

The Effectiveness of the Interactive Strategies in Enhancing the Reading Skills of the Grade 1 Learners in Calauag East District, Division of Quezon

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ABSTRACT

Early reading development is a decisive foundation for later learning because it shapes how learners understand texts, build vocabulary, and participate in classroom discourse. In the primary grades, reading instruction requires more than exposure to printed words because young learners need guided, social, multisensory, and meaningful encounters with language. Interactive strategies respond to this need by allowing children to listen, speak, act, visualize, collaborate, and respond to texts. This study examined the effectiveness of interactive strategies in enhancing the reading skills of Grade 1 learners in Calauag East District, Division of Quezon, for School Year 2024-2025. The study was anchored on the view that reading is a complex interaction among reader, text, activity, and learning context. It considered interactive reading instruction as a set of classroom practices that makes learners active participants rather than passive recipients of teacher explanation. The strategies examined were storytelling with visual aids, shared reading activities, interactive digital tools, role-playing and dramatization, reading games and activities, and peer reading or buddy system. These strategies were analyzed in relation to reading comprehension, reading fluency, vocabulary development, and critical thinking skills. A descriptive-evaluative-correlational research design was employed to determine both utilization and perceived effectiveness. The locale and respondents were selected through purposive identification of the district and total enumeration of sixty-seven Grade 1 teachers. The instrument generated weighted means and ranks for each strategy and each reading-skill domain. Kendall's coefficient of concordance W with corresponding chi-square values was used to test the agreement of rank orders among school groups at the 0.05 level of significance. Findings revealed that the overall utilization of interactive strategies was rated Much Utilized, with an overall weighted mean of 4.24. Storytelling with visual aids ranked highest with a mean of 4.63 and was interpreted as Very Much Utilized. Shared reading activities followed with a mean of 4.52, while peer reading or buddy system had a mean of 4.51. Interactive digital tools obtained the lowest mean of 3.44 and were interpreted as Utilized, indicating that technology-supported literacy instruction was present but not fully optimized. The indicator-level results showed that traditional and low-cost interactive strategies remained the strongest classroom practices. Picture books, prediction through visual cues, animated storytelling, whole-class read-aloud sessions, and peer-supported reading were among the highest-rated practices. These findings suggest that teachers tend to prioritize strategies that are accessible, familiar, and developmentally appropriate for beginning readers. The comparatively lower use of digital storybooks, literacy applications, and interactive whiteboards points to infrastructure, access, or teacher-readiness concerns that may limit digital implementation. The agreement test for strategy utilization indicated mixed patterns across the ranked dimensions. Storytelling with visual aids, shared reading activities, and peer reading or buddy system showed no significant agreement in rank orders among school groups. Significant agreement was observed for interactive digital tools, role-playing and dramatization, and reading games and activities. This pattern implies that some strategies are interpreted and practiced more consistently across school types, while others remain influenced by contextual differences. The overall effectiveness of interactive strategies in enhancing reading skills was rated Much Effective, with an overall weighted mean of 4.32. Reading comprehension ranked first with a mean of 4.49, followed by reading fluency with a mean of 4.45. Critical thinking skills obtained a mean of 4.29, while vocabulary development obtained the lowest mean of 4.06, although it was still interpreted as Much Effective. These results indicate that interactive strategies were especially helpful in strengthening meaning-making and oral reading proficiency. At the indicator level, the strongest outcomes were the ability to identify story characters, settings, and plots,

improved recall of key details, increased reading speed and accuracy, and confidence in reading aloud. Learners were also perceived to benefit in making connections between stories and solving problems through reading activities. However, the lower ratings for inferencing from illustrations and context, self-correction of reading errors, synonym and antonym recognition, and critical summarization suggest areas that require more explicit scaffolding. The findings therefore support both the value and the further refinement of interactive reading instruction. The agreement test for effectiveness revealed no significant agreement in the rank orders of the reading-skill domains. Reading comprehension, reading fluency, vocabulary development, and critical thinking skills all yielded non-significant agreement decisions. This indicates that school groups did not rank the effectiveness of interactive strategies in exactly the same way. The result reinforces the need for localized professional learning, collaborative calibration, and common assessment language across school contexts. The study concludes that interactive strategies are meaningfully used and are perceived as effective in enhancing Grade 1 reading skills, but implementation is uneven across strategy types. It recommends structured teacher development, strengthened shared reading and dramatization practice, intentional vocabulary instruction, peer-reading systems, reading-game kits, and improved access to age-appropriate digital tools. Policy directions should focus on integrating interactive strategies into curriculum, supervision, assessment, and resource allocation.

