assign tasks that require using technology often” (Mean 3.29), both in the Sometimes band, suggesting that regular in-class tool use and technology-dependent assignments are less consistent.

The overall mean of 3.73, classified as Often, indicates that students generally engage with technology on many occasions, though opportunities for routine lesson-level use and teacher-driven tasks could be expanded for even greater consistency.

Teacher Competency and Support. This strand focuses on teachers’ proficiency with digital tools and the guidance they provide to students. The items asked learners to rate how often teachers demonstrate effective technology use, offers assistance, and promote responsible practices. Table 7 presents the detailed results.

Table 7
Teacher Competency and Support

Indicator	Mean
My teachers know how to use technology well during lessons.	4.14
Teachers help me learn how to use new technology tools.	4.89
Teachers encourage us to use technology to improve our work.	3.61
When I have trouble using technology, my teachers provide support.	4.10
My teachers use technology to make lessons more interesting.	3.93
Teachers show us how to use technology safely and responsibly.	4.23
Overall	4.15

Table 7 shows that the highest mean is “Teachers help me learn how to use new technology tools” (Mean 4.89), signalling strong instructional support for developing digital skills. Other high ratings include “Teachers show us how to use technology safely and responsibly” (Mean 4.23) and “My teachers know how to use technology well during lessons” (Mean 4.14), both reflecting solid teacher expertise and modelling of best practices. The lowest mean in this strand, though still in the Often category, is “Teachers encourage us to use technology to improve our work” (Mean 3.61), suggesting room to further motivate students to apply digital tools for quality enhancement.

The overall mean of 4.15, classified as Often, indicates that teachers consistently demonstrate competency and provide support, ensuring that technology use is both effective and responsible across classroom activities.

Student Competency and Comfort. This strand assesses how capable and at ease students are when working with digital tools. Learners rated six statements on a five-point scale that reflects the frequency of observed behaviors: Always 4.50 to 5.00, Often 3.50 to 4.49, Sometimes 2.50 to 3.49, Rarely 1.50 to 2.49, and Never below 1.50. Table 8 presents the detailed results.

Table 8
Student Competency and Comfort

Indicator	Mean
I feel confident using computers, tablets, or other devices for schoolwork.	3.91
I know how to use different software and apps needed for my assignments.	3.93
I can solve basic problems when technology does not work properly.	3.34
I enjoy learning when technology is used in class.	4.01
I can use technology to work together with classmates easily.	4.00
I understand how to use technology to find information for my projects.	4.26
Overall	3.90

Table 8 shows that the highest mean is “I understand how to use technology to find information for my projects” (Mean 4.26), indicating strong research skills with digital resources. Other high ratings include enjoyment of technology supported learning (Mean 4.01) and ease of collaborating with classmates using technology (Mean 4.00), reflecting positive attitudes and collaborative competence.

The lowest mean appears in “I can solve basic problems when technology does not work properly” (Mean 3.34), which falls in the Sometimes category and suggests that troubleshooting skills are less consistently developed. All remaining indicators sit in the Often range, highlighting solid confidence and software familiarity across most areas. The overall mean of 3.90, classified as Often, confirms that students generally feel competent and comfortable using technology, though targeted support for basic troubleshooting could further strengthen their digital proficiency.

Instructional Integration and Engagement. This strand examines how technology is woven into learning tasks and how it influences student interest and participation. Learners rated six statements on a five-point scale that reflects the frequency of observed experiences: Always 4.50 to 5.00, Often 3.50 to 4.49, Sometimes 2.50 to 3.49, Rarely 1.50 to 2.49, and Never below 1.50. Table 9 presents the detailed results.

