Randwick International of Education and Linguistics Science (RIELS) Journal
Vol. 6, No. 2, June 2025 | Page 330-344 |
https://www.randwickresearch.com/index.php/rielsj

Development and Validation of Digitalized, Contextualized Reading Materials for Grade 3 Learners

DOI: https://doi.org/10.47175/rielsj.v6i2.1172

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ABSTRACT

This study developed and evaluated digitalized contextualized reading materials in English for Grade 3 learners of Libas Elementary School in the Division of Agusan del Norte during the school year 2024-2025. The descriptive-development method of research was used in the study, as it was most appropriate to use since the study concentrated with the development and evaluation of the digitalized, contextualized reading materials in Grade 3. Based on the findings, there are (3) three competences namely; homonyms, homographs, and hyponyms in English 3 that could be developed into digitalized contextualized reading materials based on the least learned skills in the third quarter examination of school year 2024-2025. In addition, the five experts evaluated the materials as Very Satisfactory in terms of content quality, instructional quality, technical quality and other finding includes conceptual, factual, grammatical and/or typographical errors. Comments and suggestions were offered by the five respondents to further improved the developed digitalized, contextualized reading materials for Grade 3 learners.

KEYWORDS

Digitalized; contextualized reading materials; development; validation digital tools; least learned skills

INTRODUCTION

Reading is a foundational skill that forms the bedrock of learning, yet many learners worldwide, particularly in the early grades, struggle to achieve proficiency in reading comprehension, vocabulary, and fluency. This is particularly concerning as reading is essential not only for academic success but also for personal and intellectual growth. The development of effective reading materials that address these challenges is critical, especially in an era where education is increasingly shaped by technology and need for cultural relevance.

Research emphasizes that reading difficulties in the early grades can have long-term consequences on a learners' educational journey, making early interventions crucial (Marcus, 2024). Traditional print-based resources often fail to fully engage modern learners who are increasingly accustomed to digital content. Furthermore, reading materials that lack cultural and contextual relevance may not resonate with learners, limiting their motivation and ability to connect with the material. This gap calls for the development of resources that are both engaging and reflective of learners' cultural experiences.

The integration of digital technology into education has opened new avenues for addressing learning challenges. Contextualized digitalized reading materials are particularly promising because they combine the advantages of modern technology with culturally relevant content. Such materials have the potential to enhance reading comprehension by aligning with learners' interests, backgrounds, and everyday experiences. Studies indicate

that contextualized learning fosters deeper engagement and understanding, as learners are better able to relate to the content and see its relevance to their lives (Quimbo, 2021).

In response to DepEd Order No. 018, s.2020, which outlines the "Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan," schools are encouraged to offer learning opportunities in safe and flexible ways (DepEd, 2021). Guided by this directive, the goal of this research is to create digital and contextualized reading materials tailored specifically for Grade 3 students. These materials are anchored on the Most Essential Learning Competencies (MELCs) identified by the Department of Education, which are being used by both public and private schools nationwide for the academic year 2024–2025. The MELCs focus on core skills that are crucial for students' academic progress.

After reviewing the results of the third quarter summative assessment at Libas Elementary School, it was found that out of the eight competencies listed under the MELCs for Grade 3, three were consistently challenging for students, with average scores falling below 50%. These competencies include understanding (a) homonyms, (b) homographs, and (c) hyponyms.

To address this learning gap, DepEd Order No. 08, s.2015 (Classroom Assessment Policy) emphasizes the need for timely and suitable interventions. This includes providing remediation and additional lessons to help struggling learners catch up. By focusing on these interventions, the school aims to ensure that every student receives the support they need—so no one is left behind.

Theoretical Framework of the Study

The study on the development and validation of digitalized, contextualized reading materials for Grade 3 learners was anchored on Lev Vygotsky's Social Constructivism Theory (1968), and Richard Mayer's Multimedia Learning Theory (2009). Firstly, the Social Constructivism theory emphasizes the critical role of social interaction and cultural context in the process of cognitive development. It is a key framework within constructivist learning theories, which focuses on how individuals construct knowledge through experiences and interactions. The key principles of social constructivism include Zone of Proximal Development (ZPD), scaffolding, cultural tools, social interaction, and language as a mediator. The bearing and relevance of each key principle will be discussed as follows:

(1) ZPD refers to the difference between what a learner can do independently and what the learners can achieve with guidance or collaboration; (2) Scaffolding involves providing temporary support to learners as they work on tasks slightly beyond their current ability; (3) Cultural Tools. Vygotsky emphasized the importance of tools both physical and symbolic (like language, art, and technology) in mediating learning; (4) Social Interaction. Vygotsky argued that learning is fundamentally a social process. Interaction with teachers, peers, and cultural artifacts enables learners to internalize knowledge and develop higher-order thinking skills; (5) Language as a Mediator. Language is central to Vygotsky's theory, as it serves as the primary means of transmitting cultural knowledge and developing thought.

Vygotsky's theory has profound implications for teaching and learning. It supports practices such as collaborative learning, problem-based learning, and the use of contextualized and meaningful tasks. The approach encourages educators to create rich social environments where students actively engage with peers and instructors to build knowledge. In modern classrooms, tools such as digital technologies align with Vygotsky's emphasis on cultural tools and scaffolding. Interactive software, multimedia resources, and adaptive learning platforms can provide personalized support to learners, helping them progress within their ZPD.