1. Introduction

Reading is a foundational academic competence because it enables learners to access knowledge, participate in classroom tasks, and develop independent learning habits. In the early grades, reading is not merely the ability to pronounce words but the capacity to construct meaning, use vocabulary, recognize patterns, and respond thoughtfully to texts. The National Reading Panel identified key components of reading instruction such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, which remain influential in contemporary literacy instruction. These components show that reading development is cumulative and requires coordinated classroom support across several subskills.

The early primary years are especially critical because they represent the transition from emergent literacy to beginning reading. The Grade 1 learner is still developing oral language, print awareness, decoding, attention, memory, and confidence in reading aloud. At this stage, instruction that is overly mechanical may fail to capture children's interest and may limit the development of deeper comprehension. Thus, literacy teaching needs approaches that are concrete, engaging, social, and responsive to the learning characteristics of young children.

International and national education reports have repeatedly emphasized that foundational literacy remains a pressing educational priority. The World Bank and partner organizations describe learning poverty as the inability of children to read and understand a short age-appropriate text by age ten. The OECD PISA 2022 country note also shows that reading proficiency remains a serious concern in the Philippines, which reinforces the urgency of early reading interventions. These broader indicators provide a policy context for examining classroom practices that can strengthen reading from the earliest grade levels.

In the Philippine setting, literacy development is also connected to curriculum reform and instructional recovery. The MATATAG curriculum identifies beginning reading in Grade 1 as a key stage in the progression of literacy learning. This direction recognizes that early literacy must be taught deliberately through age-appropriate experiences that support sound-symbol understanding, vocabulary growth, comprehension, and oral language. The present study responds to this context by examining interactive reading strategies used by teachers in a public-school district.

Interactive strategies are instructional practices that require learners to participate actively in meaning-making activities. These practices include listening to stories, predicting events, reading aloud, acting out scenes, playing word games, discussing texts with peers, and using digital media. Unlike lecture-dominant instruction, interactive strategies encourage learners to respond, question, repeat, dramatize, manipulate, and collaborate. Their instructional value lies in the way they transform reading from a solitary decoding task into a socially supported literacy experience.

The theoretical relevance of interactive reading instruction is supported by sociocultural learning theory. Vygotsky's view of learning emphasizes that children develop higher mental functions through mediated social interaction and guided participation. In reading instruction, the teacher, peer, text, visual aid, and task can all function as mediating supports that help children perform beyond what they can do independently. Shared reading, peer reading, and dramatization are therefore important because they place learners within a supportive zone where comprehension and fluency can develop through interaction.

Constructivist learning also supports the use of interactive strategies because young learners build understanding by connecting new information with prior knowledge and concrete experiences. When learners predict story outcomes, sequence picture cards, retell stories, or connect events to personal experiences, they are not merely recalling text. They are constructing meaning, organizing events, and interpreting relationships among ideas. These processes are essential to comprehension and prepare learners for more advanced reading tasks.

Multimedia learning theory provides another lens for understanding the value of visual aids, digital storybooks, animated videos, and picture-supported storytelling. Mayer explains that learners can process information more effectively when verbal and visual materials are coordinated in meaningful ways. In Grade 1 classrooms, pictures, charts, gestures, puppets, videos, and big books can reduce abstraction and help children connect language with images and actions. This is particularly important for beginning readers who may not yet have the decoding fluency needed to independently process written texts.

Storytelling with visual aids is one of the most developmentally appropriate strategies for early reading. Picture books, story charts, puppets, props, comic strips, and picture cards make narratives visible and memorable. These materials support comprehension by helping learners identify characters, settings, events, and relationships. They also encourage prediction, sequencing, and inferential thinking because children can use visual cues to anticipate and interpret story events.

Shared reading activities provide direct teacher modeling and collective participation in reading. Through read-aloud sessions, echo reading, choral reading, enlarged texts, sight-word highlighting, and expressive reading, learners observe what fluent and meaningful reading sounds like. Such activities are particularly valuable because young learners can participate even when their independent reading ability is still emerging. Shared reading therefore links oral language, print awareness, fluency, and comprehension in a single guided classroom event.

Interactive digital tools have also become increasingly relevant in literacy instruction. Digital storybooks, audio narration, animated videos, digital flashcards, online phonics games, and multimedia storytelling projects can support engagement and differentiated practice. However, the effectiveness of digital tools depends on access, teacher readiness, alignment with reading goals, and the quality of the selected applications. Technology in early literacy must therefore be pedagogically purposeful rather than merely present.

