



Bikol Beginning Reading Video Lesson: Effects on Reading Ability of Grade 1 Learners

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Abstract

This study determined the effectiveness of Bikol Beginning Reading Video Lessons on the reading ability of Grade 1 learners of San Nicolas Elementary School, Canaman District, Division of Camarines Sur, school year 2023 – 2024. In particular, it explored (1) the status of reading ability of learners; (2) the design of the Bikol Beginning Reading Video Lessons; (3) the level of curricular validity of the Bikol Beginning Reading Video Lessons; (4) the level of reading ability of the learners after the conduct of the Bikol Beginning Reading Video Lessons; (5) the significant difference between the level of reading ability of learners before and after the conduct of the Bikol Beginning Reading Video Lessons; (6) the level of effectiveness of the Bikol Beginning Reading Video Lessons in enhancing the reading ability of learners; and (7) the policy recommendations crafted to improve the Bikol Beginning Reading Video Lessons.

The study employed descriptive-comparative and research and development (R&D) methods. Nineteen Grade 1 learners from San Nicolas Elementary School in Canaman, Camarines Sur were the main respondents of this study. Data was gathered using a teacher-made test and an evaluation checklist. The statistical tools applied to treat the gathered data were Mean, Standard Deviation, Proficiency Level, Weighted Mean, t-Test for Dependent Samples, and Cohen's D effect.

The study revealed that (1) the status of reading ability of learners exhibited a proficiency level of 58.60; (2) the design of Bikol Beginning Reading Video Lessons incorporated the motivation, content, concept usefulness, application, and evaluation; (3) the curricular validity of the Bikol Beginning Reading Video Lessons achieved an overall average weighted mean of 3.91; (4) the reading ability of learners after the conduct of Bikol Beginning Reading Video Lessons obtained a proficiency level of 75.67; (5) the t-test result at 5% alpha were 4.466 and 2.101 as the t-statistic and t-critical value respectively; (6) the achieved Cohen's D value was 0.75; and (7) the policy recommendations were formulated to further improve the Bikol Beginning Reading Video Lessons.

It was then concluded that (1) the reading ability of learners was at approaching proficiency level; (2) the Bikol Beginning Reading Video Lessons applied the design to achieve the intended outcome; (3) the Bikol Beginning Reading Video Lessons attained a very highly valid rating from evaluators; (4) the reading ability of learners was improved to proficient level after the conduct of the Bikol Beginning Reading Video Lessons; (5) there was a significant difference between the level of reading ability of learners before and after the conduct of the Bikol Beginning Reading Video Lessons; (6) a medium effect was observed in the Bikol Beginning Reading Video Lesson after its implementation was completed; and (7) the policy recommendations were crafted based on the

results and findings of the study to further improved the implementation of the Bikol Beginning Reading Video Lessons.

Keywords: Bikol Beginning Reading, Video Lesson, Reading Ability

Introduction

Reading is a primary skill that shapes a child's ability to learn and succeed in school. In the early years of education, particularly in Grade 1, learners must develop strong reading foundations to understand their lessons and become confident learners. However, many young children struggle to recognize letters, read words, or understand simple sentences. These challenges can slow down their academic progress and affect their confidence. Addressing reading difficulties early is important to help learners keep up with their grade level and enjoy learning. Providing targeted support and engaging reading activities can make a significant difference in helping young learners overcome these challenges and foster a lifelong love for reading.

Teaching methods must be engaging, age-appropriate, and suitable to learners' cultural and language backgrounds to support early reading development. Video-based lessons, especially those developed in the learners' mother tongue, like Bikol, can provide an effective tool for improving reading skills. Such resources use visuals, sounds, and familiar language to help children learn letters, words, and sentence patterns in a fun and interactive way. Creating and using localized digital materials can make reading easier and more enjoyable for young learners, especially those who need extra support in developing basic literacy skills. Incorporating these culturally relevant digital resources into early literacy instruction can foster a lifelong love of reading and learning.

The United Nations Educational, Scientific and Cultural Organization reported that despite strong international efforts to improve literacy, many young students, especially in low-income nations, still could not read (UNESCO, 2024). These learners remained non-readers, which limited their chances of succeeding in school and later in life. This called attention to the urgent need to create better ways to teach reading, especially in the early grades, where the foundations of literacy begin. In line with global education efforts, Sustainable Development Goal (SDG) 4 focuses on giving all children access to quality education. Specifically, Target 4.1 stated that by 2030, all girls and boys will be complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes. This target supported literacy programs by pushing for early mastery of foundational skills, including reading and numeracy. It gave schools and governments a clear goal to improve how reading was taught, especially in the early years.

In the Philippines, reading difficulties remained a big problem despite the full rollout of the K-12 curriculum. The 2018 Programme for International Student Assessment (PISA) showed that Filipino students ranked low in reading comprehension (Organisation for Economic Co-operation and Development, 2019). This poor performance highlighted the need for stronger and more engaging ways to teach reading, especially in areas like Bicol, where young learners were first taught in their mother tongue, Bikol, before shifting to Filipino and English.

As Whitehurst and Lonigan (2018) pointed out that traditional methods of teaching reading were not always effective, especially for struggling learners. These methods often failed to meet the different learning needs of children. As a result, many teachers started exploring more interactive and engaging approaches to make reading lessons more effective. In the same vein, Pan et al. (2019) added that video lessons helped learners develop better reading skills such as word recognition, phonemic awareness, and comprehension. Because video lessons were interactive and

showed real-life situations, they made it easier for learners to understand and use what they had learned.

To support better reading instruction, the Philippine Department of Education (DepEd) put in place several important policies. One of these was DepEd Order 8, series 2015, which provided guidelines on classroom assessment for the K to 12 Basic Education Program. It encouraged teachers to use a variety of teaching and assessment tools including video lessons to help improve reading skills. The policy promoted both formative (ongoing) and summative (end-of-unit) assessments that gave feedback on learners' performance in reading. Likewise, DepEd Order 12, series 2020, which introduced the Basic Education Learning Continuity Plan during the pandemic period. This policy allowed schools to use alternative learning materials like digital and video-based instruction to help learners keep studying even during school closures. It also encouraged the development of local reading materials that matched the language and culture of the learners.