Secondly, Mayer Multimedia Learning Theory suggests separate channels for processing visual and auditory information, this can guide the development of effective digitalized reading materials by incorporating multimedia through combining text with images, videos, and audio to enhance learning for the grade 3 learners. Presenting information in an engaging and visually appealing manner through interactive elements to connect text with real-world context and support the contiguity principle.

Richard Mayers Multimedia Learning Theory provides the basis for designing and testing digitalized reading materials for grade 3 learners. The theory is created from three well-conceived principles that, in turn, influence how such educational content might be designed to be delivered in digital forms. First, the dual channels principles states that humans process visual and auditory information through separate cognitive channels, meaning digital materials should utilize both pathways in an effective way to enhance learning. This is particularly relevant for grade 3 learners who are simultaneously developing their reading skills and auditory comprehension abilities.

The second principle of limited capacity accepts that each channel of processing has a finite cognitive ability. It is essential to take into account, when materials are developed for young learners. Their cognitive capacities are matured. Consequently, digital content needs to be structured carefully not to overload cognition, incorporating the right pacing and segmentation strategies with grade 3 learners' cognition. By developing and validating digitalized, contextualized reading material, this research aimed to address the need for innovative and engaging learning experiences that cater to the unique needs and interests of 21st-century learners. These materials have the potential to enhance reading comprehension, foster critical thinking skills, and cultivate a love for learning among Grade 3 learners.

Objective of the Study

This study developed and validated contextualized reading materials for the least learned competencies of Grade 3 learners of Libas Elementary School S.Y 2024-2025.

RESEARCH METHODS

Research Design

This study assessed the least learned competencies of the Grade 3 learners of Libas Elementary School S.Y 2024-2025 as the basis for the development of reading material using the quantitative-descriptive-developmental research design to develop and validate digitalized contextualized reading materials for enhancing the level of reading comprehension of the least learned learners.

The developed reading materials underwent careful evaluation by the Master Teachers from Jabonga District and two Instructional Material evaluators from the LDRMS office, Department of Education Agusan del Norte. This expert evaluation focused on the alignment with learning objectives, and overall quality of the materials, ensuring their appropriateness and effectiveness for Grade 3 learners.

Research Locale

The study collected data on the least learned competencies of students at Libas Elementary School, located in Barangay Libas, Jabonga, Agusan del Norte. Barangay Libas is one of the 15 barangays in the municipality of Jabonga, a 4th class municipality in the province of Agusan del Norte, Philippines. According to the 2024 Census, Barangay Libas has a population of 1,457 residents. Each barangay in Jabonga is further divided into smaller units called puroks. Within the district, there are a total of 20 schools. Libas Elementary School is

staffed by seven (7) regular teachers, one (1) school head, three (3) volunteer teachers, and one (1) utility worker, bringing the total number of school personnel to twelve (12).

Population and Participants of the Study

The participants included three (3) Master Teachers from Jabonga District and two (2) Instructional Material evaluators from the Department of Education LDRMS office, Agusan del Norte. A total of five participants were involved in this study.

Sampling Design

This study employed a purposive sampling technique to select participants. Five (5) expert evaluators were selected from Division of Agusan del Norte.

Three (3) Master Teachers from the district of Jabonga and two (2) Instructional material evaluators from the Department of Education were be included in the evaluation process. These experienced educators possess in-depth knowledge of the local curriculum, learners need, and effective teaching practices.

This purposive sampling approach ensured the selection of highly qualified individuals with relevant expertise, ensuring the validity and reliability of the evaluation process. The inclusion of both academic experts and experienced practitioners provided a diverse perspective and enhanced the overall quality of the developed digitalized, contextualized reading materials.

Research Instrument/s

This study developed the digitalized contextualized reading materials to help in enhancing the reading comprehension level of the least learned learners. Through the use of Learning Resource Management and Development System (LRDMS) Evaluation tool from DepEd guidelines it ensured the validation process with accuracy and effectiveness of the developed reading materials.

In addition to aligning with the curriculum, the selected reading materials were designed to suit the grade level and age of the participants, ensuring their appropriateness for the target group.

The primary focused of the study was to assessed the quality and effectiveness of digitalized, contextualized reading materials using Capcut presentations. The materials were carefully crafted to ensure that they relate with the learners' real-life experiences, allowing them to connect what they read to practical, everyday situations. This approach is intended to enhance both their engagement and comprehension of the reading material.

To evaluate the materials' effectiveness, the assessment tool focused on four key criteria: (a) Content Quality- Content is consistent with topics / skills found in the DepEd Learning Competencies for the subject and grade/year level it was intended. (b) Instructional Quality- Material is well designed and is likely to achieve its defined purpose. Content relates to achievement of the learning purpose. The material did not contain gratuitous information or graphics. (c) Technical Quality- Audio enhances understanding of the concept. (d) Accuracy and up- to datedness of Information- Presentation of factual content is accurate and up-to-date No outdated information, improper use of statistics; inaccurate graphs; over simplified models or examples.

By using these criteria, the study provided a comprehensive evaluation of how digitalized, contextualized reading materials can enhance reading comprehension for Grade 3 learners, offering valuable insights into the efficacy of this approach in educational settings.