Role-playing and dramatization enrich reading instruction by turning texts into embodied experiences. When learners act out stories, assign roles, deliver dialogues, use gestures, and modify story endings, they deepen comprehension through movement, emotion, and perspective-taking. Reader's theater and dramatic retelling can also promote fluency because learners practice expression, pacing, and intonation. These strategies are especially useful for young children who learn effectively through play, imitation, and performance.

Reading games and activities provide structured practice in a motivating format. Flashcard races, word hunts, phonics bingo, story chain games, scrambled sentences, and sight-word matching create repeated exposure without making practice feel punitive. Games can strengthen automatic word recognition, vocabulary retention, sentence comprehension, and learner confidence. Their effectiveness depends on alignment with specific reading targets and on teacher facilitation that keeps play connected to learning. Peer reading or the buddy system supports literacy through cooperative learning. Pairing stronger readers with emerging readers allows learners to receive immediate assistance, listen to peer modeling, and practice reading in a less intimidating context. Peer questioning and feedback also encourage accountability and comprehension monitoring. This strategy reflects the social nature of reading development and can be sustained even in classrooms with limited technology.

Despite the promise of interactive strategies, their actual use may vary across school contexts. Differences in school size, instructional resources, teacher training, digital infrastructure, and classroom routines can influence which strategies are used more frequently and which are perceived as more effective. For this reason, it is important to examine not only the overall level of utilization but also the agreement of rankings among school groups. Kendall's coefficient of concordance provides a way to determine whether different groups show similar judgments regarding the use and effectiveness of strategies.

The present study investigated the effectiveness of interactive strategies in enhancing the reading skills of Grade 1 learners in Calauag East District, Division of Quezon. It focused on six strategy dimensions and four reading-skill outcomes: reading comprehension, reading fluency, vocabulary development, and critical thinking skills. The study contributes localized empirical evidence on early literacy instruction by identifying the strategies most frequently utilized, the skills most strongly enhanced, and the areas needing policy attention. Its findings are intended to inform instructional supervision, professional development, resource planning, and reading intervention design.

2. Methodology

This study employed a descriptive-evaluative-correlational research design. The descriptive component was used to determine the extent to which Grade 1 teachers utilized interactive strategies in reading instruction. The evaluative component was used to determine the perceived effectiveness of these strategies in enhancing selected reading-skill domains. The correlational component was reflected in the use of Kendall's coefficient of concordance W to determine the degree of agreement in rank orders among the school groups.

The study was conducted in Calauag East District, Division of Quezon, for School Year 2024-2025. The respondents were sixty-seven Grade 1 teachers who were included through total enumeration. This approach was appropriate because the population of available Grade 1 teachers in the identified district was manageable and directly relevant to the research problem. The teachers represented schools grouped as big, medium, and small schools. These school-group classifications were used in the results to compare weighted means and rankings across different educational contexts.

Purposive sampling was used in selecting the district as the locale of the study. The selection was justified by the relevance of the district to early-grade reading instruction and the accessibility of Grade 1 teachers who could provide informed judgments on interactive strategies. The use of total enumeration within the selected district strengthened coverage and reduced respondent selection bias at the teacher level. The design therefore combined purposive locale selection with comprehensive respondent inclusion.

The research instrument measured two major constructs. The first construct was the extent of utilization of interactive strategies along storytelling with visual aids, shared reading activities, interactive digital tools, role-playing and dramatization, reading games and activities, and peer reading or buddy system. The second construct was the extent of effectiveness of these strategies in enhancing reading comprehension, reading fluency, vocabulary development, and critical thinking skills. Items were rated using weighted means that were interpreted through categorical descriptors such as Very Much Utilized, Much Utilized, Utilized, Very Much Effective, and Much Effective.

The data were organized according to the statement of the problem and were presented through tables and figures in the source manuscript. For journal adaptation, the tables were synthesized into more compact presentations that preserve the essential numerical

results. Weighted means were retained because they provide the most direct evidence of the level of utilization and effectiveness. Ranks were also retained because they reveal the relative strength of each strategy or reading-skill domain.

The statistical treatment consisted of weighted mean, rank, Kendall's coefficient of concordance W, and the corresponding chi-square statistic. Weighted mean was used to determine the central tendency of teachers' responses for each indicator and domain. Ranking was used to order the strategies and outcomes from highest to lowest based on computed means. Kendall's W and chi-square were used to test whether school groups significantly agreed in their rank ordering of the strategy and effectiveness dimensions.

The level of significance was set at 0.05. If the computed chi-square result did not meet the required significance level, the null hypothesis of no significant agreement in rank orders was accepted. If the computation reached significance, the null hypothesis was rejected for the corresponding strategy or domain. This decision rule allowed the study to distinguish between high utilization or effectiveness and the separate question of whether school groups ranked the items consistently.