The Republic Act 10533, also known as the Enhanced Basic Education Act of 2013, supported the use of local and contextualized materials in teaching. Section 5 of the law stated that the curriculum should be contextualized and global, and directed DepEd to work with local governments and other agencies to create learning materials that fit local needs. With its Implementing Rules and Regulations, Rule II, section 10.2(a), added that Instructional materials should be regularly reviewed, enriched, and contextualized to conform to the principles and framework of the enhanced curriculum. These legal guidelines supported the use of beginning reading video lessons because they were both local and updated to fit learners' culture and language.

Also aligned with this study were national and regional literacy programs such as the Bawat Bata Bumabasa (3Bs) and Bawat Bata Bihasang Bumasa at Bumilang (5Bs). These programs aimed to ensure that all children in the Philippines learned to read by Grade 3. The 3Bs program promoted intensive reading support in schools, while the 5Bs program encouraged every child to read at least five books regularly. Both programs supported the use of technology, including reading videos, to help children who had trouble reading.

Given these concerns, this study evaluated the effectiveness of Bikol Beginning Reading Video Lessons on the reading abilities of Grade 1 learners. While video lessons were becoming more common in schools, there were only a few studies that focused on their use in the Bicol region. This study helped fill that gap by looking at how these video lessons improved the reading performance of young learners. It looked into how well the content matched the learners' needs, how the lessons were taught, and how they affected reading outcomes. The study offered helpful information for teachers, curriculum developers, and education leaders to improve reading instruction in early grades and strengthen literacy programs in the Philippines.

Reading Abilities of Learners

Understanding the reading abilities of Grade 1 learners is crucial for developing effective instructional approaches tailored to their literacy development. Assessing skills such as alphabet knowledge, word recognition, and reading comprehension provides educators with clear insights into each learner's progress. Recognizing these abilities helps in identifying learners who need additional support and those who are ready for more advanced challenges. This understanding allows teachers to personalize instruction, fostering better engagement and skill development. Focusing on these reading abilities ensures that learners build a strong foundation for ongoing literacy success.

The study of Demchak and Solari (2025) emphasized that alphabet knowledge forms the foundation of early reading development. Their study highlighted effective instructional strategies, such as explicit letter-sound teaching and repeated practice, which support young learners in mastering the alphabet. The article argued that consistent exposure and interactive learning tools

significantly improve letter recognition and phonemic awareness. They also pointed out that progress in alphabet knowledge is directly linked to later decoding and word reading success. This supports the use of structured multimedia interventions like video lessons in early literacy programs.

Building on this, Hertz (2025) explored how early mastery of alphabet knowledge influences a learner's overall reading development. The article demonstrated that learners with strong letter recognition skills tend to achieve higher reading comprehension in later grades. Thus, the study highlighted the significance of integrating visual, auditory, and kinesthetic strategies to strengthen letter learning. The study also found that teaching letter names and sounds together is more effective than teaching them separately. These findings support the use of multisensory methods, such as video-based instruction, as effective tools for improving alphabet knowledge among learners.

In a broader context, Piasta and Wagner (2020) conducted a comprehensive meta-analysis on alphabet learning and concluded that explicit instruction significantly enhances learners' alphabet knowledge. Their research confirmed that learners benefit most from interventions that integrate letter names, sounds, and print awareness. The study also found that the intensity and frequency of instruction are key factors in producing measurable growth. They emphasized that early alphabet knowledge strongly predicts later reading success, such as fluency and comprehension. These findings support the use of structured video lessons as an effective approach to strengthen foundational literacy skills among learners.

Similarly, Hammill and McNutt (2018) examined how alphabet knowledge can be used to assess emergent literacy skills among learners in Head Start programs. The study showed that letter naming and sound identification are among the earliest and most dependable indicators of future reading success. Tracking learners' progress in alphabet skills offers valuable insights into their preparedness for formal reading instruction. The authors highlighted the importance of early intervention, particularly for learners from underserved backgrounds. This evidence underlines the effectiveness of systematic instructional tools, such as beginning reading video lessons, in supporting early literacy development.

Moreover, Kim and Petscher (2021) examined the growth trajectories of alphabet knowledge in young learners and identified different learner profiles. Their research found that learners with initially low alphabet skills showed the most improvement when provided with targeted, structured support. The study also highlighted the importance of early, data-informed instruction to address gaps in letter recognition and sound correspondence. They emphasized that consistent exposure and engaging materials promote better retention and progress. Their findings support the use of engaging, personalized instructional resources, such as culturally relevant video lessons, in early literacy development.

The study conducted by Ferrand et al. (2018) focused on visual and auditory word recognition among learners, examining various factors that affect these cognitive processes. The findings showed that lexical properties such as word frequency, length, and phonological features significantly influence how learners recognize words in both visual and auditory forms. The research revealed strong interactions between visual and auditory inputs, indicating that these recognition processes are closely connected. Understanding these interactions helps explain how learners process language and improves approaches to teaching reading skills. These insights support the development of more effective methods to enhance learners' vocabulary and word recognition abilities.

On the other hand, the study conducted by Chamba and Ramirez-Avila (2021) aimed to explore the relationship between word recognition skills and reading comprehension in learners of a foreign language. The salient findings indicated that proficient word recognition significantly contributes to improved reading skills, facilitating faster and more accurate comprehension of texts. Results demonstrated that learners who excelled in word recognition tasks also performed better in reading comprehension assessments, highlighting the interdependence of these two abilities.

Additionally, the study found that targeted instruction in word recognition could effectively enhance overall reading competence in foreign language learners. Developing strong word recognition skills is crucial for learners' language proficiency and for fostering a deeper understanding and engagement with reading materials.

Furthermore, Sparks (2025) emphasized the significance of sentence structure in enhancing early reading comprehension among learners. She explained that teaching learners how words form meaningful sentences provides essential tools for understanding texts. Learners who are introduced to sentence construction early tend to grasp written material more effectively than those who focus solely on individual words. She advocated for teaching strategies that break down simple sentences and guide learners in reconstructing them. This approach supports the use of step-by-step video lessons that progress from letters and words to full sentence reading.

In the study of Ehri (2015), it was explained how learners develop word reading skills through connecting letters with sounds and recognizing patterns. Her research indicated that increased practice in recognizing whole words and letter-sound relationships makes reading more fluent for learners. Ehri highlighted that word recognition involves more than memorization; it also requires understanding how sounds and letters function together. She stressed that repeated exposure to words in various contexts helps learners read words automatically. These insights support the use of reading materials like video lessons that emphasize repetition and sound-symbol associations to strengthen learners' decoding skills.

