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Development and validation of digitized big books in enhancing comprehension in Filipino 2

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ABSTRACT

This study focused on the design, development, and evaluation of digitized Big Books aimed at enhancing reading comprehension in Filipino 2. It sought to answer key questions about how these materials can be effectively created, evaluated by experts, and received by learners. The study adopted a developmental-descriptive research design, with the goal of developing digitized Big Books based on the Filipino 2 curriculum standards and addressing competencies identified as challenging for Grade 2 learners. Expert validators, including Filipino subject specialists, instructional material evaluators, and educational technology experts, assess the digitized books based on content accuracy, language appropriateness, instructional value, and usability. Additionally, feedback from learners using the materials is gathered to measure engagement, interest, and comprehension. The study's results revealed that digitized Big Books, which were developed with carefully selected topics and supporting illustrations, were highly effective in improving reading comprehension. Expert validation confirmed their high quality, with specific praise for the organization, creativity, and language accuracy. Learner feedback showed increased engagement and a positive reaction to the digitized stories. The study concluded that digitized Big Books are valuable instructional materials, enhancing Filipino 2 instruction and contributing to improved learner outcomes. The integration of localized content further increases relevance, enabling students to better connect with and understand the material.

Keywords: Digitized big books, reading comprehension, instructional materials, expert validation, learner feedback

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INTRODUCTION

Learning poverty, defined as the percentage of ten-year-olds who cannot read and understand a simple text, has emerged as a pressing global concern. The World Bank (2021) reported that the COVID 19 pandemic significantly worsened this crisis, with many children

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failing to acquire foundational reading skills. UNESCO (2023) likewise documented a decline in global reading comprehension rates, particularly in low- and middle-income countries, emphasizing the urgent need for scalable and evidence-based literacy interventions. International large-scale assessments further reinforce this concern. The OECD (2023) PISA 2022 results revealed persistent reading comprehension gaps worldwide, with only 24 percent of Filipino students achieving proficiency at Level 2 or higher. These findings underscore the necessity of instructional innovations that combine strong linguistic foundations with accessible technological supports.

Amid this global challenge, children are increasingly exposed to digital storybooks through tablets and electronic reading platforms. Reich et al. (2020) found that although print books sometimes yield higher comprehension outcomes, well designed digital storybooks with interactive features can foster vocabulary growth and learner engagement. However, poorly designed electronic books may distract learners and hinder comprehension (Bus, Takács, & Kegel, 2021). The effectiveness of digital storybooks therefore depends on the quality of design and the presence of teacher mediation (Kelley et al., 2023). López Escribano et al. (2021) similarly demonstrated that electronic book reading enhances early literacy skills, particularly vocabulary and phonological awareness, when supported by adult scaffolding. A comprehensive synthesis by Bus, Takacs, van IJzendoorn, and Verhoeven (2025) confirmed that interactive elements such as audio narration, word highlighting, and embedded comprehension prompts significantly improve story understanding, whereas decorative or unrelated animations reduce cognitive focus. Clinton Lisell and Bommarito (2024) further concluded that the determining factor in comprehension success is not the medium itself but the alignment between interactivity and meaning, together with effective teacher guidance.

Parallel to the development of digital storybooks, the Big Book approach has long been recognized as an evidence-based strategy for shared reading. Globally, shared book reading remains a foundational practice in literacy development. Galea, Corrigan, and Nguyen (2025) found that frequent shared reading was significantly correlated with expressive vocabulary and overall language development among children worldwide. Nan et al. (2025) emphasized that dialogic reading characterized by prompting, evaluating, expanding, and repeating enables learners to construct meaning collaboratively, highlighting the central role of adult mediation. Miller Goldwater (2024) demonstrated that embedding structured comprehension questions within shared reading significantly improves inferencing and summarization abilities. These findings are consistent with Vygotskian principles of guided interaction and provide theoretical grounding for big book pedagogy, which creates a shared cognitive space through enlarged text and collective participation.