Validation and Reliability of the Instrument

The study guaranteed the validity and dependability of the instrument by using a thorough methodology integrating face and content validation processes. The total of five experts closely evaluated over the digitalized and contextualized reading materials using the face assessment procedure. Their evaluation focused on ensuring the materials for the target audience were appealing, relevant, and intriguing. The experts also provided critical remarks on the consistency of the materials with the objectives of the research, structure, and clarity. Their recommendations resulted in necessary modifications aimed to enhance the instrument even further and target areas of development.

Moreover, content validation guarantees that the instrument fairly represents the intended outcomes of the research. This involved the development of defined criteria to evaluate the proposed intervention, so guaranteeing that the digital reading resources support pedagogical rules and the specific learning objectives of Grade 3 learners. Among the criteria were ones on content quality, instructional quality, technical quality, and accuracy with goals of improving reading comprehension. This process assured the learners' instructional environments of comprehensive and relevant resources.

Before the whole study, the researcher developed digitalized contextualized reading materials and then the researcher seek help from the five experts for the improvement of the proposed material. Through the evaluation process the researcher was able to find any variations or defects in the materials, therefore ensuring their continuous performance and dependability when applied on the general population.

The latest approved product was a lecture animated material using Capcut presentation designed to raise Grade 3 reading comprehension. This method was chosen since its interactive and visually appealing quality is meant to captivate learners quickly. Development and validation confirmed that the resources grounded in educational best practices, culturally sensitive, and suitable for the developmental needs of the kids. Following these rigorous validation and dependability rules guarantees the quality and effectiveness of the intervention, thereby ensuring the usefulness of this tool for increasing Grade 3 literacy rates.

Data Gathering Procedure

Under the instruction of Mr. Mario R. Morano, the School District Supervisor, the researcher will formally request permission via a transmittal letter from the District Office. Also sent to the head of the school will be a similar letter. Once permission is granted, the researcher will firstly ask the Grade 3 adviser access the result of the 3rd quarter examination to determine the least learned skills of the learners. Second, the researcher will proceed to develop digitalized contextualized reading material using Capcut platform incorporating interactive elements and aligning with the SAMR model for the third quarter that suite to the grade 3 learners.

The (3) Master Teachers from the Division of Agusan del Norte, Janonga District and (2) Instructional Material evaluators from the Department of Education will evaluate the developed material. The experts closely over the digitalized and contextualized reading material using the face assessment procedure.

The evaluation focused on ensuring the material for the target audience were appealing, relevant, and intriguing. The experts also provided critical remarks on the consistency of the material with the objectives of the research, structure, and clarity. The expert's recommendation resulted in necessary modifications aimed to enhance the instrument even further and target areas of development.

Scoring and Quantification of Data

This section is concerned with the criteria of the proposed Intervention materials in reading comprehension for the learners. A four-point rating scale will be used to assess the digitalized, contextualized reading material. This scale allows for a nuanced evaluation of how well each criterion meets the needs of Grade 3 learners. The scoring system is as follows:

For the validation process of the digitalized, contextualized reading materials, a 4-point rating scale will be utilized where a score of 4 (Very Satisfactory) indicates that the criterion is highly applicable and effectively meets the highest standards with no needed improvements; a score of 3 (Satisfactory) suggests that the criterion is adequately applicable with satisfactory implementation though minor enhancements may be beneficial; a score of 2 (Poor) signifies that the criterion has limited applicability and requires significant improvements or modifications; and a score of 1 (Not Satisfactory) denotes that the criterion is barely applicable or poorly implemented requiring complete revision or redesign to meet the basic standards. This comprehensive scoring system guides the experts to evaluate systematically each component of the materials, ensuring their quality and effectiveness for Grade 3 learners.

Statistical treatment

1. For problem 1, frequency and mean were used to describe the least learned competences of the Grade 3 learners.
2. For problem 3, frequency and mean used to describe experts validate the digitalized contextualized reading materials along: content quality, instructional quality, technical quality and accuracy and up-to datedness of information.

RESULTS AND DISCUSSION

Table 1. Least Learned Competencies of Grade 3 Learners in the Third Quarter of SY 2024-2025

Skills / Competencies	Mean Percentage Scores	Descriptive Rating
- Homonyms (e.g. flower/flour), (EN3V-IIIe-f13.6)	35.50%	Least Learned Skills
- Homographs (e.g. read-read), (EN3V-IIIg-h-13.7)	28.33%	Least Learned Skills
- Hyponyms – type of (guava- type of fruits, (EN3V-IIIi-j-13.7)	29.67%	Least Learned Skills
- Read words with long a, i, e, o, u sound (ending in e)	88.00%	Most Leaned Skills
- Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc,). (EN10L-IIIg-h-3.2)	85.67%	Most Leaned Skills

Legend: 0-50%- Least Learned Skills; 50%-74% Average; 75%-100% Most Learned Skills

Table 1 shows the result of the summative test of the Grade 3 learners for the 3rd quarter. The mean of the three learning competencies which are the homonyms, homographs and hyponyms signifies that the learners got the highest mistake to these items.