Ethical and procedural considerations were embedded in the conduct of the study through institutional permissions and respondent participation. The instrument was administered to teachers who were directly involved in Grade 1 reading instruction, and the results were reported in aggregate form. The analysis focused on educational practices and did not identify individual teachers or learners. The journal manuscript therefore presents the findings as district-level evidence for instructional and policy improvement rather than as an evaluation of individual teacher performance.

3. Results and Discussion

This section presents the empirical results of the study and discusses their implications for early-grade reading instruction. The analysis is organized around the utilization of interactive strategies, the agreement of rank orders across school groups, the perceived effectiveness of the strategies in reading-skill development, and the policy directions derived from the findings. Each table is followed by an analytical discussion that interprets the data in relation to pedagogy, school context, and reading instruction.

Table 1. Summary of the Extent of Interactive Strategies Utilized by Teachers

Interactive Strategy	Big School	Medium Schools	Small Schools	Overall Mean / Int.	Rank
Storytelling with Visual Aids	4.77 / VMU	4.58 / VMU	4.53 / VMU	4.63 / VMU	1
Shared Reading Activities	4.37 / MU	4.33 / MU	4.85 / VMU	4.52 / VMU	2
Peer Reading or Buddy System	4.40 / MU	4.43 / MU	4.69 / VMU	4.51 / VMU	3
Role-Playing and Dramatization	4.34 / MU	4.21 / MU	4.36 / MU	4.30 / MU	4
Reading Games and Activities	4.10 / MU	4.04 / MU	3.91 / MU	4.02 / MU	5
Interactive Digital Tools	3.43 / U	3.66 / MU	3.24 / U	3.44 / U	6
Overall	4.24 / MU	4.21 / MU	4.26 / MU	4.24 / MU	-

Note. VMU = Very Much Utilized; MU = Much Utilized; U = Utilized. Values are weighted means with interpretations.

Table 1 shows that the overall utilization of interactive strategies was rated Much Utilized, with an overall weighted mean of 4.24. This indicates that teachers generally used active and participatory reading strategies in their Grade 1 classrooms. Storytelling with visual aids ranked first with a mean of 4.63 and was interpreted as Very Much Utilized. This suggests that visual and narrative supports remained central to teachers' early literacy practices.

Shared reading activities and peer reading or buddy system also received Very Much Utilized interpretations. These results show that teachers placed strong emphasis on guided and collaborative reading experiences. Shared reading supports beginning readers through teacher modeling, while peer reading extends practice through cooperative support. Together, these strategies represent classroom practices that are feasible, low-cost, and developmentally appropriate.

Role-playing and dramatization, as well as reading games and activities, were both Much Utilized. These findings suggest that teachers used performance, play, and movement to support literacy, but not as strongly as storytelling and shared reading. The moderate ranking may reflect time constraints, classroom management demands, or differences in teacher confidence in facilitating dramatic and game-based activities. Even so, the means indicate that these strategies were still meaningfully embedded in instruction. Interactive digital tools ranked lowest and were interpreted only as Utilized. This finding is important because it points to a gap between the promise of technology-enhanced literacy and the actual level of classroom implementation. The result may reflect limited devices, connectivity, teacher digital readiness, or uncertainty about age-appropriate applications. For policy and supervision, the data suggest that digital literacy tools require targeted infrastructure support and pedagogical training before they can become fully integrated into Grade 1 reading instruction.

Table 2. Highest and Lowest-Rated Indicators by Interactive Strategy

Strategy	Highest-Rated Indicator	WM	Lowest-Rated Indicator	WM
Storytelling with Visual Aids	Used picture books to support storytelling and aid comprehension	4.98	Used interactive whiteboards to display digital storybooks	4.12
Shared Reading Activities	Conducted read-aloud sessions with the whole class	4.76	Encouraged learners to follow along with their fingers while reading	4.38
Interactive Digital Tools	Used animated videos to support story comprehension	4.44	Utilized interactive whiteboards for group reading sessions	2.63
Role-Playing and Dramatization	Integrated storytelling with movement and gestures	4.70	Used shadow play to create engaging storytelling experiences	3.85

Reading Games and Activities	Used flashcard races to reinforce high-frequency words	4.57	Used phonics bingo to enhance letter-sound associations	3.50
Peer Reading or Buddy System	Paired stronger readers with emerging readers for guided reading sessions	4.65	Provided opportunities for learners to teach each other new words	4.31

Note. The table presents the highest and lowest indicators reported for each strategy dimension.

