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May 2016

An Evaluation of the Reading Comprehension of Grade 8 Students Using Digital Texts

Estrella H. Piccio

Philippine Normal University

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A Seminar Paper

Presented to the Faculty of the
College of Graduate Studies and Teacher Education Research
Philippine Normal University

In Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Teaching English Language Arts

By

ESTRELLA J. HUMOC- PICCIO

May 2016

APPROVAL SHEET

This special project entitled: “**AN EVALUATION OF THE READING COMPREHENSION OF GRADE 8 STUDENTS USING DIGITAL TEXTS**”. Prepared and submitted by **ESTRELLA J. HUMOC- PICCIO** in partial fulfillment of the requirements for the degree of **Master of Arts in Teaching English Language Arts**, is hereby recommended for approval and acceptance.

Date

MA. JHONA B. ACUÑA

Adviser

Approved in partial fulfillment of the requirements for the degree of **Master of Arts in Teaching English Language Arts**.

Date

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Dean, CGSTER

ABSTRACT

Name: Estrella H. Piccio
Title: An Evaluation of the Reading Comprehension
of Grade 8 Students Using Digital Texts
Key Concepts: Traditional print books, Digital texts, Reading
comprehension
Degree: Master of Arts in Teaching
Specialization: English Language Arts
Adviser: Professor Ma. Jhona B. Acuña

This study was conducted to evaluate the reading comprehension of Grade 8 students in Pedro T. Mendiola Sr. Memorial National High School in K-12 Enhanced Basic Education Program. As computer technology is on the rise, new interventions can be put into place so that struggling readers are supported in more suitable and motivating ways.

The researcher's study arrived at these findings: Based on the result of the pretest and posttest, the test of significance that resulted to 0.00 which is less than the level of significance of 0.05 indicates that the difference in pre and post test score is significant.

With this, students prefer making connections by reading books, articles, and pieces of writings and understand easily the events, people, or issues in the story when reading traditional print texts. Moreover, students prefer visualizing through the use of the senses to connect the characters, events and ideas to clarify the

picture in mind while reading the story when reading traditional print texts. Additionally, students prefer determining importance in looking for things that help to identify the big ideas and why they are important in reading digital texts. Also, they prefer inferencing in finding information from the story using multimedia when reading digital texts. Lastly, students prefer to visualize through the use of the senses to clarify the images in mind while watching the story using multimedia tools in reading digital texts.

Based on the findings, the conclusions of the study were drawn. Students prefer to use digital format texts than traditional print books. The student respondents have better comprehension in reading digital text format than traditional print texts. Using digital format texts are more effective mode of instruction in digital format texts than traditional print books. Digital format text is considered to create interest and arouse the motivation levels among students since they are free to learn at their own pace. On the whole, using digital format text is more effective as a teaching learning process as compared to traditional print books, although the results in this study is non conclusive.

In the light of the findings and conclusions drawn from the study, it is recommended that teachers teaching English subject

should use and apply digital format texts in order to improve the reading comprehension of the students. To illustrate, teachers can help students acquire the meaning of the words. Teachers, then, are expected to scaffold students in problem solving, thinking creatively, and deciding what is ideal based on their own rich background knowledge (Lin, 2015). It is given that the use of technology in the teaching-learning process provides an immediate and dire effects of tapping students' rich schemata, as these students have been to the rapid growth and access to the technologies nowadays especially that children are considered freestanding autonomous being; and learning consists in releasing and bringing into flower the latent awareness that is already there in the bud (Halliday, 2013). Thus, using digital format texts should be applied not only in English subject but also to other subjects as well as to other level of education. Teachers should attend and update training on using technology as well as format texts to be used in teaching English subject to encourage the students to develop higher order thinking skills (HOTS). Teaching English subject using digital format texts should be mad participatory and it must be on the level of interest of the learners where enjoyment and interest prevail.

ACKNOWLEDGMENT

The researcher wishes to acknowledge with profound gratitude the unwavering support, unfaltering love and loyalty

extended by the following persons during the conduct of this noble research:

The School Principal Sir Fred E. Magbanua, for allowing her to conduct her study, the English Department Chair Ma'am Leticia O. Eli, and her respondents from PTMSMNHS, for the participation which paved for the production of a work, truly of a "sweat and blood";

PROFESSOR MA. JHONA B. ACUÑA, her research adviser for sharing her expertise in the field of research, despite the length of time because of being a full-pledge teacher catalyst who is equipped with paragon of virtue, did not give up on her, for her constant support and never ending guidance, for boosting the researcher's morale by giving inspirational pieces of advice to made this paper put into print.