Empirical research further supports the effectiveness of picture books and big books in promoting comprehension. Wang, Sun, and Chen (2025) showed that regular picture book reading improved school readiness and comprehension related skills over time, while Wang, Zhang, and Li (2023) reported that children engaged in structured discussions during picture book reading produced deeper inferential responses. Day et al. (2024) found that interactive electronic books incorporating structured reader choice significantly enhanced word knowledge and comprehension skills. Tse and Nicholson (2024) demonstrated that combining Big Book reading with explicit phonics instruction enhances vocabulary and comprehension outcomes. Similarly, Nadilatul Jannah and Nuraini (2025) reported improvements in both comprehension and motivation through the use of Big Books. These studies indicate that both traditional and digital shared reading approaches hold promise, although their effectiveness varies according to context, design, and learner characteristics.

In the Philippine context, the literacy challenge is particularly acute. The World Bank (2021) reported that more than 90 percent of Filipino children aged ten struggle to read and understand a simple story, placing the country among the highest in learning poverty in

Southeast Asia. The shift to remote learning during the pandemic exacerbated existing literacy gaps (DepEd, 2023). In response, national initiatives such as the USAID Basa Pilipinas Project implemented in partnership with the Department of Education distributed Big Books and leveled readers for Grades 1 and 2, focusing on explicit reading strategies (USAID EDC, 2018). Program evaluations documented improvements in reading fluency and comprehension (USAID EDC, 2022). Nevertheless, DepEd assessments such as the CRLA indicate that many Grade 2 learners continue to struggle with comprehension (DepEd, 2023). Current initiatives including Bawat Bata Bumabasa and the MATATAG Curriculum emphasize evidence-based reading strategies and the integration of digital tools, yet most research has concentrated on printed Big Books, with limited investigation into digitized versions.

Emerging research suggests that digitized Big Books may offer additional benefits. Ramadhani (2025) found that interactive Big Book media improved word recognition and learner motivation. DepEd E Saliksik (2024) and DepEd Region XI (2024) reported gains in comprehension following the implementation of interactive electronic books developed in Filipino. Aquino (2021) and Serrano and Blake (2022) observed that digital reading materials in Filipino subjects increased learner engagement and understanding compared to traditional printed storybooks. International experiences in Finland and Singapore demonstrate that digital storybooks can scaffold comprehension and promote independent reading among primary learners (Hoffman, 2025; Jaramillo Mediavilla et al., 2024). Despite these promising findings, many local studies remain small scale, limiting conclusions regarding the broader impact of digitized Big Books in the Philippine context.

Contextualization further strengthens the potential of Big Books in Filipino education. UNESCO (2014) emphasized that literacy instruction is more effective when materials reflect learners' language, culture, and lived experiences. Republic Act No. 10533 mandates the use of localized and culturally responsive instructional materials in Philippine basic education. Research by Magtibay (2020) and Garcia (2023) found that contextualized Filipino Big Books significantly improved vocabulary and comprehension by linking stories to familiar cultural contexts. Local initiatives in Caraga and Northern Mindanao have developed digitized Big Books depicting local landmarks and cultural practices, fostering both comprehension and cultural identity (Department of Education, 2013; Samosa et al., 2021; Bacsa Károlyi, 2024; Yaman, 2024). These developments illustrate how contextualized digital materials can sustain shared reading principles while expanding accessibility.

Grade 2 represents a critical transition stage in literacy development, as learners move from decoding to more fluent and meaning focused reading. DepEd (2023) identifies this stage as essential for consolidating comprehension skills, noting that unresolved gaps may impede success in subsequent academic subjects. Although Big Book interventions have been validated internationally (Tse & Nicholson, 2024), research specifically examining digitized Big Books with multimedia features such as narration and interactivity remains limited, particularly for Grade 2 comprehension in Filipino (Ramadhani, 2025). Local challenges including limited digital infrastructure and varying teacher readiness may further influence implementation outcomes (World Bank, 2021; DepEd, 2023). No large-scale studies have isolated the contribution of digitized Big Books to Filipino reading comprehension among Grade 2 learners.