Table 2 provides a more diagnostic view of the utilization results by identifying the strongest and weakest indicators within each strategy dimension. The highest-rated indicators were mostly concrete, familiar, and easily implementable practices such as picture books, read-aloud sessions, animated videos, movement-based storytelling, flashcard races, and guided peer reading. These practices are consistent with the needs of young learners because they combine repetition, modeling, visual cues, oral language, and active response. The results indicate that teachers are most confident with strategies that are directly observable and immediately usable in the classroom.

The strongest storytelling indicator was the use of picture books, which obtained a very high mean of 4.98. This confirms that visual texts play a central role in beginning reading because they help learners connect spoken language with images and narrative events. In shared reading, whole-class read-aloud sessions obtained the highest rating, showing that teacher-guided oral reading remains a core instructional routine. These findings support the importance of teacher modeling in developing comprehension, vocabulary exposure, and listening comprehension.

The weakest indicators reveal important areas for improvement. The lowest-rated digital indicator was the use of interactive whiteboards for group reading sessions, with a mean of 2.63. This low mean may reflect resource limitations rather than teacher rejection of digital tools. It also suggests that technology integration cannot be assumed simply because digital resources exist in policy discourse.

The lower indicators in role-playing, reading games, and peer reading were still within functional ranges, but they indicate activities that may need clearer routines. Shadow play, phonics bingo, and peer teaching of new words require preparation, materials, and teacher facilitation to be effective. The findings therefore imply that professional development should not only introduce strategies but also provide ready-to-use classroom procedures. Teachers may benefit from demonstration lessons, reading kits, scripts, game templates, and peer-coaching cycles.

Table 3. Test of Significant Agreement on Rank Orders of Strategy Utilization

Strategy Dimension	Kendall W	Chi-square	Probability	Agreement	Decision
Storytelling with Visual Aids	0.58	17.40	p > 0.05	Not Significant	Accept
Shared Reading Activities	0.15	3.60	p > 0.05	Not Significant	Accept
Interactive Digital Tools	0.78	21.06	p < 0.025	Significant	Reject
Role-Playing and Dramatization	0.66	21.78	p < 0.05	Significant	Reject
Reading Games and Activities	0.72	19.44	p < 0.05	Significant	Reject
Peer Reading or Buddy System	0.20	5.40	p > 0.05	Not Significant	Accept

Table 3 indicates that not all strategy dimensions showed the same pattern of agreement across school groups. Storytelling with visual aids, shared reading activities, and peer reading or buddy system had non-significant agreement results. This means that although these strategies were highly used, the school groups did not rank their indicators in a strongly similar manner. High utilization and rank-order agreement therefore represent two different findings.

The non-significant agreement for storytelling and shared reading may be explained by the flexible nature of these strategies. Teachers can use picture books, charts, gestures, read-aloud routines, and prediction questions in different sequences depending on learner needs and available materials. Peer reading may also vary because pairing arrangements, learner readiness, and class size influence implementation. These contextual differences can produce variation in ranking even when teachers generally value the same strategy.

Significant agreement was observed for interactive digital tools, role-playing and dramatization, and reading games and activities. This suggests that teachers across school groups shared more similar judgments about which indicators were most and least utilized within these dimensions. In the case of digital tools, the agreement may reflect a shared recognition of limited use of certain technologies. In the case of dramatization and games, the agreement may reflect common patterns in which more familiar activities are used more often than specialized or resource-intensive activities.

The mixed agreement pattern has important supervisory implications. District leaders should not assume that a high mean automatically means uniform implementation. Instead, they should examine which strategies need calibration, common exemplars, and shared instructional standards. Professional learning communities can use the rank results to discuss why certain strategies are prioritized differently and how to align practices without eliminating teacher responsiveness to classroom context.

Table 4. Summary of the Extent of Effectiveness of Interactive Strategies in Enhancing Reading Skills

Reading-Skill Domain	Big School	Medium Schools	Small Schools	Overall Mean / Int.	Rank
Reading Comprehension	4.41 / ME	4.43 / ME	4.62 / VME	4.49 / ME	1
Reading Fluency	4.42 / ME	4.54 / VME	4.38 / ME	4.45 / ME	2
Critical Thinking Skills	4.26 / ME	4.50 / VME	4.12 / ME	4.29 / ME	3
Vocabulary Development	4.30 / ME	4.15 / ME	3.74 / ME	4.06 / ME	4
Overall	4.35 / ME	4.41 / ME	4.22 / ME	4.32 / ME	-

Note. VME = Very Much Effective; ME = Much Effective. Ranks are ordered according to the overall weighted means.