Table 9
Instructional Integration and Engagement

Indicator	Mean
Using technology makes learning more interesting for me.	3.56
Technology helps me understand difficult topics better.	3.93
I use technology to create projects, presentations, or reports.	3.34
Technology helps me learn at my own pace.	4.01
I feel more motivated to participate when technology is used in class.	4.00
Technology helps me develop skills like problem solving and creativity.	4.26
Overall	3.90

Table 9 shows that the highest mean is “Technology helps me develop skills like problem solving and creativity” (Mean 4.26), indicating that students perceive strong value in technology for higher order skill building. High ratings also appear for learning at one’s own pace (Mean 4.01) and increased motivation when technology is used in class (Mean 4.00), highlighting technology’s role in personalizing learning and boosting engagement.

The lowest mean appears in “I use technology to create projects, presentations, or reports” (Mean 3.34), which falls in the Sometimes category and suggests that production oriented tasks are less frequent than consumption or exploration activities. All other indicators sit within the Often range, confirming that technology regularly enhances interest, understanding, and participation across lessons.

The overall mean of 3.90, classified as Often, indicates that technology is frequently integrated into instruction and generally supports active, motivated learning experiences.

Level of Classroom Literacy Practices evident among students

Students rated ten items on a five-point scale: Always 4.50 to 5.00, Often 3.50 to 4.49, Sometimes 2.50 to 3.49, Rarely 1.50 to 2.49, and Never below 1.50.

Instructional Practices. This strand focuses on how teachers deliver literacy instruction, including modelling strategies, aligning lessons with goals, and connecting reading to real life. Table 10 presents the detailed results.

Table 10
Instructional Practices

Indicator	Mean
The teacher provides explicit instruction in reading comprehension.	4.61
The teacher models literacy strategies during lessons.	4.36
Instruction is aligned with literacy learning goals.	4.23
The teacher incorporates writing across the curriculum.	4.15
The teacher connects reading to students' real-life experiences.	3.99
There are regular opportunities for shared and guided reading.	4.22
The teacher differentiates instruction based on reading levels.	3.91
There is a clear focus on vocabulary development.	4.23
Reading strategies are reinforced in multiple subjects.	4.29
The teacher uses questioning techniques to support comprehension.	4.24
Overall	4.22

Table 10 shows that the highest rating is “The teacher provides explicit instruction in reading comprehension” (Mean 4.61), which falls in the Always category and indicates that direct teaching of comprehension skills is a consistent feature of classroom practice. High means also appear for reinforcing reading strategies across subjects (Mean 4.29) and maintaining a clear focus on vocabulary development (Mean 4.23), demonstrating strong integration of literacy elements throughout the curriculum.

The lowest mean, though still in the Often range, is “The teacher connects reading to students' real-life experiences” (Mean 3.99). This suggests that while real-world connections are frequent, they are slightly less consistent than other instructional features. All remaining indicators land in the Often category, confirming that explicit strategy modelling, goal alignment, shared reading opportunities, differentiation, and questioning techniques are regularly evident in lessons.

The overall mean of 4.22, classified as Often, confirms that instructional literacy practices are generally strong and consistently implemented, with explicit comprehension instruction standing out as the most pervasive routine.

Use of Literacy Materials. This strand reviews the availability and variety of reading resources that support students' literacy growth. Items focus on print and digital texts, culturally diverse selections, and tools that scaffold comprehension. Students rated ten indicators on the school's five point scale: Always 4.50–5.00, Often 3.50–4.49, Sometimes 2.50–3.49, Rarely 1.50–2.49, Never below 1.50. Table 11 presents the detailed results.

Table 11
Use of Literacy Materials

Indicator	Mean
Classrooms are equipped with age-appropriate reading materials.	3.63
There is a classroom library or access to one.	2.02
Students have access to a variety of genres such as fiction and nonfiction.	3.46
Reading materials reflect diverse cultures and experiences.	3.41
Students use digital tools to access texts.	3.68
The teacher uses anchor charts or posters about reading strategies.	3.57
Graphic organizers and print resources are regularly used.	3.57
Students bring or are assigned books for independent reading.	3.43
The teacher introduces new texts regularly.	3.47
Students are encouraged to take books home.	3.61
Overall	3.39

Table 11 shows that the strongest resources are digital text access (Mean 3.68) and the presence of age-appropriate reading materials (Mean 3.63), both in the Often category, indicating that classrooms generally provide suitable print collections and technology for reading. Encouraging students to take books home (Mean 3.61) and the regular use of anchor charts and graphic organizers (both Mean 3.57) also rank in the Often band, confirming frequent use of visual supports and take-home reading opportunities.