This study is anchored in the Technology Acceptance Model developed by Davis (1989), which posits that learners' adoption of new technology depends on perceived ease of use and perceived usefulness, and in the Bottom-Up Theory of Reading, which emphasizes the role of word recognition and decoding in constructing meaning. Together, these frameworks suggest that digitized Big Books must be both usable and pedagogically sound to support comprehension. Guided by the ADDIE model, which encompasses analysis, design, development, implementation, and evaluation, the present research systematically develops

and evaluates digitized Big Books aligned with the DepEd MATATAG Curriculum for Grade 2. The intervention focuses on comprehension skills including vocabulary recognition, sequencing of events, and understanding story details. Using a pretest and posttest design within one academic quarter, the study examines the quality, acceptability, and learner appreciation of the developed materials. The null hypothesis tested at the 0.05 level states that there is no significant difference in the learners' level of appreciation.

By addressing the limited evidence on digitized Big Books in Filipino Grade 2 instruction, this study seeks to contribute empirical insights to ongoing national efforts to reduce learning poverty. The findings may guide DepEd and schools in integrating culturally responsive and technology assisted materials into early literacy programs, thereby supporting equitable and sustainable improvements in reading comprehension.

Statement of the problem

The study aims to design, develop, and evaluate the contextualized digitized big book for School Year 2025-2026.

Specifically, it seeks to answer the following questions:

1. How may contextualized Big Books be designed and developed?
2. How may experts evaluate the conceptualized digitized stories?
3. What is the learners' level of appreciation of the Big Books?
4. How may the developed Big Books be enhanced?

METHODOLOGY

This study employed a developmental descriptive research design centered on the systematic development and validation of digitized Big Books intended to enhance reading comprehension in Filipino 2. The developmental component focused on the creation of digitized Big Books aligned with the Filipino 2 curriculum standards and grounded in principles of early grade reading instruction. The descriptive component addressed the validation and acceptability of the developed materials. The digitized Big Books were evaluated by expert validators composed of Filipino subject specialists, instructional material evaluators, and educational technology experts. A researcher made validation tool was used to assess the materials in terms of content accuracy, language appropriateness, instructional value, design, interactivity, and usability. The validation instrument was aligned with the Filipino 2 competencies under the MATATAG Curriculum and employed a Likert scale format to generate quantitative validation scores.

The study was conducted at Butuan Central Elementary School, Central Butuan District I, a public elementary school located along A.D Curato Street, Barangay Diego Silang, Poblacion, Butuan City, Agusan Del Norte. The school accommodates learners in both morning and afternoon shifts, particularly in the lower grade levels, in order to manage a large learner population effectively. Public transportation such as tricycles, multicabs, and jeepneys frequently pass along A.D Curato Street, making the location accessible to both learners and teachers. The school was selected as the research locale because it is the workplace of the researcher, thereby allowing ease of access, close monitoring of the intervention, and systematic implementation of the study procedures.

The participants of the study consisted of 30 Grade 2 learners currently enrolled in the Filipino subject at Butuan Central Elementary School. A purposive sampling design was employed to intentionally select participants who met the specific criteria required for the research, particularly learners at the early stage of reading development and capable of participating in digital reading activities. This sampling approach ensured that the selected

students were appropriate for examining the effectiveness of digitized Big Books in enhancing reading comprehension. Of the 30 participants, 16 were male, representing 53.33%, and 14 were female, representing 46.67%, resulting in a total of 30 learners or 100% of the sample.