Based on the mean percentage score of the learners on the 3rd summative test homonyms (35.59%), homographs (28.33%), and the hyponyms (29.67%) and clearly belonged to the least learned skills. Out of eight (8) competencies they had for the 3rd quarter based on Most Essential Learning Competencies (MELCS), three (3) competencies belong to the transmutation of least learned skills (0-50%). Another three (3) belonged to the average (50%-74%) and two (2) competencies belong to the most learned skills (75%-100%).

This problem states discussed how the proposed materials developed. Digitalized, contextualized reading materials can be designed and developed in these ways;

After determining the least learned skills of the Grade III learners of Libas Elementary School, the researcher starts to developed digitalized, contextualized reading materials about homonyms, homographs, and hyponyms using Capcut, it begins with clear learning objectives and audience analysis to ensure the effectiveness of the proposed materials.

Guiding the criteria for evaluating the reading materials, content quality is consistent with topics found in the DepEd learning competencies for the subject and Grade level intended. In content validity, the resource must score at least 30 points out of a maximum 40 points to pass the criterion. In Instructional quality, the level difficulty of the proposed digitalized, contextualized reading materials is appropriate target user and is enjoyable, stimulating, challenging and engaging. The same passing score with the content quality.

The technical quality is rated by the audio enhancement, speech and narration and screen display must uncluttered, easy to read, and aesthetically pleasing and etc. Resource must score at least 39 points out of a maximum of 52 points to pass the criterion. And the other finding such as grammatical and typographical error observed in the viewed digitalized, contextualized reading materials suits for grade III learners and the resource must got at least 10 points out of 16 points to pass the criterion.

Table 2. Experts' Evaluation of the Digitized, Contextualized Reading Material (Hyponyms) in terms of Content Quality

Indicators	Weighted Mean	SD	Interpretation
1. Content is consistent with topics/skills found in the DepEd Learning Competencies for the subject and grade/year level it was intended.	3.80	0.45	Very Satisfactory
2. Concepts developed contribute to enrichment, reinforce-ment, or mastery of the identified learning objectives.	4.00	0.00	Very Satisfactory
3. Content is accurate.	4.00	0.00	Very Satisfactory
4. Content is up- to- date	4.00	0.00	Very Satisfactory
5. Content is logically developed and organized.	3.80	0.45	Very Satisfactory
6. Content is free from cultural, gender, racial, or ethnic bias.	4.00	0.00	Very Satisfactory
7. Content stimulates and promotes critical thinking.	3.80	0.45	Very Satisfactory
8. Content is relevant to real-life situations.	3.80	0.45	Very Satisfactory
9. Language (including vocabulary) is appropriate to the target user level.	3.80	0.45	Very Satisfactory
10. Content promotes positive values that support formative growth.	3.80	0.45	Very Satisfactory
Overall Weighted Mean	**3.88**	**0.27**	**Very Satisfactory**

Legend: 1.00-1.49-Not Satisfactory; 1.50-2.49-Poor; 2.50-3.49-Satisfactory; 3.50-4.00-Very Satisfactory

The result of the experts' validation on Content quality of digitalized, contextualized reading materials (hyponyms). proposed reading materials got the overall weighted mean of 3.88 and descriptive equivalent of "Very Satisfactory". All the indicators are belonged to the descriptive equivalent of very satisfactory (3.50-4.00). The highest weighted mean is 4 which are the proposed materials are fit for accuracy, up-to datedness, free from any biases and reinforcement or mastery of the identified least learned skills. The lowest weighted mean is 3.80. These indicators rated 3.80 needs improvement on the learning materials to fully connected to the real-life scenarios or the availability on this community. It can be concluded that the digitalized contextualized reading materials have contents that were suitable to the learners' level of development and that the materials contributed to the achievement of the specific objectives for grade 3 learners. These results supported to the study of Sambayon et al (2023). stated that contextualized reading materials adheres to achieve the goal of improving reading comprehension of every learner specially at the 2nd stage.

Table 3. Experts' Evaluation of the Digitized, Contextualized Reading Material (Hyponyms) in terms of Instructional Quality

Indicators	Weighted Mean	SD	Interpretation
1. Purpose of the material is well defined.	3.80	0.45	Very Satisfactory
2. Material achieves its defined purpose.	3.80	0.45	Very Satisfactory
3. Learning objectives are clearly stated and measurable.	3.60	0.55	Very Satisfactory
4. Level of difficulty is appropriate for the intended target user.	3.60	0.55	Very Satisfactory
5. Graphics / colors / sounds are used for appropriate instructional reasons.	3.80	0.45	Very Satisfactory
6. Material is enjoyable, stimulating, challenging, and engaging.	3.60	0.55	Very Satisfactory
7. Material effectively stimulates creativity of target user.	3.60	0.55	Very Satisfactory
8. Feedback on target user's responses is effectively employed.	3.80	0.45	Very Satisfactory
9. Target user can control the rate and sequence of presentation and review.	3.80	0.45	Very Satisfactory
10. Instruction is integrated with target user's previous experience.	3.80	0.45	Very Satisfactory
Overall Weighted Mean	**3.72**	**0.41**	**Very Satisfactory**

Legend: 1.00-1.49-Not Satisfactory; 1.50-2.49-Poor; 2.50-3.49-Satisfactory; 3.50-4.00-Very Satisfactory

The result of expert's validation on the Instructional quality. The validators give a positive rate of the proposed reading materials, it met the criteria. Instructional quality got the overall weighted mean of 3.72 and standard deviation of 0.41 and a descriptive equivalent of Very satisfactory. Among 10 indicators, there are 6 the same weighted mean of 3.80 and the lower weighted mean is 3.60 because the validator commented that the material is using unfamiliar words for the grade 3 learners.