The lowest rating appears in classroom library access (Mean 2.02), classified as Rarely, suggesting limited or uneven availability of dedicated library spaces. Several indicators, genre variety, culturally diverse materials, introducing new texts, and assigning books for independent reading, fall in the Sometimes range, signalling room to broaden text selection and promote individual reading routines.

With an overall mean of 3.39, students experience literacy materials only on some occasions, reflecting a mixed profile where digital access and visual aids are well established but classroom libraries, text diversity, and independent reading resources require further development.

Student Engagement in Literacy Activities. This strand looks at how actively learners take part in reading and writing tasks, including participation in discussions, creative responses, and project based work. Students rated ten indicators on the five point school scale: Always 4.50 to 5.00, Often 3.50 to 4.49, Sometimes 2.50 to 3.49, Rarely 1.50 to 2.49, Never below 1.50. Table 12 presents the detailed results.

Table 12
Student Engagement in Literacy Activities

Indicator	Mean
Students participate actively during reading and writing activities.	4.16
Students discuss books and texts in pairs or groups.	3.69
Students are encouraged to ask questions about texts.	3.69
Students write reflections or reading journals.	3.01
Literacy centers or stations are part of the routine.	2.76
Students respond to texts creatively such as art, drama, or digital media.	3.60
Peer collaboration is used in literacy tasks.	3.39

Students choose some of their own reading materials.	3.37
Students engage in project based literacy tasks.	3.66
Literacy celebrations or events are held such as book fairs or reading week.	3.76
Overall	3.51

Table 12 shows that the strongest engagement occurs in active participation during reading and writing (Mean 4.16) and in small group discussions and questioning about texts (both Mean 3.69), all in the Often category. Creative responses to texts (Mean 3.60) and project based literacy tasks (Mean 3.66) also rank in the Often band, indicating that students frequently express understanding through varied formats and collaborative projects.

Lower ratings appear for literacy centers as a routine (Mean 2.76) and reflection journals (Mean 3.01), both within the Sometimes category, suggesting these practices are less consistently implemented. Peer collaboration and student choice of reading materials also sit in the Sometimes range, pointing to opportunities for more student driven activities.

The overall mean of 3.51, classified as Often, confirms that student engagement in literacy activities is generally high, though expanding structured reflection, centers, and student choice could further enrich participation.

Assessment and Feedback. This strand reviews how teachers gather information about literacy skills and communicate progress to learners. Students rated ten indicators on the school's five-point scale: Always 4.50 to 5.00, Often 3.50 to 4.49, Sometimes 2.50 to 3.49, Rarely 1.50 to 2.49, Never below 1.50. Table 13 presents the detailed results.

Table 13
Assessment and Feedback

Indicator	Mean
The teacher uses a variety of tools to assess literacy such as rubrics.	3.65
Students receive timely and specific feedback on their literacy work.	3.21
Self and peer assessment are encouraged.	3.53
Portfolios are used to track student progress.	3.26
Informal observations guide instruction.	3.37
The teacher uses running records or reading inventories.	3.65
Formative assessments guide future teaching.	4.07
Assessments include comprehension, fluency, and writing quality.	3.87
Students set literacy goals with teacher support.	3.94
Assessment results are communicated to students and parents.	3.88
Overall	3.64

Table 13 shows that the highest mean is "Formative assessments guide future teaching" (Mean 4.07), confirming that assessment data frequently inform instructional planning. Other strong areas include goal setting with teacher support (Mean 3.94) and comprehensive assessment of comprehension, fluency, and writing quality (Mean 3.87), all in the Often category.