In the same way, Sénéchal and LeFevre (2022) demonstrated how family involvement supports the development of reading skills among young learners, particularly in recognizing words. Their five-year research showed that when parents read with their learners and discuss words and stories, the learners become more proficient at recognizing words independently. They observed that a strong home reading environment enhances vocabulary and word knowledge, both of which are crucial for reading progress. These findings highlight the importance of integrating reading support at both school and home settings. They also promote the use of reading interventions that encourage parental participation, such as take-home video lessons.

Meanwhile, the research conducted by Deliveli (2021) aimed to evaluate the effectiveness of a sentence-based sound teaching method for enhancing first reading and writing skills among young learners. The key findings revealed that this approach significantly improved learners' phonemic awareness, reading fluency, and comprehension compared to traditional methods. The results showed that learners who participated in sentence-based learning demonstrated greater proficiency in decoding and encoding written language, highlighting the strong connection between sound awareness and literacy development. The main conclusion from the study is that adopting a sentence-based sound teaching strategy can serve as an essential approach in early education. This method supports the development of foundational literacy skills and helps learners achieve a more comprehensive understanding of language.

The study conducted by Sorenson Duncan et al. (2021) aimed to examine how learners' understanding of basic versus more complex sentences relates to their overall reading comprehension skills. The findings indicated that learners' proficiency in comprehending basic sentences strongly predicts their reading comprehension abilities, while understanding more difficult sentences adds further insight. Results demonstrated that both types of sentence comprehension are essential, with a focus on complex sentence structures playing a key role in improving overall reading skills. The main conclusion emphasizes the importance of addressing sentence complexity within instructional strategies to support learners' literacy development.

The study of Snow and Matthews (2016) discovered that learners with well-developed oral language skills show greater proficiency in reading comprehension and fluency, which are essential for academic achievement. Their research emphasized the close connection between early language development and reading ability, highlighting how strong language skills support effective literacy acquisition. The authors noted that learners involved in meaningful conversations and storytelling

tend to grasp reading concepts more easily. They concluded that incorporating language development activities into early literacy instruction is vital for improving reading performance among learners. These findings demonstrate that fostering strong oral language skills plays a crucial role in developing learners' reading abilities.

Similarly, Scott (2019) emphasized the importance of teaching sentence-level skills as a crucial aspect of developing reading comprehension. Her findings show that learners who understand sentence structure can better interpret and connect ideas within texts, especially as sentences become more complex. She concluded that instruction focusing on sentence construction enhances learners' ability to grasp meaning and improves overall reading proficiency. The research indicates that integrating sentence-level activities into early literacy programs helps learners build a strong foundation for understanding longer and more intricate texts. These insights suggest that effective reading instruction should extend beyond word recognition to include clear, explicit teaching of sentence usage through methods like video lessons.

In addition, the Massachusetts Department of Elementary and Secondary Education (2022) emphasized the role of syntax—the rules for how words are arranged in a sentence—as a key skill for early reading. Their guide explained that learners who understand sentence structure are better at making sense of what they read. They also stressed that instruction in syntax should start early, using short, clear sentences that match learners' language levels. This shows that learning to read is not just about knowing words but also about understanding how they work together in a sentence. This recommendation aligns well with the design of structured video lessons that help learners move from word-level learning to sentence-level comprehension.

Reading Interventions and Policies

Reading interventions play a vital role in supporting learners' literacy development, especially for those who struggle with foundational skills. These programs are guided by policies that ensure their alignment with national and local educational standards, promoting consistency and effectiveness across classrooms. The curricular validity of a reading intervention refers to its alignment with established literacy frameworks and research-based best practices, ensuring that it meets learners' developmental needs. When designed appropriately, these interventions can significantly improve learners' abilities in phonemic awareness, decoding, and comprehension. It is essential that the intervention addresses diverse learning styles and language backgrounds to maximize its impact. Well-structured policies and curricula provide a solid foundation for fostering learners' confidence and competence in reading. Proper implementation of these interventions supports learners in becoming proficient readers capable of engaging with a wide range of texts.

The study conducted by Connell et al. (2018) emphasized the importance of content and face validity in the development of reading intervention curricula. One key finding showed that involving educators and learners in the curriculum design process improved its relevance and effectiveness. Additionally, the researchers found that incorporating feedback from learners helped identify critical literacy skills that might have been missed otherwise. The conclusions highlighted the necessity of including stakeholder input to ensure that policies support instructional practices aligned with learners' needs. This approach reinforces the validity of reading interventions and ensures that policies are grounded in practical, learner-centered considerations.

On the same tone, Taherdoost (2016) aims to explore the concepts of validity and reliability in research instruments, emphasizing the importance of face validity in questionnaire design. Major findings highlight that face validity focuses on the subjective assessment of whether a questionnaire appears effective in measuring the intended constructs, often evaluated through expert opinions and initial testing with target populations. The research concludes that strong face validity is essential for ensuring that respondents find the survey relevant and comprehensible, which enhances their engagement and the quality of the data collected. Thus, establishing face validity serves as a critical step in the development of research instruments, contributing to the overall effectiveness of the study.

Furthermore, Spoto et al. (2023) aimed to enhance the evaluation of content validity for assessment instruments through formal content validity analysis. The researchers identified gaps in traditional methods, which often lacked systematic approaches to evaluate the relevance and representation of content. Findings revealed that employing a formal process not only improved the precision of content validity assessments but also facilitated clearer communication among stakeholders regarding instrument quality. The study concluded that improved content validity techniques can result in more reliable and valid assessments, supporting more informed decision-making in psychological evaluations. Consequently, adopting structured content validity analysis can significantly improve the development and refinement of assessment tools.

Meanwhile, the study of Tavakol and Wetzel (2020) explored the role of factor analysis in establishing content validity of educational instruments. Major findings reveal that factor analysis serves as an effective tool for assessing how well a test or questionnaire measures the theoretical constructs it intends to evaluate. This methodology not only enhances understanding of the underlying structure of assessment tools but also aids in refining them for improved accuracy. The authors emphasize that ensuring content validity through factor analysis is essential for developing instruments that confidently measure educational outcomes for learners. Additionally, the study highlights how the proper application of factor analysis can significantly support the advancement of construct validity in educational assessments (Tavakol & Wetzel, 2020).