Table 4. Experts' Evaluation of the Digitized, Contextualized Reading Material (Hyponyms) in terms of Technical Quality

Indicators	Weighted Mean	SD	Interpretation
1. Audio enhances understanding of the concept.	3.80	0.45	Very Satisfactory
2. Speech and narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.	3.40	0.55	Satisfactory
3. There is complete synchronization of audio with the visuals, if any	3.80	0.45	Very Satisfactory
4. Music and sound effects are appropriate and effective for instructional purposes.	3.80	0.45	Very Satisfactory
5. Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.	3.80	0.45	Very Satisfactory
6. Visual presentations (non-text) are clear and easy to interpret.	4.00	0.00	Very Satisfactory
7. Visuals sustain interest and do not distract user's attention.	3.80	0.45	Very Satisfactory
8. Visuals provide accurate representation of the concept discussed.	3.80	0.45	Very Satisfactory
9. The user support materials (if any) are effective.	3.80	0.45	Very Satisfactory
10. The design allows the target user to navigate freely through the material.	3.80	0.45	Very Satisfactory
11. The material can easily and independently be used.	3.80	0.45	Very Satisfactory
12. The material will run using minimum system requirements.	4.00	0.00	Very Satisfactory
13. The program is free from technical problems.	3.80	0.45	Very Satisfactory
Overall Weighted Mean	3.80	0.28	Very Satisfactory

Legend: 1.00-1.49-Not Satisfactory; 1.50-2.49-Poor; 2.50-3.49-Satisfactory; 3.50-4.00-Very Satisfactory

Table 4 shows the expert's validation on the technical quality. The overall weighted mean is 3.80 and standard deviation of 0.28 and belonged to the descriptive equivalent of Very Satisfactory. Among 13 indicators, there are 2 got the weighted mean of 4 such as the visual presentation are clear and easy to interpret, also suits to the minimum system requirement.

The lowest weighted mean is 3.40 and standard deviation of 0.55 and it's belonged to the interpretation of Satisfactory. The validators comments in Indicator 2 are the way I deliver the lesson. They suggest that the researcher improved the voice over and clear the hushing sound on the background.

Table 5. Experts' Evaluation of the Digitized, Contextualized Reading Material (Hyponyms) in terms of Other Findings

Indicators	Weighted Mean	SD	Interpretation
1. Conceptual errors.	3.60	0.55	Not present
2. Factual errors.	4.00	0.00	Not present
3. Grammatical and / or typographical errors.	4.00	0.00	Not present
4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.).	4.00	0.00	Not present
Overall weighted mean	**3.90**	**0.14**	**Not present**

Legend: 1.00-1.49-Do not evaluate further; 1.50-2.49-Present and requires major redevelopment; 2.50-3.49-Present but very minor and must be fixed; 3.50-4.00-Not present

The table 5 highlights the expert's validation as to the other findings which include conceptual errors, factual errors, grammatical and or typographical errors, and other errors (computational errors, obsolete information, errors in the visuals, etc.). The validators agreed that the proposed reading materials met the criteria. Based on the validator's responses, it was evident that the proposed digitalized contextualized reading material the was adequate and accurate in information. The content is updated and informative. Apparently, the validators noticed that there were some conceptual errors but it was already noted as recommendation.

Table 6. Experts' Evaluation of the Digitized, Contextualized Reading Material (Homonyms) in terms of Content Quality

Indicators	Weighted Mean	SD	Interpretation
1. Content is consistent with topics/skills found in the DepEd Learning Competencies for the subject and grade/year level it was intended.	4.00	0.00	Very Satisfactory
2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.	4.00	0.00	Very Satisfactory
3. Content is accurate.	3.60	0.55	Very Satisfactory
4. Content is up- to- date	3.80	0.45	Very Satisfactory
5. Content is logically developed and organized.	3.60	0.55	Very Satisfactory
6. Content is free from cultural, gender, racial, or ethnic bias.	4.00	0.00	Very Satisfactory
7. Content stimulates and promotes critical thinking.	4.00	0.00	Very Satisfactory
8. Content is relevant to real-life situations.	4.00	0.00	Very Satisfactory
9. Language (including vocabulary) is appropriate to the target user level.	3.80	0.45	Very Satisfactory
10. Content promotes positive values that support formative growth.	3.80	0.45	Very Satisfactory
Overall Weighted Mean	**3.86**	**0.17**	**Very Satisfactory**

Legend: 1.00-1.49-Not Satisfactory; 1.50-2.49-Poor; 2.50-3.49-Satisfactory; 3.50-4.00-Very Satisfactory

As the result of the expert's validation on the content quality of proposed reading material for the least learned skills homonyms is shown in table 3.5 the finding was interpreted as Very Satisfactory. The overall weighted mean is 3.86 and standard deviation of 0.17. There are a total of five indicators got the highest weighted mean of 4 which means that the material

content provided the development of higher cognitive skills, free of ideological, cultural, religious, racial, and gender bases and prejudices. However, the validators found out minimal suggestions about the flow of the proposed digitalized reading materials which is rated with the weighted mean of 3.60 and standard deviation of 0.55, this indicator got the lowest weighted mean but the researcher noted this as recommendation. According to Anadia in (Department of Education. 2021), it is suggested that the contents pf proposed reading materials must be carefully assessed following content criterion provided by the Department of Education so it can be used in public schools as instructional material to improve the reading comprehension and helps the learner to understand the topic about homonyms.