Table 4 shows that the overall effectiveness of interactive strategies in enhancing reading skills was rated Much Effective, with an overall weighted mean of 4.32. This result indicates that teachers perceived interactive strategies as beneficial across all four reading-skill domains. Reading comprehension ranked first with a mean of 4.49, followed by reading fluency with a mean of 4.45. These findings suggest that interactive strategies are strongest in supporting meaning-making and oral reading competence.

The high rating for reading comprehension is expected because many interactive strategies directly require learners to process stories. Storytelling, shared reading, picture sequencing, questioning, role-playing, and peer discussion all provide opportunities to identify characters, recall events, predict outcomes, and interpret story meaning. These strategies align well with the reader-text-activity-context model of comprehension described by the RAND Reading Study Group. They also create repeated opportunities for children to explain and respond to narrative content.

Reading fluency also obtained a high mean, reflecting the value of read-aloud sessions, echo reading, choral reading, reader's theater, and peer reading. Fluency develops through repeated, meaningful, and supported oral reading practice. Interactive strategies make such practice less threatening because learners read with teachers, classmates, partners, or roles. This can help improve speed, accuracy, expression, and confidence in reading aloud.

Vocabulary development had the lowest mean among the four domains, although it was still rated Much Effective. This suggests that interactive strategies contribute to vocabulary learning, but vocabulary may require more explicit and systematic instruction. Teachers may need to combine storytelling and games with direct word teaching, semantic mapping, context clues, word categorization, and repeated use in sentences. The finding implies that interactive strategies should be refined to include deliberate vocabulary routines rather than relying on incidental exposure alone.

Table 5. Highest and Lowest-Rated Reading Skill Outcomes

Domain	Highest-Rated Outcome	WM	Lowest-Rated Outcome	WM
Reading Comprehension	Strengthened ability to identify story characters, settings, and plots	4.72	Strengthened ability to infer meaning from illustrations and context	4.15
Reading Fluency	Increased reading speed and accuracy	4.90	Strengthened ability to self-correct errors while reading	3.99
Vocabulary Development	Enhanced ability to categorize words into themes	4.26	Improved ability to identify synonyms and antonyms	3.53
Critical Thinking Skills	Improved ability to make connections between different stories	4.63	Developed ability to summarize key points critically	3.89

Note. WM = weighted mean. The table identifies priority strengths and areas for enrichment within each reading domain.

Table 5 shows that the strongest reading outcomes were associated with concrete story comprehension and oral fluency. The highest comprehension outcome was the ability to identify story characters, settings, and plots, with a mean of 4.72. The highest fluency outcome was increased reading speed and accuracy, with a mean of 4.90. These results suggest that interactive strategies are particularly effective when the target skill is observable, practiced repeatedly, and connected to story events.

The high comprehension results demonstrate the value of visual and narrative scaffolds. When learners see illustrations, listen to stories, arrange events, answer questions, and act out roles, they gain multiple pathways to remember and explain what happened in a text. This is consistent with multimodal learning, which emphasizes that verbal and visual information can support understanding when they are meaningfully connected. The Grade 1 classroom therefore benefits from instruction that makes stories visible, audible, and actionable.

The lower-rated outcomes require more complex metacognitive and lexical processing. Inferring meaning from illustrations and context, self-correcting errors, identifying synonyms and antonyms, and summarizing key points critically are more demanding than recalling details or reading aloud with accuracy. These skills require deliberate teacher prompts, modeling, guided practice, and feedback. The data therefore point to the need for interactive strategies that move beyond engagement toward explicit thinking and language routines.

The vocabulary results are especially instructive because the lowest score in the table is the identification of synonyms and antonyms, with a mean of 3.53. This indicates that word learning may not automatically deepen unless teachers intentionally teach word relationships. Reading games and peer discussions could be redesigned to include semantic sorting, word webs, context-clue challenges, and sentence-generation tasks. Such enrichment would make interactive reading more balanced across comprehension, fluency, vocabulary, and critical thinking.

Table 6. Test of Significant Agreement on Rank Orders of Effectiveness by Reading-Skill Domain

Reading-Skill Domain	Kendall W	Chi-square	Probability	Agreement	Decision
Reading Comprehension	0.47	14.10	p > 0.05	Not Significant	Accept
Reading Fluency	0.56	15.12	p > 0.05	Not Significant	Accept
Vocabulary Development	0.51	13.77	p > 0.05	Not Significant	Accept
Critical Thinking Skills	0.53	15.90	p > 0.05	Not Significant	Accept

Note. All decisions were made at the 0.05 level of significance.

Table 6 presents the agreement test for the perceived effectiveness of interactive strategies across reading-skill domains. All four domains produced non-significant results at the 0.05 level. The null hypothesis was therefore accepted for reading comprehension, reading fluency, vocabulary development, and critical thinking skills. This means that school groups did not show statistically significant agreement in ranking the effectiveness indicators.