Consequently, Setiawan et al. (2024) study aimed to develop a comprehensive instrument for evaluating the teaching process in higher education, emphasizing the importance of curricular validity for learners. The researchers meticulously designed the instrument, ensuring that its components accurately represent the various aspects of effective teaching that impact learners' academic experiences. Major findings revealed that expert evaluations confirmed the instrument's content validity, demonstrating that each item effectively corresponds to the intended evaluation criteria related to learner engagement and understanding. This strong content validity indicates that the instrument can reliably assess teaching quality and its influence on learners, making it a valuable resource for educators and institutions. In conclusion, the study highlights the importance of content validity in educational assessment, reinforcing the need for aligned evaluation tools to support learners' educational development in higher education.

On the other hand, Yıldırım (2020) conducted a study to develop a curriculum literacy scale for teachers, emphasizing both its validity and reliability. The findings revealed that the scale effectively measures the various dimensions of curriculum literacy, confirming its construct validity through factor analysis. Furthermore, the study demonstrated strong content and criterion-related validity, ensuring that the scale accurately reflects the essential skills and knowledge teachers need in curriculum design and implementation. This development aligns with governing policies that prioritize the assessment of teachers' competencies in curriculum literacy to improve instructional quality. As a result, the research provides a valuable tool for evaluating teachers' understanding of curriculum principles, supporting ongoing improvements in educational practices for learners.

In the same tone, Chelim (2018) examined the structural validity of competency-based assessments, highlighting their essential role in curriculum evaluation. The study employed factor analysis to reveal that these assessments closely align with the intended competencies of the curriculum, thereby confirming their curricular validity. Findings indicated that misalignment between assessment methods and curricular goals could lead to inaccurate evaluations of student performance. Furthermore, the research emphasized the necessity of designing assessments that clearly reflect the skills and knowledge required for each competency. This study provides compelling evidence that effective competency-based assessments can significantly enhance the evaluation process and improve educational outcomes.

As Weideman and Deygers (2023) explore a nuanced perspective on validity and validation within the context of second language testing, positing that traditional definitions may overlook essential ethical considerations. Their findings suggest that validity should not only encompass the

measurement of language skills but also consider the test's impact on learners and the broader educational context. The authors argue for a more dynamic approach to validation, emphasizing ongoing evaluation and adaptation to ensure fairness and relevance in language assessments. The study concludes that a comprehensive understanding of validity is vital for developing effective and ethically sound language testing practices.

Moreover, Allen et al. (2023) emphasized that face validity is an often overlooked but important aspect when developing reading intervention curricula aligned with governing policies. Their study highlighted how learners' perceptions of whether instructional materials seem appropriate to measure literacy skills can influence their engagement. Furthermore, the authors argued that neglecting face validity may reduce the effectiveness and acceptance of the curriculum. Therefore, they recommend incorporating face validity assessments into the curriculum development process. This underscores the importance of ensuring that reading video lessons appears suitable and relevant to learners and educators, supporting policy adherence and instructional quality.

Meanwhile, Masuwai et al. (2024) extended this idea by evaluating both face and content validity in a teacher self-assessment tool. Specifically, they tested how the instrument appeared to users and how thoroughly it covered the intended content. Their findings demonstrated that involving experts and actual users enhanced the perceived validity of the instrument. Likewise, face validation of the Bikol reading video lessons can strengthen teacher confidence and increase learner engagement. Therefore, incorporating structured validation checklists aligns with governing policies that emphasize the importance of curriculum quality and instructional effectiveness for learners.

Similarly, Mind (2021) provided a basic explanation of different types of validity, including face validity, within the context of reading intervention curricula. It stated that face validity refers to how appropriate a test or instructional material appears to learners and educators at first glance. While some consider this the least stringent form of validity, it remains important for gaining acceptance and confidence in educational tools. Additionally, the article discusses how face validity can influence learners' motivation and engagement with learning materials. This source highlights the significance of perception and trust in the successful implementation of policies and curriculum choices for learners.

Subsequently, Anggara and Abdillah (2023) discussed how to measure content validity in literacy assessments through expert review. They stressed that alignment between test content and learning goals ensures the tool truly measures what it should. In their research, they used a systematic approach involving curriculum standards and teacher feedback. This process helps guarantee that the Bikol reading video lessons accurately reflect essential reading competencies for learners. Their findings highlight the importance of incorporating expert input to ensure lesson content aligns with governing policies and educational standards.

Moreover, Sireci (2018) built on this by presenting methods for analyzing content validity using statistical and qualitative techniques. His study emphasized that every test item should represent the full scope of the subject being taught. Additionally, involving subject-matter experts was shown to improve both item quality and assessment fairness. Applying these principles to the Bikol reading video lessons can help ensure they align with key literacy standards set by governing policies. This work highlights the importance of thorough content validation in developing effective reading interventions for learners.

According to Scribbr (2021), content validity refers to how well a test or assessment captures all aspects of the concept it aims to measure. The article underscores the importance of expert evaluation and the development of a detailed test blueprint to ensure comprehensive coverage. It points out that inadequate content coverage can lead to misleading results, especially in reading intervention programs. Continuous review and updates are recommended to maintain the accuracy and relevance of assessment materials over time. This highlights the necessity of employing a

content validation checklist to ensure the alignment of video lessons with curriculum standards and policies for learners.

Likewise, Woolley et al. (2019) focused on construct validity, which evaluates whether an assessment accurately measures the intended concept. Their study examined teacher beliefs and compared responses across diverse teaching styles. They discovered that a solid construct requires clear theoretical foundations and effective measurement tools. When considering the Bikol video lessons, ensuring their construct validity involves verifying that they genuinely foster reading skills rather than relying on memorization or guessing. This alignment reinforces the importance of matching lesson objectives with established frameworks for reading development and adheres to governing educational policies.

The study conducted by Bordás and Emese (2022) identifies key areas for improvement within public and educational policies, emphasizing the necessity of targeted interventions to improve learner outcomes. A core finding underscores the significance of comprehensive teacher training programs that prepare educators to address diverse learning needs effectively. The research also calls for greater collaboration among stakeholders, including parents and community members, to establish a supportive and cohesive educational environment. These policy recommendations aim to create a more inclusive and effective framework that meets the needs of all learners. Implementing such strategies can lead to more equitable and successful reading interventions within the education system.

On the other hand, Urdaneta-Ponte, Mendez-Zorrilla, and Oleagordia-Ruiz (2021) highlight the increasing significance of recommendation systems within educational policies, emphasizing their potential to support personalized learning experiences. Their research indicates that these systems can greatly enhance learner engagement and improve learning outcomes when integrated effectively into educational platforms. They advocate for policymakers to focus on developing and implementing these systems to address diverse learning needs and preferences. Additionally, the study emphasizes that collaboration between educational institutions and technology providers is crucial for creating effective, tailored recommendation systems that benefit both learners and educators. Such policies can play a vital role in shaping more inclusive and adaptive reading intervention programs.