Table 7. Experts' Evaluation of the Digitized, Contextualized Reading Material (Homonyms) in terms of Instructional Quality

Indicators	Weighted Mean	SD	Interpretation
1. Purpose of the material is well defined.	3.60	0.55	Very Satisfactory
2. Material achieves its defined purpose.	4.00	0.00	Very Satisfactory
3. Learning objectives are clearly stated and measurable.	3.40	0.55	Satisfactory
4. Level of difficulty is appropriate for the intended target user.	3.40	0.55	Satisfactory
5. Graphics / colors / sounds are used for appropriate instructional reasons.	4.00	0.00	Very Satisfactory
6. Material is enjoyable, stimulating, challenging, and engaging.	3.80	0.45	Very Satisfactory
7. Material effectively stimulates creativity of target user.	3.60	0.55	Very Satisfactory
8. Feedback on target user's responses is effectively employed.	3.80	0.45	Very Satisfactory
9. Target user can control the rate and sequence of presentation and review.	4.00	0.00	Very Satisfactory
10. Instruction is integrated with target user's previous experience.	3.60	0.55	Very Satisfactory
Overall Weighted Mean	**3.72**	**0.30**	**Very Satisfactory**

Legend: 1.00-1.49-Not Satisfactory; 1.50-2.49-Poor; 2.50-3.49-Satisfactory; 3.50-4.00-Very Satisfactory

As presented in table 7, the result of expert's validation on the Instructional quality of homonyms. The validators give a positive rate of the proposed reading materials, it met the criteria. Instructional quality got the overall weighted mean of 3.72 and standard deviation of 0.30 and a descriptive equivalent of Very satisfactory. Among 10 indicators, there are 3 the same weighted mean of 4 as the highest. This material achieves its purpose to enhance the reading comprehension or understanding of the learners about homonyms and when it comes to the presentation of the material for the target user is also good. and the lower weighted mean is 3.40 because the validator commented that the material is using unfamiliar words for the grade 3 learners the same comment as to the proposed material for hyponyms.

Table 8. Experts' Evaluation of the Digitized, Contextualized Reading Material (Homonyms) in terms of Technical Quality

Indicators	Weighted Mean	SD	Interpretation
1. Audio enhances understanding of the concept.	3.60	0.55	Very Satisfactory
2. Speech and narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.	3.60	0.55	Very Satisfactory
3. There is complete synchronization of audio with the visuals,if any	3.80	0.45	Very Satisfactory
4. Music and sound effects are appropriate and effective for instructional purposes.	4.00	0.00	Very Satisfactory
5. Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.	3.60	0.55	Very Satisfactory

6. Visual presentations (non-text) are clear and easy to interpret.	3.80	0.45	Very Satisfactory
7. Visuals sustain interest and do not distract user's attention.	4.00	0.00	Very Satisfactory
8. Visuals provide accurate representation of the concept discussed.	4.00	0.00	Very Satisfactory
9. The user support materials (if any) are effective.	4.00	0.00	Very Satisfactory
10. The design allows the target user to navigate freely through the material.	3.80	0.45	Very Satisfactory
11. The material can easily and independently be used.	3.80	0.45	Very Satisfactory
12. The material will run using minimum system requirements.	4.00	0.00	Very Satisfactory
13. The program is free from technical problems.	4.00	0.00	Very Satisfactory
Overall Weighted Mean	3.85	0.22	Very Satisfactory

Legend: 1.00-1.49-Not Satisfactory; 1.50-2.49-Poor; 2.50-3.49-Satisfactory; 3.50-4.00-Very Satisfactory

It can be observed in the table 8 that the result of expert's validation for technical quality (homonyms) evaluated as Very Satisfactory by the validators with overall weighted mean of 3.85 and standard deviation of 0.22. Among the 13 indicators, 6 are rated 4 as weighted mean. This indicates that the technical quality of the proposed reading material was appropriate and effective for the target user and free from technical problems. Weighted mean of 3.60 are the lowest, the same comments with the technical quality of hyponyms the validators give their observations in Indicator 2 are the way I deliver the lesson. They suggest that the researcher improved the voice over and clear the hushing sound on the background.

Table 9. Experts' Evaluation of the Digitized, Contextualized Reading Material (Homonyms) in terms of Other Findings

Indicators	**Weighted Mean**	**SD**	**Interpretation**
1. Conceptual errors	3.40	0.89	Present but very minor and must be fixed
2. Factual errors	3.80	0.45	Not present
3. Grammatical and / or typographical errors	3.40	0.89	Not present
4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.)	4.00	0.00	Not present
Overall weighted mean	3.65	0.49	Not present

Legend: 1.00-1.49-Do not evaluate further; 1.50-2.49-Present and requires major redevelopment; 2.50-3.49-Present but very minor and must be fixed; 3.50-4.00-Not present

The table 9 highlights the expert's validation as to the other findings which include conceptual errors, factual errors, grammatical and or typographical errors, and other errors (computational errors, obsolete information, errors in the visuals, etc.). The overall weighted mean is 3.65 and standard deviation of 0.49 and the highest weighted mean rated as 4. Conceptual errors had a lowest weighted mean of 3.40. Apparently, the validators noticed that there were some conceptual errors but it was already noted as recommendation. The validators agreed that the proposed reading materials met the criteria. Based on the validator's responses, it was evident that the proposed digitalized contextualized reading material the was adequate and accurate in information. The content is updated and informative.