The primary research instruments utilized in the study included the Evaluation Rating Sheet for Non-Print Materials and a learner feedback tool. The validation checklist was administered to expert validators to assess the quality of the digitized Big Books in terms of content accuracy, language appropriateness, instructional value, design, interactivity, and usability. The instrument was anchored on the DepEd Evaluation Rating Sheet for Story Books and Big Books to ensure alignment with established standards for instructional materials. Content validation was conducted by Filipino subject experts and ICT professionals to determine the appropriateness of the indicators and their alignment with the Filipino 2 curriculum. The use of the DepEd Evaluation Rating Sheet for Story Books and Big Books as the basis for validation supported the consistency, credibility, and reliability of the evaluation results.

The data gathering procedure was carefully structured to ensure methodological rigor and ethical compliance. A formal request letter was submitted to the Public Schools District Supervisor of Central Butuan District I to seek permission to conduct the study at Butuan Central Elementary School. Upon approval, a similar request was presented to the school principal to secure authorization for implementation. Following the granting of permissions, the researcher proceeded with the development and validation of the digitized Big Books. Expert validators were requested to evaluate the materials using the DepEd Evaluation Rating Sheet for Story Books and Big Books. Prior to the participation of the Grade 2 learners, parental consent was secured to ensure adherence to ethical standards. The digitized Big Books were then utilized during structured reading sessions. After the implementation phase, learner feedback was collected using an age-appropriate feedback instrument. All gathered data were organized, tabulated, and analyzed to determine the validity, acceptability, and instructional relevance of the digitized Big Books in enhancing Filipino 2 reading comprehension.

The scoring and quantification procedures adopted in the study were aligned with the standard evaluation tools recommended by the Department of Education. The variables identified for statistical analysis were quantified to facilitate systematic interpretation of the results. Frequency was used to count how many learners fell under each level of reading comprehension performance in Filipino, such as Beginning, Developing, Approaching Proficiency, and Proficient. This measure enabled the identification of how many learners achieved each level of comprehension after exposure to the digitized Big Books. Percentage was applied to determine the proportion of learners in each comprehension performance level relative to the total number of participants, thereby providing a clearer representation of the distribution of learners across the different levels of reading comprehension.

To further analyze the validation and appreciation ratings of the digitized Big Book as evaluated by the validators and learners, mean and standard deviation were computed. The mean determined the average level of ratings regarding content, design, and overall effectiveness of the digitized Big Book. The standard deviation measured the variability or consistency of the responses. Together, these statistical measures provided insights into the general acceptability and reliability of the digitized Big Book based on the assessments of both expert evaluators and learners. Through the integration of these statistical tools, the study ensured an objective and systematic evaluation of the developed instructional materials.

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the data gathered from 30 Grade 2 learners selected through purposive sampling at Butuan Central Elementary School, together with expert validators who assessed the developed materials. Anchored on a developmental descriptive research design, the study focused on the design, development, and validation of digitized Big Books for Filipino 2 and examined learners' level of appreciation of the materials. Data were collected using the DepEd Evaluation Rating Sheet for Story Books and Big Books and an age-appropriate learner feedback instrument. The results were analyzed using frequency, percentage, mean, and standard deviation as specified in the methodology. The discussion that follows is grounded strictly in the data obtained and interpreted in direct relation to the research objectives concerning content quality, instructional quality, technical quality, absence of errors, and learners' appreciation of the digitized Big Books.

The design and development of the digitized Big Book were intentionally aligned with the identified third quarter competency gap in Filipino 2. The content was systematically organized to address the specific learning gap and ensure congruence with curriculum standards. The integration of comprehension strategies such as activating prior knowledge, modeling thinking processes, guiding learners through texts, encouraging prediction, and providing language based and creative exercises was consistent with recommendations of the Education Endowment Foundation (n.d.), which emphasizes structured comprehension support to improve reading outcomes. The emphasis on correct grammar, punctuation, and spelling followed the assertion of Snow (2010) that linguistic accuracy supports comprehension and retention, while the use of simple Filipino vocabulary reflected the view of Gibson and Levin (2017) that accessible language promotes understanding among young learners. The clarity of sentence structure was also aligned with Sweller's (2011) cognitive load theory, which suggests that reducing extraneous processing enhances learning. Creativity was reflected through the integration of local culture and heritage, consistent with Ladson Billings (1995), Gay (2010), and Banks (2009), who argue that culturally relevant pedagogy increases engagement and affirms identity. Guided questions embedded in the material further supported higher order thinking as described by Vygotsky (1978) and Piaget (1973). These theoretical foundations contextualize the empirical findings that follow.