The absence of significant agreement should not be interpreted as evidence that the strategies were ineffective. The weighted means in Table 4 show that the strategies were rated Much Effective across all domains. Rather, the Kendall W results indicate that teachers in different school contexts may have different judgments about which specific outcomes are most strongly enhanced. This distinction is important because effectiveness level and ranking consensus answer different research questions.

Variation in rank orders may be influenced by learner profiles, school resources, teacher expertise, and classroom routines. A school with stronger reading culture may observe greater gains in fluency, while another school may emphasize comprehension through storytelling and questioning. Similarly, teachers with stronger vocabulary routines may perceive more vocabulary development than teachers who mainly use reading activities for engagement. Such differences are normal in early literacy contexts where instructional conditions are not uniform.

The non-significant agreement across all domains points to the need for shared assessment language. Teachers may benefit from common rubrics for reading comprehension, fluency, vocabulary, and critical thinking. District-level calibration sessions can help teachers interpret learner progress more consistently. These efforts would strengthen the reliability of teacher judgments and improve the alignment between classroom strategies and measurable reading outcomes.

Table 7. Policy and Program Directions Derived from the Findings

Policy Area	Recommended Direction	Responsible Stakeholders
Curriculum integration	Integrate storytelling with visual aids, shared reading, peer reading, games, dramatization, and vocabulary routines into Grade 1 literacy plans.	Curriculum planners, subject area coordinators, school heads
Teacher professional development	Conduct quarterly training on shared reading, role-playing, dramatization, reading games, and interactive strategy design.	DepEd division office, school heads, professional learning communities
Digital and material resources	Provide age-appropriate digital reading tools, multimedia resources, props, storybooks, flashcards, and reading-game kits.	ICT coordinators, school councils, PTA, LGU
Assessment and monitoring	Use interactive-strategy indicators in reading assessments, impact studies, peer observations, and midyear audits.	Assessment unit, research office, division supervisors
Sustained classroom implementation	Institutionalize weekly peer reading, reading-game fairs, guided read-aloud routines, and critical-thinking prompts.	Reading coaches, classroom teachers, library coordinators

Table 7 converts the findings into actionable policy and program directions. The first priority is curriculum integration because interactive strategies should not depend only on individual teacher preference. When strategies are embedded into reading plans, lesson exemplars, and school monitoring tools, implementation becomes more systematic. This is especially necessary for strategies that were effective but unevenly utilized.

Teacher professional development is a second priority. The findings show strong use of storytelling, shared reading, and peer reading, but weaker use of digital tools and some specialized games or dramatization techniques. Training should therefore be practical, demonstration-based, and tied to actual Grade 1 reading competencies. Teachers should leave each session with usable materials, sample scripts, routines, and assessment prompts.

Resource provision is also essential because several strategies require materials or digital access. Picture books, flashcards, props, puppets, story charts, audio resources, and digital reading tools directly influence whether teachers can implement interactive activities. Local government units, parent-teacher associations, and school councils can support classrooms by funding reading hubs and resource kits. Equity should be emphasized so that small schools do not receive fewer opportunities for interactive literacy instruction.

Finally, assessment and monitoring should be strengthened. The study's use of weighted means and rank-order agreement demonstrates that schools need evidence-based mechanisms to examine both implementation and outcomes. Peer observations, midyear audits, learner progress checks, and impact studies can help determine whether strategies are improving comprehension, fluency, vocabulary, and critical thinking. Such monitoring should be developmental rather than punitive, focusing on instructional improvement and shared learning.

4. Conclusions and Implications

4.1 Conclusions

The study concludes that interactive strategies were meaningfully utilized by Grade 1 teachers in Calauag East District. The overall weighted mean of 4.24 indicates a Much Utilized level of implementation. This means that teachers generally incorporated learner-centered, participatory, and multimodal strategies into reading instruction. However, the level of utilization differed across strategy dimensions.

Storytelling with visual aids emerged as the most utilized strategy. Its very high rating suggests that teachers rely strongly on picture books, visual cues, story charts, props, gestures, and other narrative supports. These materials are appropriate for beginning readers because they make stories concrete and easier to understand. The conclusion is that visual storytelling is a major strength of current Grade 1 reading instruction in the district.

Shared reading activities and peer reading or buddy system also appeared as strong instructional practices. These strategies show that teachers use social interaction, modeling, and guided participation to support early literacy. Read-aloud sessions, turn-taking, echo reading, and buddy reading provide learners with repeated opportunities to hear and practice reading. The conclusion is that collaborative and teacher-supported reading practices are already embedded in many classrooms.