Moreover, Hardman (2024) presents essential policy recommendations to promote rural school improvement in developing countries. The key insights highlight that investing in teacher training and fostering community engagement greatly improves educational outcomes for learners. Hardman stresses the need for interventions that are customized to local contexts and cultural differences to ensure successful implementation. Building strong partnerships among schools, local governments, and communities is identified as a crucial approach for achieving lasting educational progress. These strategies collectively support the development of effective and sustainable reading interventions aligned with governing policies.

In addition, Marras et al. (2020) address the challenge of promoting equality in learning opportunities through personalized recommendation systems within online educational platforms. They introduce a fairness metric designed to monitor and balance individualization with equal access to learning resources. This approach seeks to prevent systematic disparities in content delivery, ensuring that all learners have fair opportunities to succeed. The study advocates for the adoption of fairness-aware algorithms in educational recommender systems to support policies aimed at maintaining educational equity. Incorporating these strategies aligns with governing policies that prioritize inclusive and equitable learning environments for all learners.

Similarly, Drushchak et al. (2025) introduce a hybrid recommendation system aimed at offering personalized suggestions for extracurricular activities, learning resources, and volunteering opportunities. The system includes features to identify and reduce biases, supporting fairness in educational recommendations. They emphasize the importance of integrating responsible AI practices into educational technologies to promote equitable access and outcomes. These

recommendations align with policy efforts to ensure that learning interventions meet ethical standards and serve diverse learner needs. Implementing such systems within the framework of governing policies can enhance the effectiveness and inclusivity of reading intervention programs.

While Mavanhuma (2024) examined rural education in Uganda, this chapter emphasizes the significance of policy-driven reforms focused on standards-based teacher development and management. The findings highlight that ongoing professional development, performance assessments, and supportive supervision are crucial for elevating educational quality. It is recommended that policymakers prioritize the implementation of structured teacher training programs to strengthen instructional practices in rural settings. Clear guidelines and monitoring systems should be established to ensure consistent application of these reforms across all schools. Strengthening policy frameworks in this manner can lead to sustained improvements in learner outcomes within rural education systems.

In line with this, Liu (2024) examines China's systematic approach to improving rural schools, emphasizing teacher training, technological integration, and leadership development. The research shows that coordinated efforts across these areas result in notable enhancements in learners' educational experiences. It suggests that policy frameworks for rural education should focus on comprehensive strategies that encompass various aspects of the learning environment. Strengthening these policies can ensure that reading intervention programs are effectively supported and aligned with national educational goals. Such an approach promotes sustainable improvements in literacy and overall learner achievement in rural settings.

Furthermore, Amenya (2024) examines education for marginalized learners in Kenya, highlighting the importance of collaborative school-community strategies. The findings indicate that active community participation in school management and decision-making enhances access to quality education. The study recommends establishing strong partnerships between educational institutions and local communities to promote inclusive learning environments. Incorporating these community-driven approaches aligns with policies aimed at reducing educational disparities. Such strategies can strengthen the effectiveness of reading intervention programs within the framework of existing policies.

Additionally, Sandi (2024) reviewed international research on school improvement in rural settings, highlighting common challenges such as limited resources, teacher shortages, and infrastructural deficits. The authors emphasize the importance of implementing context-specific interventions, including localized curriculum development and active community involvement, to effectively address these issues. They suggest that policymakers design educational reforms that reflect the unique needs and circumstances of rural communities. Strengthening these policies can support more equitable access to quality education for all learners. Such targeted approaches are essential for fostering sustainable improvements in rural educational settings.

Conversely, the Victorian Students Representative Council (2024) underscores the need for policy reforms in Victoria's education system, highlighting issues such as teacher shortages and outdated assessment practices. The report offers 22 recommendations centered on improving mental health support, increasing accessibility, and promoting equity across schools. It stresses the importance of including learner voices in policy development to ensure interventions are relevant and effective. Additionally, the NSW Auditor-General's Report (2023) identifies ongoing educational disparities between urban and rural learners, noting that current policies do not sufficiently address rural-specific challenges. To better serve rural learners, the report advocates for improved teacher training, flexible curricula, and policies tailored to local needs.

On the other hand, the Education Reform Expert Panel (2023) identified five key areas for education reform: equitable funding, early literacy and numeracy screening, community-based school services, teacher workforce development, and data-driven decision-making. The panel stresses the importance of implementing comprehensive strategies to enhance educational outcomes for learners. It recommends that governments allocate sufficient funding to public schools

and adopt universal assessments to monitor learner progress effectively. These policies aim to create a more equitable and supportive learning environment. Emphasizing these reforms can strengthen the foundation of literacy and numeracy initiatives for all learners.

Moreover, Agrawal et al. (2022) conducted a randomized controlled trial to evaluate the effect of personalized content recommendations within an educational app for learners. The results showed that personalized suggestions boosted content consumption in the targeted section by around 60% and increased overall app usage by 14%. The study highlights the significance of utilizing user data to customize educational materials, which can improve learner engagement and achievement. It advocates for policy frameworks that support the integration of personalized recommendation systems in educational platforms. Such policies can ensure that digital learning tools effectively address diverse learner needs and promote equitable access to quality education.

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Methodology

The study employed descriptive-comparative and research and development (R&D) methods. Nineteen Grade 1 learners from San Nicolas Elementary School in Canaman, Camarines Sur were the main respondents of this study. Data was gathered using a teacher-made test and an evaluation checklist. The statistical tools applied to treat the gathered data were Mean, Standard Deviation, Proficiency Level, Weighted Mean, t-Test for Dependent Samples, and Cohen's D effect.