Table 10. Experts' Evaluation of the Digitized, Contextualized Reading Material (Homographs) in terms of Content Quality

Indicators	**Weighted Mean**	**SD**	**Interpretation**
1. Content is consistent with topics/skills found in the DepEd Learning Competencies for the subject and grade/year level it was intended.	4.00	0.00	Very Satisfactory

2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.	4.00	0.00	Very Satisfactory
3. Content is accurate.	3.80	0.45	Very Satisfactory
4. Content is up- to- date	3.80	0.45	Very Satisfactory
5. Content is logically developed and organized.	4.00	0.00	Very Satisfactory
6. Content is free from cultural, gender, racial, or ethnic bias.	4.00	0.00	Very Satisfactory
7. Content stimulates and promotes critical thinking.	4.00	0.00	Very Satisfactory
8. Content is relevant to real-life situations.	4.00	0.00	Very Satisfactory
9. Language (including vocabulary) is appropriate to the target user level.	3.80	0.45	Very Satisfactory
10. Content promotes positive values that support formative growth.	3.80	0.45	Very Satisfactory
Overall Weighted Mean	**3.92**	**0.18**	**Very Satisfactory**

Legend: 1.00-1.49-Not Satisfactory; 1.50-2.49-Poor; 2.50-3.49-Satisfactory; 3.50-4.00-Very Satisfactory

As the result of the expert's validation on the content quality of proposed reading material for the least learned skills homographs is shown in table 3.9 the finding was interpreted as Very Satisfactory. The overall weighted mean is 3.92 and standard deviation of 0.18. There are a total of five indicators got the highest weighted mean of 6 which means that the material content provided the development of higher cognitive skills, free of ideological, cultural, religious, racial, and gender bases and prejudices and relevant to the real-life situations. However, the validators found out minimal suggestions about the accurate and up-to datedness of the proposed digitalized reading materials which is rated with the weighted mean of 3.60 and standard deviation of 0.55, this indicator got the lowest weighted mean but the researcher noted this as recommendation.

Table 11. Experts' Evaluation of the Digitized, Contextualized Reading Material (Homographs) in terms of Instructional Quality

Indicators	Weighted Mean	SD	Interpretation
1. Purpose of the material is well defined.	3.60	0.55	Very Satisfactory
2. Material achieves its defined purpose.	4.00	0.00	Very Satisfactory
3. Learning objectives are clearly stated and measurable.	3.60	0.55	Very Satisfactory
4. Level of difficulty is appropriate for the intended target user.	3.80	0.45	Very Satisfactory
5. Graphics / colors / sounds are used for appropriate instructional reasons.	4.00	0.00	Very Satisfactory
6. Material is enjoyable, stimulating, challenging, and engaging.	3.80	0.45	Very Satisfactory
7. Material effectively stimulates creativity of target user.	3.80	0.45	Very Satisfactory
8. Feedback on target user's responses is effectively employed.	4.00	0.00	Very Satisfactory
9. Target user can control the rate and sequence of presentation and review.	4.00	0.00	Very Satisfactory
10. Instruction is integrated with target user's previous experience.	3.80	0.45	Very Satisfactory
Overall Weighted Mean	**3.84**	**0.26**	**Very Satisfactory**

Legend: 1.00-1.49-Not Satisfactory; 1.50-2.49-Poor; 2.50-3.49-Satisfactory; 3.50-4.00-Very Satisfactory

The result of expert's validation on the Instructional quality of homographs. The validators give a positive rate of the proposed reading materials, it met the criteria. Instructional quality got the overall weighted mean of 3.84 and standard deviation of 0.26 and a descriptive equivalent of Very satisfactory. Among 10 indicators, there are 4 the same weighted mean of 4 as the highest. This material achieves its purpose to enhance the reading comprehension or understanding of the learners about homographs and when it comes to the presentation of the material for the target user is also good. and the lower weighted mean is

3.60 because the validator commented that the learning objectives defined its purpose but not totally. These recommendations are noted by the researcher for the improvement of the material. Blömeke, S., et al. (2022) states that the contents of learning must be valid and acceptable. This means that is passed the instructional quality. According to Estacia (2023), instructional materials should emphasize embedding skills and knowledge in holistic and realistic contexts.