Her family and relatives both by consanguinity and affinity most, especially, Mr. Alejandro Bautista Humoc Jr. and Medelina Janirol Humoc for the dual role performed in rearing the researcher and for making it happen (transforming the "ugly duckling into a beautiful swan)" and for being God's instrument in giving life to the researcher and for continuously serving as her angel " devoid of

physical presence” in the midst of life’s challenges and triumphs throughout her 35 years;

The PNU, UP and La Salle Libraries for the usual assistance and warm accommodation in locating pertinent materials relevant to the study;

Her parents-in-law, Josefina and Michael Piccio, for their moral and financial support, not to forget her Tita Pat for taking care of her kids if she’s in Manila.

Her brother and sisters: Roberto, Lucelyn, Maritess, Juliet and Rina and of course to her sister-in-law Michelle Piccio Tolentino for their moral support and giving them pieces of advice to finish her paper.

Her friends, Leonardo and Rosalinda who inspired her to pursue her studies in PNU, Thea and Mylene who always on her side to give moral support, her sidekick in school paper works if the researcher does her paper in Manila and also to her Grade 10 co-teachers; Hazel, Neyette, Bing, Tata and Melvin. To Hysel, her Dorm mate who adds inspiration to pursue her paper.

Most especially to Peng Bernabe and Lean Hermes Ardo, for extending their helping hands without hesitation.

Joseph, her husband for his unequivocal support in the world of work and home and for being a special sparring partner which enables her to meet and survive both the astounding challenges in the actual battle of life;

Earl Joseph, Mikaila Jandra and Charlemajne; angels and breath of her life, for being a great inspiration; though they prevented the researcher from working on the manuscript during their working hours, yet they made possible the transformation of night into day,

ALMIGHTY GOD, the source of all inspiration, wisdom and strength for being her “tandem in the making of this research’, and for specially blessing her with a strong belief in life’s challenge and preserving her strong belief that LIFE is beautiful amidst all odds.

DEDICATION

This paper is lovingly dedicated to my parents, Medelina and
Alejandro Humoc, Jr; my parents-in-law Josefina and
Michael Piccio; Tita Pat, sisters and brother; Roberto, Lucelyn,
Maritess, Juliet and Rina; sister-in-law Michelle
and of course to my sparring partner, my life
Joseph E. Piccio; my angels
Earl joseph, MikailaJandra
andCharlemajne .
Above all to our almighty God.

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APPENDECIS

**Letter to the
School Principal**

Appedix A

Letter to the School Principal of PTMSMNHS

Republic of the Philippines
Philippine Normal University
College of Graduate Studies
Taft Avenue, Manila

August 3, 2015

FRED E. MAGBANUA

School Principal III
Pedro T. Mendiola Sr. Memorial National High School
BagongSikat, San Jose, Occidental Mindoro

Sir:

Greetings.

I am already writing my special project as a requirement for the degree on Master of Arts in Teaching English Language Arts at the Philippine University. In accordance with the procedures of my paper, I am already at the phase of data gathering of my study entitled **“AN EVALUATION OF THE READING COMPREHENSION OF GRADE 8 STUDENTS USING DIGITAL TEXTS”**.

In line with this, I would like to secure a permission from your good office to conduct this study among 73 students of Grade 8 students from the 6 different sections of your school. I have enclosed the list of activities in connection with data collection beginning with the administration of the pretest and the post test and the Survey-questionnaire in using and traditional print books and digital print books.

With your support, the objective of the study will be realized.

Thank you very much.

Very truly yours,

ESTRELLA J. HUMOC- PICCIO

Researcher



PRE TEST AND POST TEST

ADAPTED FROM TEACHER'S MANUAL
OF ENGLISH EXPRESSWAYS II(PUBLISHED BOOK)

Name: _____

- I. Read the short story then answer the questions that follow. Write the letter of the correct answer on the space provided.

GOHA AND HIS DONKEY
Retold by Mahmoud Ibrahim Mostafa

One summer morning, Goha took his son out to work in his cotton field. He was riding his donkey while his son walked next to him, when they came upon some neighbors sitting by the side of the road. One of them called Goha aside and scolded him for riding the donkey and letting his young son walk on a hot summer day. So Goha got off the donkey, and put his son on the donkey's back, and he continued on his way.

A few minutes later he passed by some people from his village and greeted them, and one of them replied, " Goha, don't you think it is disrespectful of the son to let his father walk while he rides a donkey?" Goha thought about it for a minute, and with a smile on his face, he decided what he should do.

The next day, Goha and his son walked along with the beast in the dusty and hot afternoon, and they met a friend doing ablution in preparation for a prayer. The friend suddenly shouted at Goha for putting himself and his son through such a difficult walk, when they

could have been riding the strong donkey, and getting to their destination more quickly. Goha, looked up and began to wonder how he could really solve this problem, especially since only yesterday he had thought he knew exactly what to do.