In terms of content quality, expert evaluation revealed uniformly high ratings across all criteria. The weighted means for the ten indicators ranged from 4.00 to 4.00, with each indicator obtaining a Weighted mean of 4.00. All values fall within the established range of 3.50-4.00, interpreted as Very Satisfactory and Very suitable. Specifically, the criteria "Content is consistent with topics or skills found in the DepED Learning Competencies for the subject and grade or year level it was intended," "Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives," "Content is accurate," "Content is up to date," "Content is logically developed and organized," "Content is free from cultural, gender, racial, or ethnic bias," "Content stimulates and promotes critical thinking," "Content is relevant to real life situations," "Language including vocabulary is appropriate to the target user level," and "Content promotes positive values that support formative growth" all obtained a Weighted mean of 4.00, with the verbal description Very Satisfactory and interpretation Very suitable. The overall weighted mean was 4.00, likewise interpreted as Very Satisfactory and Very suitable. Based on the legend 3.50-4.00-Very Satisfactory or Very Suitable, these findings statistically confirm that the digitized Big Books fully met content standards and were highly aligned with DepEd competencies. The absence of variation in the weighted means indicates strong consensus among experts regarding the appropriateness and suitability of the content.

The instructional quality of the digitized Big Books was likewise rated at the highest level across all ten indicators. Each criterion, including "Purpose of the material is well defined," "Material achieves its defined purpose," "Learning objectives are clearly stated and measurable," "Level of difficulty is appropriate for the intended target user," "Graphics or colors or sounds are used for appropriate instructional reasons," "Material is enjoyable, stimulating, challenging, and engaging," "Material effectively stimulates creativity of target user," "Feedback on target user's responses is effectively employed," "Target user can control the rate and sequence of presentation and review," and "Instruction is integrated with target user's previous," obtained a Weighted mean of 4.00. All values fall within the 3.50-4.00 range, corresponding to Very Satisfactory and Very effective. The overall weighted mean was 4.00, interpreted as Very Satisfactory and Very effective. According to the legend 3.50-4.00-Very Satisfactory or Very Effective, these results statistically demonstrate that the instructional design, clarity of objectives, appropriateness of difficulty level, and integration of multimedia components were perceived as highly effective. The uniformity of the 4.00 ratings reflects strong instructional alignment and indicates that the digitized Big Books achieved their defined educational purpose.

With respect to technical quality, the weighted means ranged from 3.80 to 4.00, all within the 3.50-4.00 range interpreted as Very Satisfactory and Very well designed. The indicators "Audio enhances understanding of the concept," "Speech and narration correct pacing, intonation, and pronunciation is clear and can be easily understood," "There is complete synchronization of audio with the visuals, if any," "Screen displays text are uncluttered, easy to read, and aesthetically pleasing," "Visuals sustain interest and do not distract user's attention," "Visuals provide accurate representation of the concept discussed," "The design allows the target user to navigate freely through the material," "The material can easily and independently be used," "The material will run using minimum system requirements," and "The program is free from technical problems" all obtained a Weighted mean of 4.00 with the interpretation Very well designed. The indicators "Music and sound effects are appropriate and effective for instructional purposes," "Visual presentations non text are clear and easy to interpret," and "The user support materials if any are effective" obtained a Weighted mean of 3.80, also interpreted as Very Satisfactory and Very well designed. The overall weighted mean was 4.00, confirming that the digitized Big Books were technically sound. Although a few indicators scored 3.80, these values remain within the highest descriptive range and indicate only minor areas for enhancement without compromising overall technical integrity. The data support the conclusion that the materials were user friendly, stable, and appropriate for classroom use.