Interactive digital tools were the least utilized strategy. Although digital practices were present, the mean indicates that they were not yet fully integrated into instruction. This suggests that technology-supported reading remains an area for development in the district. The conclusion is that digital literacy tools require stronger infrastructure, teacher training, and instructional alignment before they can produce their full classroom value.

The rank-order agreement results for strategy utilization showed mixed findings. Significant agreement was found for some dimensions, while others did not show significant agreement. This means that teachers do not always rank or prioritize indicators in the same way across school groups. The conclusion is that implementation is active but not fully standardized across contexts.

The study further concludes that interactive strategies were Much Effective in enhancing Grade 1 reading skills. The overall weighted mean of 4.32 indicates that teachers perceived these strategies as beneficial across comprehension, fluency, vocabulary, and critical thinking. Reading comprehension ranked highest, followed by reading fluency. This shows that interactive strategies are particularly helpful in meaning-making and oral reading performance.

Vocabulary development received the lowest effectiveness mean among the four domains, although it remained Much Effective. This suggests that vocabulary growth is supported by interactive strategies but may not be as strongly developed as comprehension and fluency. Vocabulary requires explicit word instruction, repeated use, categorization, and meaning-focused practice. The conclusion is that vocabulary instruction should be intentionally embedded in interactive reading activities.

The agreement tests for effectiveness showed no significant agreement across reading-skill domains. This means that school groups did not rank the effectiveness indicators in a statistically similar manner. The conclusion is that perceptions of effectiveness differ by context, even when overall ratings are positive. The study therefore supports both the continuation of interactive strategies and the need for common standards, training, and assessment calibration.

4.2 Implications

The findings imply that early-grade reading instruction should continue to prioritize active and multisensory learning. Grade 1 learners benefit when stories are supported by pictures, gestures, oral reading, role play, games, and peer interaction. These practices make reading less abstract and more meaningful for children who are still developing decoding and comprehension skills. Instructional leaders should therefore treat interactive strategies as core literacy practices rather than optional enrichment activities. For curriculum implementation, the results imply that storytelling with visual aids and shared reading should be strengthened as district-wide anchor practices. Lesson plans may include required opportunities for prediction, sequencing, retelling, vocabulary introduction, and comprehension questioning. These strategies can be integrated into daily reading blocks without demanding expensive resources. Standardized yet flexible lesson exemplars can help teachers maintain consistency while adapting to learner needs.

For teacher development, the study implies the need for sustained professional learning on strategy refinement. Teachers already use many interactive strategies, but the data reveal unevenness in digital tools, dramatization, games, and higher-order outcomes. Training should therefore focus on how to design purposeful activities that target specific reading skills. Demonstration teaching, coaching, and peer observation can help translate general knowledge into classroom routines.

For digital learning, the findings imply that technology should be introduced carefully and equitably. Digital storybooks, animated videos, flashcards, audio recordings, and interactive reading applications can enrich literacy instruction when they are accessible and well-selected. However, low utilization shows that teachers may need devices, connectivity, technical assistance, and guidance on selecting age-appropriate tools. Digital integration should be assessed according to learning value, not merely the presence of technology.

For reading assessment, the findings imply that schools should use clearer indicators for comprehension, fluency, vocabulary, and critical thinking. The lack of significant agreement in effectiveness rankings suggests that teachers may use different standards when judging learner progress. Common rubrics and calibration sessions can support more consistent assessment. These measures can also help school heads identify which reading outcomes require additional intervention.

For vocabulary development, the study implies that teachers should move from incidental exposure to deliberate word learning. Storytelling and shared reading should include explicit discussion of word meaning, usage, synonyms, antonyms, and word categories. Reading games can be redesigned to strengthen semantic relationships rather than only recognition. This will help address the relatively lower rating of vocabulary outcomes.

For school leadership, the findings imply the need to institutionalize resources and routines that support interactive reading. School heads can allocate time for weekly peer reading, organize reading-game fairs, maintain storybook libraries, and include interactive strategy implementation in instructional supervision. Small schools should receive attention to ensure that resource limitations do not reduce learners' exposure to effective strategies. Leadership support is necessary for making interactive strategies sustainable.

For policy and future research, the study implies that district-level literacy improvement should be evidence-based and context-sensitive. Policies should connect teacher training, resource allocation, classroom monitoring, and learner outcome assessment. Future studies may examine the direct impact of specific strategies on actual learner performance, especially vocabulary development and critical thinking. Longitudinal and mixed-method research can further explain how interactive strategies shape early reading growth over time.

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