A few days later Goha decided to have both himself and his son ride on the donkey. It was a very hot day, when yet again he came across one of his neighbors, shaking his head and saying, “Goha, don’t you have any pity for the donkey? How can the two of you, father and son alike, be riding a donkey on such a hot day?” and the neighbor left them, shaking his head in disgust. Goha had very puzzled look on his face, “What am I to do now? One never seems to be able to satisfy anyone in this world. What will I do now?”

He went home that day not knowing what to do. His wife noticed that something was amiss, but he wouldn’t tell her what it was. He could barely eat, and he gave a big portion of his dinner to his son. The son was very happy, but he thought to himself, “Why is father so troubled? I wish him well; my father is a good man.” Later he went to his room, and as he passed through his father’s room, he noticed that his father was still sitting on his mat deep in thought. The very next day, the whole village came out and gathered at the square in the center of the village, looking in disbelief at Goha and his son carrying the donkey on their way to work.

A.

_____1. The whole selection tells about_____.

- a. Goha and his donkey
- b. Goha and his son
- c. Goha and his wife

_____ 2. Goha was scolded for _____.

- a. Letting his son ride the donkey next to him while he walked
- b. Riding the donkey and letting his son walk
- c. Letting himself and his son walk along with the beast

_____ 3. The story happened on a _____.

- a. Rainy day
- b. sunny day
- c. cloudy day

_____ 4. The word *they* in the second sentence of the first paragraph refers to _____.

- a. Goha
- b. neighbors
- c. Goha and his son

_____ 5. Goha is a good man who wants to please _____.

- a. His son
- b. his wife
- c. everyone

_____ 6. Goha is a _____.

- a. Farmer
- b. merchant
- c. carpenter

_____ 7. The word *disrespectful* means _____.

- a. Not grateful
- b. not obedient
- c. not polite

B. Infer the character traits described in the sentences. Write the letters only.

- a. industry
- b. charity
- c. anxiousness

_____ 8. Goha took his son out to work in his cotton field.

_____ 9. He went home that day not knowing what to do.

_____ 10. He could barely eat and he gave a big portion of his dinner to his son.

C. Make a concept map of the story by filling out the diagram below. (10 pts)

Title	
-------	--

Character	
Setting	
Problems	
Complications	
Climax	
resolution	

D. Vocabulary. Read the sentences. Choose the letter of the most appropriate meaning of the underlined words.

21. Goha and his son walked along with the beast in the dusty and hot afternoon.

- a. donkey b. horse c. cow

22. They met a friend doing ablution in preparation for a prayer.

- a. dressing up b. washing his body c. kneeling down

23. The neighbor left them, shaking his head in disgust.

- a. anger b. irritation c. anxiety

24. Goha had a very puzzled look on his face, "What am I to do now?"

- a. happy b. sad c. worried

25. His wife noticed that something was amiss but Goha didn't tell her what it was.

- a. wrong b. right c. unbelievable

SURVEY QUESTIONNAIRE

Students' Reading Preferences

QUESTIONNAIRE

AREA A. USING TRADITIONAL PRINT BOOKS

NAME: _____

How often do you use traditional print books in reading comprehension? Please refer to the following rating.

4- always 3- sometimes 2- seldom 1- never

USING TRADITIONAL PRINT BOOKS	4	3	2	1
Make connections:				
1. Reading books, articles, and pieces of writings				

2. Understand easily the events, people, or issues in the story				
Visualize:				
3. Use senses to connect the characters, events and ideas to clarify the picture in mind while reading the story				
4. Can see and visualize the movie in your head				
Ask questions/ Draw conclusions:				
5. Can answer the questions easily before, during and after reading to better understand the meaning of the text				
6. Learn more from the text				
7. Could explain the story to someone else				
8. Can give predictions about the reading				
Infer:				
Can draw conclusions based on background knowledge and clues in the text.				
10. Can find information from the text that might be clues to the answers and use these with the background knowledge for possible answers.				
Determine importance				
11. Look text features for clues				
12. Look for things that help to identify the big ideas and why they are important.				
Synthesize				
Can compare and contrast what have read with what already know or other sources of information.				
Think of new ways to use the new information				
Can connect and make across the text to help me create new generalization of new perspectives.				

QUESTIONNAIRE

AREA B. USING TECHNOLOGICAL INSTRUCTIONS

NAME: _____

How often do you use technological instructions in reading comprehension? Please refer to the following rating.