Results and Discussion

Table 1

Reading Ability Status of Grade 1 Learners

Aspects	Ni	Mean	SD	PL	Int	Rank
Alphabet Knowledge	15	10.37	3.32	69.12	AP	1
Word Recognition	15	9.79	2.32	65.26	AP	2
Reading Phrases	15	6.21	2.37	41.40	D	3
Overall	45	26.37	4.76	58.60	Approaching Proficiency	

The Overall analysis, with a mean score of 26.37 and a proficiency level of 58.60, indicates that grade one learners are approaching proficiency in their reading abilities. The scattered standard deviation of 4.76 suggests that while some learners achieve satisfactory scores, there are still notable gaps in skills among others. This picture underscores the necessity for comprehensive literacy programs that address all facets of reading, from alphabet knowledge to reading phrases,

to improve learner outcomes. The combination of results emphasizes the interconnectedness of reading skills, suggesting that enhancing one area, such as phrase reading, could have a positive ripple effect on overall reading proficiency. A thorough discussion of these results can inform targeted instructional strategies to better support grade one learners in their literacy development journey.

Table 2a

Face Validity of the Bikol Beginning Reading Video Lessons

Indicators	WM	Int	Rank
The video lesson is visually engaging.	4.00	VHV	2.5
Examples are relatable to learners' experiences.	4.00	VHV	2.5
Content reflects the Bikol cultural context.	4.00	VHV	2.5
Audio quality is clear and suitable for learners.	4.00	VHV	2.5
Instructions are clear and easy to follow.	3.80	VHV	6.0
Video navigation is intuitive and user-friendly.	3.80	VHV	6.0
High-quality visuals and animations enhance understanding.	3.80	VHV	6.0
Average Weighted Mean	3.91	Very Highly Valid	

The face validity indicators for the Bikol Beginning Reading Video Lessons reveal a strong endorsement of its effectiveness and appropriateness for learners. The weighted means for categories such as visual engagement, relatability of examples, cultural context, and audio quality all reached 4.00, achieving a very highly valid rating interpretation. This consistently high rating indicates that these aspects resonate well with the target audience, suggesting that the material successfully captures and maintains the interest of learners. Additionally, indicators like clear instructions, user-friendly navigation, and high-quality visuals received slightly lower but still commendable averages of 3.80, also qualifying as very highly valid. These findings emphasize the importance of ensuring that instructional materials are closely aligned with learner experiences and cultural contexts to foster a more meaningful educational encounter.

Face validity plays a crucial role in the development of instructional materials, ensuring that users perceive the content as relevant and appropriate for their needs. In a video lesson, elements such as clear objectives, relatable examples, and engaging visuals contribute significantly to face validity, making the material more accessible and engaging for learners. This alignment with user expectations enhances the perceived usefulness of the instructional content, promoting a positive learning experience. Findings from Connell et al. (2018) underscore that when service users feel a connection to the content, it enhances their engagement and satisfaction with the quality of life measures being evaluated, illustrating the importance of face validity in educational settings.

On examining the average weighted mean of 3.91, classified as very highly valid, it is clear that the Bikol Beginning Reading Video Lesson is perceived positively across multiple dimensions of face validity. Such a strong rating indicates that educators, experts, and potential users see the value in the structural and content-related choices made in the video lesson's design. The high scores across various indicators imply that learners are likely to engage more deeply with the material, enhancing their overall learning experience. While the indicators of clarity and navigation

received slightly lower scores, they still maintain a very highly valid interpretation, suggesting that continuous refinement in these areas could yield even greater engagement. As such, the analysis highlights the importance of ongoing assessment and adaptation of instructional materials to ensure sustained relevance and effectiveness in diverse learning environments.

Table 2b

Content Validity of the Bikol Beginning Reading Video Lessons

Indicators	WM	Int	Rank
The video lesson aligns with the Bikol curriculum objectives.	4.00	VHV	3.0
The content is accurate and error-free.	4.00	VHV	3.0
It provides sufficient depth for understanding key concepts.	4.00	VHV	3.0
Authentic Bikol language materials are incorporated.	4.00	VHV	3.0
Multi-sensory approaches are used to reinforce learning.	4.00	VHV	3.0
All necessary topics and skills for beginning reading are covered.	3.80	VHV	6.5
The lesson includes both familiar and unfamiliar Bikol vocabulary for skill development.	3.80	VHV	6.5
Average Weighted Mean	3.94	Very Highly Valid	

The content validity of the Bikol Beginning Reading Video Lesson is reflected in several key indicators, each receiving a very high validity interpretation. The lesson demonstrates a strong alignment with Bikol curriculum objectives, ensuring that the educational goals are met. Furthermore, the content is both accurate and error-free, providing a reliable foundation for learners. The incorporation of authentic Bikol language materials alongside multi-sensory approaches reinforces learning, making the material engaging and effective. Although the lesson covers all necessary topics and skills for beginning reading, it also includes a balanced mix of familiar and unfamiliar Bikol vocabulary to support skill development.

Content validity takes place in ensuring that an instructional material accurately reflects the principles and objectives intended for instructional use. The findings of Connell et al. (2018) emphasize the necessity of involving service users in the development process, which can enhance the alignment of the material with the needs and experiences of the target audience. When an instructional video lesson achieves high content validity, it signifies that the material comprehensively covers the relevant topics and skills that learners are expected to master. This alignment not only fosters effective learning but also supports the continual refinement of educational resources to meet the evolving demands of learners.

With an average weighted mean of 3.94, the overall assessment indicates that the video lesson is very highly valid in its content delivery. This suggests that educators can confidently utilize this resource, as it not only meets educational standards but also enhances learners' linguistic skills within the cultural context. The consistency in high ratings across the majority of indicators speaks to the careful design and thoughtfulness behind the lesson's creation. Subsequently, the content validity reinforces the effectiveness of the Bikol Beginning Reading Video Lessons in promoting

literacy in a way that is culturally relevant and pedagogically sound, catering to the diverse needs of Bikol learners.

Table 2c

Construct Validity of the Bikol Beginning Reading Video Lessons

Indicators	WM	Int	Rank
The video successfully enhances targeted reading skills.	4.00	VHV	2.0
The assessments effectively measure the intended skills and knowledge.	4.00	VHV	2.0
The content progressively escalates in difficulty to align with learners' growth.	4.00	VHV	2.0
The teaching methods are grounded in solid educational theories.	3.80	VHV	5.5
The video promotes active learning through participation and interaction.	3.80	VHV	5.5
The lesson fosters phonemic awareness and sound-letter connections.	3.80	VHV	5.5
The lesson connects reading skills with real-life applications.	3.80	VHV	5.5
Average Weighted Mean	3.89	Very Highly Valid	

The construct validity of the Bikol Beginning Reading Video Lessons is predominantly characterized by its ability to enhance targeted reading skills, with a weighted mean of 4.00 indicating very highly valid results. This suggests that the video lesson effectively measures the intended skills and knowledge, as assessed through the evaluations, also obtained a weighted mean of 4.00. The progressive escalation in difficulty, grounded in solid educational theories, further supports the lesson's construct validity, with a weighted mean of 3.80. The teaching methods employed in the video promote active learning, foster phonemic awareness, and connect reading skills with real-life applications, all contributing to its high construct validity. While the average weighted mean of 3.89 confirms that the Bikol Beginning Reading Video Lessons show very highly valid results in terms of construct validity.