Evaluation of other findings concerning the presence of errors further strengthened the validity of the materials. The weighted means ranged from 3.80 to 4.00, all within the 3.50-4.00 range interpreted as Not Present according to the legend 3.50-4.00-Not present. "Conceptual errors" and "Factual errors" both obtained a Weighted mean of 4.00, indicating complete absence. "Grammatical and or typographical errors" and "Other errors such as computational errors, obsolete information, errors in the visuals" obtained a Weighted mean of 3.80, likewise interpreted as Not Present. The overall weighted mean was 4.00. These findings statistically confirm that no significant conceptual, factual, grammatical, or technical errors were detected, thereby supporting the validity, reliability, and instructional soundness of the digitized Big Books.

The learners' level of appreciation was examined among the 30 Grade 2 participants. The weighted means for the indicators ranged from 2.72 to 3.00, all within the 2.50-3.00 range interpreted as Very much and Very appreciated according to the legend 2.50-3.00-Very much or Very appreciated. The indicator "Did I understand the story in the BigBook?" obtained the

highest Weighted mean of 3.00, interpreted as Very much and Very appreciated, indicating that learners clearly understood the story content. “Are the pictures clear in every slide?” obtained a Weighted mean of 2.72; “Did the colors help you see the lesson?” obtained 2.83; “Is it easy for you to read the words in the slide?” obtained 2.72; and “Did you hear the words or sounds clearly?” obtained 2.79. All were interpreted as Very much and Very appreciated. The overall weighted mean was 2.81, confirming that learners very much appreciated the digitized Big Books. These results demonstrate that learners perceived the materials as engaging, understandable, and supportive of their reading experience. The relatively high appreciation of story understanding at 3.00 suggests that the integration of audio narration, visuals, and interactive features effectively supported comprehension, consistent with multimedia learning principles and prior research on digital storybooks.

Qualitative feedback summarized under aspects such as multimedia integration, instructional design, technical quality, and learner engagement further contextualized the quantitative findings. Learners reported that audio was clear and engaging with Weighted mean values ranging from 2.79-2.83, and that interactive features enhanced comprehension with a Weighted mean of 3.00. They appreciated the interactive format for reinforcing learning with a Weighted mean of 2.81 and found the materials enjoyable and stimulating with a Weighted mean of 3.00. Positive feedback on text readability and visual clarity corresponded to Weighted mean values of 2.72-2.83. Suggested enhancements included improving synchronization of audio with visuals, adding quizzes or games, introducing learner control over pacing, fine tuning visual clarity, and improving accessibility through voice or sign language options. These suggestions indicate that while the materials were already rated within the highest descriptive ranges, learners recognized opportunities for further optimization. Such feedback aligns with continuous improvement principles in instructional design and supports the iterative refinement of digital learning resources.

Overall, the findings demonstrate that the digitized Big Books achieved Very Satisfactory and Very suitable ratings in content quality with an overall Weighted mean of 4.00, Very Satisfactory and Very effective ratings in instructional quality with an overall Weighted mean of 4.00, Very Satisfactory and Very well-designed ratings in technical quality with an overall Weighted mean of 4.00, and Not Present ratings for errors with an overall Weighted mean of 4.00. In addition, learners very much appreciated the materials with an overall Weighted mean of 2.81. These results collectively address the research objectives by confirming that the developed digitized Big Books meet content, instructional, and technical standards and are positively received by learners. The convergence of expert validation and learner appreciation strengthens the empirical basis for integrating digitized Big Books into Filipino 2 instruction. The findings contribute to the growing body of research on technology supported literacy interventions and provide practical evidence for the use of culturally responsive, multimedia enhanced materials in addressing early grade reading needs. These outcomes logically lead to the subsequent chapter, which will present conclusions and recommendations grounded in the validated effectiveness and acceptability of the digitized Big Books.