Lower means appear in timely and specific feedback (Mean 3.21) and portfolio use (Mean 3.26), both within the Sometimes range, suggesting that immediate feedback loops and long-term evidence of growth are less consistently applied. Informal observations (Mean 3.37) also sit in the Sometimes band, indicating occasional but not routine use.

With an overall mean of 3.64, classified as Often, assessment and feedback practices are generally robust, featuring varied tools and frequent communication, though opportunities remain to strengthen real-time feedback, portfolio tracking, and observation-based adjustments.

Support for Diverse Learners. This strand reviews how literacy instruction addresses the needs of students with varied linguistic, cultural, and learning profiles. Learners rated ten indicators on the school's five-point scale: Always 4.50 to 5.00, Often 3.50 to 4.49, Sometimes 2.50 to 3.49, Rarely 1.50 to 2.49, Never below 1.50. Table 14 presents the detailed results.

Table 14
Support for Diverse Learners

Indicator	Mean
Literacy instruction is inclusive of multilingual learners.	4.19
The teacher uses scaffolding for struggling readers.	4.22
Instruction supports students with learning disabilities.	3.60
The teacher incorporates student interests into lessons.	3.14
Culturally responsive texts are used in literacy instruction.	3.44
Students work at their own pace where possible.	3.66
Visuals, gestures, and technology aid comprehension.	3.64
The teacher consults specialists as needed.	3.59
Small group instruction is provided based on needs.	4.78
Family involvement in literacy is encouraged.	3.80
Overall	3.81

Table 14 shows that the strongest support is “Small group instruction is provided based on needs” (Mean 4.78), which falls in the Always category and highlights consistent personalised teaching. High ratings also appear for scaffolding struggling readers (Mean 4.22) and inclusive instruction for multilingual learners (Mean 4.19), confirming regular differentiation for diverse language backgrounds and reading levels.

Lower means are found in “The teacher incorporates student interests into lessons” (Mean 3.14) and “Culturally responsive texts are used in literacy instruction” (Mean 3.44), both in the Sometimes range, suggesting that lessons could more frequently reflect learners’ interests and diverse cultural perspectives. All other indicators sit in the Often band, indicating steady use of pacing adjustments, visual aids, specialist consultation, and family engagement.

With an overall mean of 3.81, classified as Often, classrooms generally provide solid support for diverse learners, though expanding culturally relevant materials and interest-based connections would further enhance inclusivity.

Significant Relationships among Language Learning Strategies, Technology Integration, and Classroom Literacy Practices,

Pearson product-moment correlations were computed to examine the associations among Language Learning Strategies (LLS), and Technology Integration (Tech Integ) and Classroom Literacy Practices (CLP). The strength of correlation was interpreted with these conventional thresholds: very weak 0.00 – 0.19 weak 0.20 – 0.39 moderate 0.40 – 0.59 strong 0.60 – 0.79 very strong 0.80 – 1.00.

Table 15
Pearson Correlations

	LLS	CLP	Tech Integ
LLS	—	0.546	0.024
		<i>p</i> < .001	<i>p</i> = .782
CLP	0.546	—	0.273
	<i>p</i> < .001		<i>p</i> = .001
Tech Integ	0.024	0.273	—
	<i>p</i> = .782	<i>p</i> = .001	

Significant Relationships among Language Learning Strategies and Classroom Literacy Practices

Table 15

Correlation between Language Learning Strategies and Classroom Literacy Practices

Statistic	Value	Interpretation
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Pearson r	0.50	Moderate positive correlation
p value	< .001	Statistically significant
Decision	Significant relationship	

The correlation of $r = 0.50$ indicates a moderate positive association. Students who employ more language learning strategies tend to experience richer classroom literacy practices. The very low p value confirms that this link is unlikely to be due to chance, suggesting that explicit strategy use aligns with classrooms where teachers model comprehension processes, reinforce vocabulary, and provide varied literacy opportunities.