Table 12. Experts' Evaluation of the Digitized, Contextualized Reading Material (Homographs) in terms of Technical Quality

Indicators	Weighted Mean	SD	Interpretation
1. Audio enhances understanding of the concept.	3.60	0.55	Very Satisfactory
2. Speech and narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.	3.80	0.45	Very Satisfactory
3. There is complete synchronization of audio with the visuals, if any.	3.80	0.45	Very Satisfactory
4. Music and sound effects are appropriate and effective for instructional purposes.	4.00	0.00	Very Satisfactory
5. Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.	3.60	0.55	Very Satisfactory
6. Visual presentations (non-text) are clear and easy to interpret.	3.80	0.45	Very Satisfactory
7. Visuals sustain interest and do not distract user's attention.	4.00	0.00	Very Satisfactory
8. Visuals provide accurate representation of the concept discussed.	4.00	0.00	Very Satisfactory
9. The user support materials (if any) are effective.	4.00	0.00	Very Satisfactory
10. The design allows the target user to navigate freely through the material.	3.80	0.45	Very Satisfactory
11. The material can easily and independently be used.	3.80	0.45	Very Satisfactory
12. The material will run using minimum system requiremen	4.00	0.00	Very Satisfactory
13. The program is free from technical problems.	3.80	0.45	Very Satisfactory
Overall Weighted Mean	3.84	0.22	Very Satisfactory

Legend: 1.00-1.49-Not Satisfactory; 1.50-2.49-Poor; 2.50-3.49-Satisfactory; 3.50-4.00-Very Satisfactory

It can be observed in the table 12 above that the result of expert's validation for technical quality (homographs) evaluated as Very Satisfactory by the validators with overall weighted mean of 3.84 and standard deviation of 0.22. Among the 13 indicators, 4 are rated 4 as weighted mean. This indicates that the technical quality of the proposed reading material was provide accurate representation of the concept discussed and boast interest to the learners Weighted mean of 3.60 are the lowest, the suggest that the researcher improved the voice over and clear the hushing sound on the background.

Table 13. Experts' Evaluation of the Digitized, Contextualized Reading Material (Homographs) in terms of Other Findings

Indicators	Weighted Mean	SD	Interpretation
1. Conceptual errors.	3.60	0.55	Not present
2. Factual errors.	3.80	0.45	Not present
3. Grammatical and / or typographical errors.	3.80	0.45	Not present
4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.).	4.00	0.00	Not present
Overall weighted mean	3.60	0.55	Not present

Legend: 1.00-1.49-Do not evaluate further; 1.50-2.49-Present and requires major redevelopment; 2.50-3.49-Present but very minor and must be fixed; 3.50-4.00-Not present

Table 13 shows that all indicators pertaining to the other findings (homographs) of the proposed reading materials rated by the five experts with the overall weighted mean of 3.60 with the standard deviation of 0.55. Computational errors, obsolete errors, errors in the visuals etc. rated as the highest weighted mean of 4. The findings suggest that the developed digitalized contextualized reading material were accurate. The evaluators identified minor mistakes such as conceptual, factual and grammatical or typographical errors. Mayer, R. E. (2009) stated that the following indicators of the other findings of the developed reading materials for Grade 3 learners could still be utilized to guide the learner's attention. On the basis of the findings of the study, the validated digitalized, contextualized reading material be enhanced through;

This problem discussed on how the researcher redeveloped the digitalized contextualized reading materials after the validators giving their suggestions and/or comments. After the findings of the developed digitalized contextualized reading materials, the researcher gathered all the comments and recommendations comes from the five validators. The researcher then followed and edited the proposed digitalized contextualized reading materials and applied all the recommendations and comments for the improvement of the materials.

CONCLUSION

Based on the findings of the study, the following conclusion were drawn:

1. Generally, the researcher created digitalized contextualized reading materials contents are the three least learned competencies namely; homonyms, homographs and hyponyms.
2. The integration of digitalized contextualized reading materials through applications like Capcut represents a significant advancement in educational practices. By using diverse features of such technology, teachers can create engaging and unique learning experiences that not only enhance comprehension but also foster a more enjoyable learning environment for learners.
3. The validation of digitalized contextualized reading materials through the Learning Resource Development and Management System (LRDMS) by five experts highlights the critical importance of ensuring quality in educational resources. The very satisfactory ratings across the four factors—content, instructional design, technical aspects, and accuracy/up-to-datedness—indicate that the proposed materials are not only acceptable for use in public schools but also have the potential to significantly enhance the learning experience.
4. The enhancement of validated digitalized contextualized reading materials, informed by expert feedback and facilitated through the Capcut application, emphasizes the importance of adaptability in teaching practices.

Recommendations

Based on the findings of the study and the conclusion drawn, the following recommendation are proposed:

1. Educators should prioritize the ongoing development and refinement of digitalized contextualized reading materials that focus on challenging competencies such as homonyms, homographs, and hyponyms. This can be achieved through collaborative

efforts among teachers, curriculum developers, and educational technologists to ensure that materials remain relevant and effective.

2. Schools and educational institutions should invest in professional development programs that equip teachers with the skills to effectively utilize technology, such as the Capcut application, in their teaching practices. Training sessions can focus on creating engaging digital content, integrating technology into lesson plans, and employing innovative teaching strategies that cater to diverse learning needs.
3. Establish a systematic process for the regular validation of educational materials using frameworks like the Learning Resource Development and Management System (LRDMS). This should include feedback from a diverse group of experts and educators to ensure that materials are continuously improved and aligned with educational standards and learner needs.
4. Promote the use of flexible teaching strategies that allow educators to adapt their instructional methods based on the diverse needs of their learners. This could include differentiated instruction, project-based learning, and the use of various multimedia resources to cater to different learning styles.

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