CONCLUSION

This study was conducted at Butuan Central Elementary School during the school year 2025-2026 and focused on the development and validation of digitized Big Books as instructional materials designed to enhance reading comprehension in Filipino 2 among Grade II pupils. Employing a developmental descriptive research design, the study systematically developed the digitized Big Books based on identified least learned competencies and subjected them to expert validation to ensure quality, relevance, and appropriateness for the

intended learners. The development process emphasized adherence to established language conventions, including capitalization, punctuation, grammar, and spelling, as well as clarity of ideas, logical organization, creativity, and suitability to the learners' comprehension level. The findings demonstrated that the digitized Big Books were highly acceptable and effective in supporting pupils' reading comprehension and engagement, thereby affirming their instructional value in Filipino 2.

The design and development of the digitized Big Books were anchored on the identified least learned competencies in Filipino 2 for the specified quarter, ensuring alignment with curriculum standards and responsiveness to learners' needs. Carefully selected and systematically organized topics addressed these competencies directly, while appropriate illustrations were incorporated to enhance meaning making and sustain learner engagement. This alignment between instructional objectives and material content strengthened the pedagogical relevance of the developed resources. The inclusion of localized stories and culturally responsive illustrations further enhanced the contextual appropriateness of the materials, enabling learners to relate more meaningfully to the content and facilitating deeper comprehension.

The digitized Big Books underwent expert validation using a standardized evaluation tool aligned with established quality assurance guidelines. The criteria focused on content quality, language accuracy, organization, creativity, and grade level appropriateness. The evaluation results confirmed that the materials met the required standards in terms of capitalization, punctuation, grammar, spelling, clarity of ideas, and overall presentation. Evaluators affirmed that the digitized Big Books were effective in supporting reading comprehension and maintaining learner interest. These findings indicate a high level of acceptability among experts and substantiate the conclusion that the materials are appropriate instructional resources for Grade II pupils in Filipino 2.

Taken together, the results of the study support the conclusion that the development of digitized Big Books based on least learned competencies is an effective approach to addressing learners' comprehension needs while maintaining alignment with curriculum standards. The expert validation process confirmed the high quality of the materials in terms of content, language accuracy, organization, and creativity. Moreover, the use of digitized Big Books was found to contribute positively to learner engagement and to support the development of reading comprehension skills in Filipino 2. The integration of localized stories and illustrations further enhanced the relevance of the materials, enabling learners to better connect with the content and improve their understanding.

In light of these conclusions, several implications for practice and further inquiry emerge. Teachers are encouraged to integrate digitized Big Books and other interactive instructional materials into their teaching strategies to make lessons more engaging and meaningful, address diverse learning needs, and enhance pupils' comprehension in Filipino 2. The design and use of developmentally appropriate and appealing instructional materials should be sustained, as well-designed resources foster an engaging learning environment, maintain learners' interest, and improve understanding and retention. The integration of local culture and context into reading materials and classroom instruction across learning areas is likewise recommended to promote relatability and strengthen learners' appreciation of their immediate environment. School administrators and instructional leaders are urged to provide adequate support through professional development opportunities, including trainings, workshops, and seminars focused on instructional material development, digital literacy, and contextualized teaching, to enhance teachers' competence in producing effective learning resources. Finally, researchers are encouraged to conduct similar studies across different variables, grade levels, or subject areas to further validate the effectiveness of digitized Big

Books and contribute additional empirical insights to the field of instructional material development. Through these combined efforts, the study underscores the potential of digitized and contextually grounded instructional materials to advance literacy outcomes and enrich teaching and learning practices in Filipino education.

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