Language Learning Strategies and Classroom Literacy Practices

Table 16
Correlation between Technology Integration and Classroom Literacy Practices

Statistic	Value	Interpretation
Pearson r	0.30	Moderate positive correlation
p value	< .001	Statistically significant
Decision	Significant relationship	

The correlation of $r = 0.30$ also reflects a moderate positive relationship, though weaker than the strategy–literacy link. Classrooms with more frequent and purposeful technology use tend to show stronger literacy practices, particularly in project-based work and multimedia responses. The significant p value supports the reliability of this connection, indicating that technology integration can contribute to enriched literacy instruction alongside other factors.

4. DISCUSSION

Language Learning Strategies

Reading strategies. Learners rely most on rereading and note-taking, confirming Duke's observation (cited in Babapour et al., 2018) that surface-level monitoring moves appear early in strategy repertoires. However, context-clue inference, extensive reading, and graphic organizer use remain only Sometimes. Amir (2018) made a similar point in Indonesia, where students favored a narrow set of familiar tactics. Oxford's early taxonomy (1990) and Hardan's review (2013) both stress that deeper cognitive and metacognitive strategies require explicit, sustained modelling. The data therefore echo Tortola's critique (2024) that Philippine classrooms often overlook higher-order strategy instruction, especially for multilingual learners

Writing strategies. Students frequently consult model essays and revise drafts, paralleling Nasinah and Cahyono's finding (2017) that exemplar-based learning boosts motivation. Yet resource-based supports like dictionaries and spell-checkers score low, echoing Michalak and Bavli's report (2018) that limited access to reference tools hampers EFL writers in Turkey and Poland. Elkot and Ali (2020) showed that mobile self-regulation tools improve coherence; integrating such tools could lift overall use from Sometimes to Often.

Speaking strategies. High ratings for rehearsal and clarification mirror Albino's work (2017) on task-based speaking, where planning and repair moves build fluency. In contrast, pronunciation drills register Rarely, aligning with Maftuh and Supriyanto (2019), who found that Indonesian students seldom practice tongue twisters unless teachers embed them in daily routines. Oxford's metacognitive suggestions of goal setting and feedback seeking remain relevant for shifting these drills into regular practice.

Listening strategies. Students often re-listen, notice tone, and ask questions. These habits match Vandergrift's interactive model and Khavazi et al.'s findings (2018) on note-taking and summarizing. Yet authentic podcasts and prediction tasks appear only Sometimes, echoing Lestari and Wahyudin (2020), who observed that learners shy away from fast or accented speech unless scaffolded. Safa and Rozati (2017) recommend peer-scaffolded listening to build confidence with diverse accents.

Across all four skills, the pattern supports Gass (2013) and Cohen (2014): students adopt visible, teacher-modelled tactics but use deeper strategies sporadically. Professional development that helps teachers make strategy instruction explicit, as suggested by Nosratinia et al. (2014), is therefore essential.

Technology Integration

Access. Devices and scheduling score Often, yet internet stability and charging points remain Sometimes. This mirrors Alghamdi and Holland (2020), who note that infrastructure gaps blunt otherwise promising integration. Ow Yeong et al. (2023) argue that without reliable access, digital libraries stay underused, a scenario likely in Bongkilton's rural context.

Frequency of use. Confidence with apps and assignment-related tech is high, but routine lesson-level tool use lags. Koivisto and Hamari (2022) showed that frequent, gamified interaction drives motivation. The present data suggest a need to embed digital tasks more consistently across lessons.

Teacher competency and support. Teachers excel at modelling tools and teaching safe practice, echoing Veletsianos and Kimmons (2020). The slightly lower score for encouraging student-led improvement reflects Capuano and Caballé's (2020) point that teachers often stop at demonstration rather than shifting agency to learners. Regular micro-tutorials and peer mentoring, as recommended by Oskarita and Arasy (2024), may help.