Additionally, results reveals that the video lesson excels in enhancing targeted reading skills, measuring intended skills and knowledge, and aligning content with learners' growth. The teaching methods employed are grounded in sound educational theories, promoting active learning and phonemic awareness. However, the lesson's ability to promote participation and interaction is somewhat limited, obtaining a weighted mean of 3.80. Despite this, the overall construct validity of the Bikol Beginning Reading Video Lessons remains exemplary, with an average weighted mean of 3.89, showing a very highly valid result. Inference may suggests that the video lesson is effective in developing targeted reading skills, although there may be some room for improvement in promoting learner participation.

Table 2d

Curricular Validity of the Bikol Beginning Reading Video Lessons

Criteria	Average WM	Int	Rank
Content	3.94	VHV	1
Face	3.91	VHV	2
Construct	3.89	VHV	3
Overall Average WM	3.91	Very Highly Valid	

The curricular validity of the Bikol Beginning Reading Video Lessons is assessed through various criteria that highlight its effectiveness in delivering educational content. Content is a primary focus, demonstrating a strong alignment with curricular goals and educational standards. The face validity indicates that the materials are appropriate and engaging for the target audience, enhancing the likelihood of successful learning outcomes. Construct validity further emphasizes that the lesson aligns well with the intended learning objectives and pedagogical principles. Each of these criteria collectively supports the lesson's relevance and effectiveness in a learning environment, making it a valuable resource for beginning readers. Table 2d presents the summary of the average weighted mean of the face, content, and construct validity of the developed intervention with its overall curricular validity.

The curricular validity of the Bikol Beginning Reading Video Lessons is notably strong, as indicated by the high average weighted mean across various criteria. The content received the highest score, reflecting its very high validity and suggesting that it is well-aligned with educational goals and learner needs. Following closely, the face validity was also rated very highly, demonstrating that the video lesson effectively engages learners through appealing visuals and relatable examples. The construct validity, while slightly lower, still indicates a strong alignment with the intended learning outcomes, confirming that the lesson is designed to facilitate effective reading comprehension.

With an overall average weighted mean of 3.91, the entire lesson is classified as very highly valid. This high rating across all dimensions underscores the comprehensive effectiveness of the video lesson in addressing the diverse needs of Bikol learners. The alignment of content, presentation style, and teaching methods suggests that the lesson is well-structured to encourage meaningful learning experiences. The results provide confidence that the instructional materials will be beneficial in enhancing the reading skills of the target audience.

Table 3

Reading Ability Level of Learners after the Conduct of the Bikol Beginning Reading Video Lessons

Aspects	Ni	Mean	SD	PL	Int	Rank
Alphabet Knowledge	15	11.84	4.02	78.95	P	1
Word Recognition	15	11.37	2.34	75.79	P	2
Reading Phrases	15	10.37	3.32	69.12	AP	3
Overall	45	34.05	7.04	75.67	Proficient	

Alphabet Knowledge. The analysis of learners' alphabet knowledge reveals a mean score of 11.84 out of 15, with a standard deviation of 4.02, indicating a high level of proficiency with a score of 78.95. This proficiency suggests that learners have improved in this aspect and achieved a strong grasp of the alphabet concepts, which serves as a vital foundation for their reading development. The consistent performance across this aspect highlights the effectiveness of the Bikol Beginning Reading Video Lessons in enhancing learners' familiarity with letter names and sounds. Consequently, it ranks as the strongest area of improvement among the three assessed aspects, indicating a successful focus on fundamental reading skills, although the learners' scores suggest a scatter, which means that the proficiency levels of learners were not similar to one another.

Word Recognition. In evaluating word recognition, learners achieved a mean score of 11.37 out of 15, corresponding to a proficiency level of 75.79. The standard deviation of 2.34 suggests relatively uniform performance among the learners, indicating that most learners are developing effective word recognition skills. This area, while still proficient, ranks second, highlighting a slight gap compared to alphabet knowledge. The results imply that while many students can recognize words, there is room for further development in this key skill to enhance their overall reading fluency. Addressing this gap through targeted interventions and continued practice can significantly improve students' reading competence and confidence in their literacy journey.

Reading Phrases. The findings for reading phrases show a mean score of 10.37 out of 15, with a heterogeneous standard deviation of 3.32, indicating a score of 69.12, categorized as approaching proficiency. This result reflects that learners are beginning to read phrases but may struggle with fluidity and comprehension when doing so. The lower performance in this area compared to the other two aspects suggests that additional strategies may be necessary to improve their ability to read phrases with confidence and accuracy. As this aspect ranks third, it serves as an important focus for future instructional efforts to bridge the gap between recognition and proficient reading.

Collectively, the overall mean score of 34.05 out of 45 translates to a proficiency level of 75.67, evidence that learners, on the whole, are developing satisfactory reading abilities through the implementation of the Bikol Beginning Reading Video Lessons. The data illustrate that while learners demonstrate proficiency in alphabet knowledge and word recognition, further emphasis on reading phrases is essential for comprehensive literacy development. This balanced performance across the assessed aspects points to the effectiveness of the video lesson in enhancing foundational reading skills but highlights the need for targeted interventions. Moving forward, incorporating more practice with reading phrases and comprehension strategies may significantly elevate overall reading abilities among the learners.

Table 4

**Significant Difference between the Level of Reading Ability
of Learners before and after the Intervention**

Assessment	Mean	SD	t-stat	t-crit	Interpretation
Pre	28.37	4.76	4.466	2.101	Significant
Post	33.42	8.23			

The data presents an insightful comparison between pre- and post-assessment readings. The mean score increased from 28.37 to 33.42, indicating noticeable improvement in performance

following the intervention. The standard deviation also rose from 4.76 to 8.23, suggesting a wider range of responses in the post-assessment. The t-statistic of 4.466 exceeds the critical t-value of 2.101, signaling that the observed changes are statistically significant. This analysis highlights the effectiveness of the instructional methods implemented and their impact on reading proficiency.