Student competency and comfort. Learners feel adept at research and collaboration, consistent with Ow Yeong et al. (2023). Troubleshooting skills lag, aligning with Nwokedi (2023), who found that step-by-step introduction lowers technostress. Structured sandbox sessions could close this gap.

Instructional integration and engagement. Technology boosts motivation and creativity, matching Liang and Fung (2020) on WebQuest-based learning. The Sometimes rating for digital project creation suggests that production lags behind consumption, a gap Alghamdi and Holland (2020) also flagged.

Classroom Literacy Practices.

Instructional practices. Explicit comprehension instruction earns an Always rating, supporting Capin et al. (2024) who documented rising strategy teaching time. Yet connecting reading to real-life experiences is slightly lower, echoing Protacio's insight (2021) that cultural relevance remains uneven.

Use of literacy materials. Digital texts and anchor charts are plentiful, but classroom libraries are Rarely accessible. This confirms USAID's observation (2022) that Philippine schools often lack print resources in multiple languages. Research by Li et al. (2022) and Sur and Ates (2022) underscores the motivational impact of diverse, culturally responsive texts, now identified as a local need.

Student engagement. Active participation and creative responses score high, consistent with Urfali Dadandi and Dadandi (2022) who linked teacher encouragement to engagement. Reflection journals and literacy centres lag, echoing PISA analyses that show waning reading enjoyment in upper grades. Gambrell and Marinak (2023) advocate increased student choice to counteract this decline.

Assessment and feedback. Formative assessment guides teaching, aligning with Piper, Matthews, and Risko (2024). Timely feedback and portfolio use, however, remain only Sometimes, resonating with Veletsianos and Kimmons (2020) who argue for faster digital feedback loops.

Support for diverse learners. Small-group instruction is Always, echoing Puzio et al. (2020) on differentiation benefits. Yet culturally responsive texts score only Sometimes, supporting Tortola's critique (2024) about limited MTB-MLE resources. Shapiro et al. (2024) call for science-of-reading training to boost support for struggling readers.

Relationships among Core Variables

The moderate correlation between language learning strategies and classroom literacy practices ($r = 0.50$) supports Lessard-Clouston's argument (1997) that strategy use thrives where teaching aligns with learner goals. A smaller yet significant link between technology integration and literacy practices ($r = 0.30$) parallels Zhao and Frank (2003) who found that technology amplifies good teaching but cannot replace it. Together, the results validate Vygotsky's sociocultural view that strategic behavior, tool mediation, and collaborative practice form an interactive system.

5. CONCLUSION

Results from this study confirm the close connections among language-learning strategies, technology integration, and classroom literacy practices in Bongkilaton Integrated School and Consuelo M. Valderrama National High School. Learners who reported a wider range of strategies such as rereading and note-taking were in classrooms where explicit comprehension lessons, vocabulary focus, and shared reading were common. This pattern supports the idea that strategic behavior grows in environments where teachers make literacy processes visible. The moderate positive correlation between language-learning strategies and literacy practices also reflects the notion that strong instruction and high strategy use reinforce one another.

Technology added a similar, though smaller, benefit. Classrooms with reliable devices and teachers who could model digital tools showed stronger literacy routines. However, infrastructure gaps such as unstable internet connections and limited charging points continued to restrict seamless use, highlighting the ongoing challenges faced by many schools in underserved areas.

Equity issues also emerged. The rare presence of classroom libraries and the only occasional use of culturally responsive texts suggest that multilingual learners often encounter materials that do not reflect their language and culture. Addressing these gaps would support the need for relevant, technology-mediated literacy instruction that mirrors students lived experiences and identities.



Taken together, the data align with sociocultural learning theory: literacy development arises from the interaction of cognitive tools (strategies), cultural resources (texts and technology), and social mediation (teacher guidance and peer collaboration). To improve outcomes, schools should deepen teachers' skills in strategy instruction, upgrade digital infrastructure, expand access to culturally relevant materials, and encourage student creation of digital content, key steps toward a more engaging and inclusive literacy environment.

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