The significant difference in reading abilities can be closely tied to the findings presented in Lopez's study on interactive reading programs. The inclusion of multimedia and participatory activities enriched the learning experience, leading to improved proficiency in reading. This enhancement suggests that when learners are actively engaged, their retention and comprehension of the material increase substantially. Furthermore, the supportive environment created through these interactive elements promotes confidence and motivation, which are crucial for literacy development. Thus, this research indicates that incorporating engaging instructional strategies is key to advancing reading skills in early literacy.

Table 5

**Effectiveness of the Bikol Beginning Reading Video Lessons
on the Reading Abilities of Learners**

Assessments	NI	Mean	SD	d-value	Interpretation
Pre	45	28.34	4.76	0.75	Medium Effect
Post	45	33.42	8.23		

The mean score progressed from 28.34 in the pre-assessment to 33.42 in the post-assessment, reflecting a positive shift in learning outcomes. These results indicate a significant improvement in reading abilities following the implementation of the Bikol Beginning Reading Video Lessons. On the other hand, the standard deviation of 8.23 in the post-assessment points to a broader range of performance outcomes among the group. This variability may suggest that while some learners grow well, others experience reasonable gains. Moreover, the intervention appears to have fostered a conducive environment for enhancing reading skills, although with varying degrees of success among individuals.

A notable increase in reading abilities was observed following the implementation of the Bikol Beginning Reading Video Lessons. The enhanced reading abilities described may indicate that the video lesson was effective in developing the reading abilities of learners. The intervention obtained effect may suggest a positive influence on reading abilities development, but also imply that there may still be room for more substantial improvements. The observed increase in the standard deviation after the intervention indicates greater variability in performance, suggesting that while some individuals achieved significant improvement, others may not have benefited to the same extent.

The findings from the Bikol Beginning Reading Video Lessons align well with the insights presented in Coiro and Dodler (2017) study, emphasizing the advantages of video instruction in enhancing reading abilities. The effectiveness of integrating visual and auditory elements to support learners' engagement with material, which can lead to improved comprehension. The increase in reading proficiency observed in the Bikol program suggests that leveraging diverse methods can address varying learning styles among individuals. This connection underscores the importance of innovative teaching approaches in fostering deeper understanding and retention of reading skills.

Conclusions

This study determined the effectiveness of Bikol Beginning Reading Video Lessons on the reading ability of Grade I learners, San Nicolas Elementary School, Canaman District, Division of Camarines Sur, school year 2023 – 2024. Specifically, it answered (1) the status of reading ability

of learners in terms of alphabet knowledge, word recognition, and reading sentences; (2) the design of Bikol Beginning Reading Video Lessons along motivation, content, usefulness, application, and evaluation; (3) the curricular validity of Bikol Beginning Reading Video Lessons in terms of face, content, and construct; (4) the level of reading ability of learner after the conduct of the developed Bikol Beginning Reading Video Lessons; (5) the significant difference in the reading ability of learners before and after the conduct of Bikol Beginning Reading Video Lessons; (6) how effective are the Bikol Beginning Reading Video Lessons in improving the reading ability of the learners; and (7) the policy recommendations may be crafted to improve the Bikol Beginning Reading Video Lessons.

Recommendations

Integrating contextualized video lesson interventions in reading for grade one learners can significantly enhance reading abilities. These engaging video lessons can present stories and concepts in relatable contexts, making the material more accessible and meaningful for young learners. Incorporating interactive elements, such as questions and prompts within the videos, encourages active participation and reinforces comprehension skills. Additionally, providing follow-up activities that relate to the video content allows for practical application of the skills learned, further solidifying understanding. Through this approach, reading becomes a dynamic experience that not only builds literacy skills but also fosters a love for storytelling and learning. Future literacy programs are to incorporate motivational elements that effectively engage young audiences and spark their interest in reading. It is essential to select content that resonates with the cultural backgrounds and interests of learners, ensuring that lessons remain relatable and enhance understanding. Additionally, integrating practical applications into the curriculum will provide opportunities for learners to apply their skills in real-life contexts, while implementing thorough evaluation methods can facilitate ongoing feedback and continuous improvement of the program. Future literacy programs are to incorporate motivational elements that effectively engage young audiences and spark their interest in reading. It is essential to select content that resonates with the cultural backgrounds and interests of learners, ensuring that lessons remain relatable and enhance understanding. Additionally, integrating practical applications into the curriculum will provide opportunities for learners to apply their skills in real-life contexts, while implementing thorough evaluation methods can facilitate ongoing feedback and continuous improvement of the program. The implementation of the Bikol Beginning Reading Video Lesson should be strongly advocated as an effective intervention for enhancing reading abilities, crucial for academic success and literacy development. This intervention has demonstrated significant improvements in alphabet knowledge and word recognition, elevating many learners to a proficient level in these foundational skills. Furthermore, the remarkable increase in reading readiness indicates that participants are becoming more prepared to tackle complex texts, which is vital for ongoing learning. The consistent progression in overall proficiency underscores the program's effectiveness in fostering a culture of reading and learning. Investing in this intervention will not only boost literacy rates but also cultivate a lifelong love for reading among young learners. Teachers are encouraged to utilize the Bikol Beginning Reading Video Lessons as a dynamic intervention to enhance learners' reading abilities and uplift literacy outcomes. This engaging resource not only captivates young audiences but also aligns with their cultural backgrounds, making the learning experience more relatable and effective. Incorporating this video lesson into teaching strategies can provide varied and interactive opportunities for practicing reading skills in a supportive environment. Prioritizing the integration of such innovative materials will foster a strong foundation for literacy development that can lead to long-term academic success. Integrating the proposed policy recommendations offers a valuable opportunity to enhance literacy within the community. Focusing on specialized interventions like training workshops and community reading programs will encourage collaboration among parents

and local volunteers. Partnerships with local libraries and forums will facilitate the sharing of best practices, strengthening available literacy resources. Additionally, initiatives such as reading festivals and online platforms can foster a culture that celebrates reading as an essential part of daily life. These activities can spark interest in reading while accommodating diverse learning preferences. To implement these policy recommendations effectively, thorough planning and community involvement are essential. A pilot program in selected schools can test the activities, measuring their impact on reading proficiency and community engagement. Establishing clear verification methods, such as attendance records and progress assessments, will ensure accountability and support continual improvement. Feedback from participants will refine activities, making them more relevant to community needs. This structured approach can cultivate a more literate population, equipped with essential skills for future success.

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