4- always 3- sometimes 2- seldom 1- never

USING TECHNOLOGICAL INSTRUCTIONS	4	3	2	1
Make connections:				
1. Read stories or other texts on the computer				
2. Understand easily the events, people, or issues in the story				
Visualize:				
3. Use senses to connect the characters, events and ideas to clarify the picture in mind while watching the story using multimedia				
4. Can see and visualize the movie in your head				
Ask questions/ Draw conclusions:				
5. Can answer the questions easily before, during and after watching to better understand the meaning of the story				
6. Learn more from the story watched using LCD Projector				
7. Could easily explain the story to someone else				
8. Can give predictions about the story				
Infer:				
Can draw conclusions based on background knowledge and clues in the story watched.				
Can find information from the story that might be clues to the answers and use the internet to do the projects				
Determine importance:				
E-mail or chat with other about what they are learning				
12.Look for things that help to identify the big ideas				

and why they are important.				
Synthesize:				
Can compare and contrast what have watched with what already know or other sources of information.				
Look up information on the Internet				
Use instructional software to develop reading skills and to help me create new generalization of new perspectives.				

Pre-Test and Post Test

Scores of the

Respondents

RESPONDENTS	PRE-TEST IN TRADITIONAL PRINT BOOKS	POST TEST USING INTERVENTION
1. ABAYON, JEVICAH H.	16	20
2. ALBERTO, RINA JOY	10	15
3. AMOR, AMY	10	14
4. ATIENZA, RICA	11	16
5. ANTOY, ANNIE, ROSE	12	13
6. BARRIENTOS, ANGIE, MEE	13	19
7. BAUTISTA, MELISSA	5	11
8. BATACUNDULO,CHARMAINE	17	20
9. BONA, MARIA CARINA A.	6	12
10.DALISAY, THERESA JOY	14	22
11. DE DIOS, DANIELLE	15	23
12. DELA CRUZ, AILEEN	13	18
13. DOMINGUEZ, PRINCESS	9	11
14. ENANO, ANGELA	10	11
15. GARCIA , BABY JUDITH	12	13
16. GARCIA, MARY ROSE	11	13
17. GASMENA, MENJIE	8	10
18.HA-CHAC, JENNIFER	9	15
19. ISLA, MARJORIE LOVE	11	14
20. JENES, ZARITA	16	18
21. LEGADA, ROVELYN	10	15
22. MABALOT, JENNIFER	6	19

23. MABUHAY, ANGELICA	17	21
24. MABAQUIAO, ESIE	11	23
25. MATRICIO, MARY ROSE	16	22
26. MIRAFLORES, ZAIDELYN	14	19
27. PALCO, AIZA	7	7
28. PATRICIO, JERBEL	11	19
29. RAMINTAS, RODILYN	15	22
30. QUILLY, LEONOR	10	18
31. ROTAIRO, JULIANNE MAE	11	17
32. SIBUGAN, MYLA	13	16
33. SANTOS, CLARISSA	11	20
34. TAMBA , JAMAICA	9	9
35. MARQUINO, JANALIE	14	19
36. MATILDO, ROLYN	12	17
37. MENDIOLA, JOLLY	13	17
38. NOVENCIDO, MIKEE ROSE	9	11
39. PABLO, ANABEL	11	11
40. RAMOS, ANGELITA	9	13
41, TAYCO, LENY	14	15
42. ZAPATA, LORREINE	17	19
43. ABELLANA, JOHN KARL	15	21
44. BABAS, JUNE	9	10
45. BELZA, KAEZER	20	22
46. CALDITO, RAFAEL	10	10
47. COBOSA, DENVER	11	21
48, DAVID, JOHN BRYAN	6	6
49. DEL VALLE, ADELITO	10	12
50. DEL VALLE. VON JOSEPH	14	15
51. DELA CRUZ, DARWIN	11	11
52. DUMOL, JEREC	17	19
53. DRIZA, ARCHIE	11	13
54. EULOGIO, GARRY	15	17
55. FLORENTINO, JOHNNY	8	8
56. FLORES, NAP HANIEL	8	8
57. FRANCISCO, ROIGENE	10	12
58. GONZAGA, ARIEL	6	10
59. GABRIEL, CRIS MARK	8	8
60. ISTURIS, ABDANIELLE	6	12

60. LAZO, JOVEN	9	11
61. MACAS, JOREN	16	13
62. MAGANA, ALFREDO JOHN	11	12
63. MALIBIRAN, KEVIN LESTER	9	14
64. MANALO, RONJOY	14	12
65. MASANGKAY, PAUL JOHN	15	16
66. NAGA, CEDNIE	9	10
67. NAGA, MELVIN	15	18
68. NIEVA, ROMULO JR.	8	10
69. ROJA, ELBERTO	10	11
70. SADIASA, JIMBOY	8	10
71. SANTIAGO, HANNY	13	15
71. SANTOS, JEFFRY	12	16
72. TADEO, JEFRIE	6	11
73. VILLAMIL, RYAN	11	11

CURRICULUM VITAE

ESTRELLA J. HUMOC- PICCIO

Age: 35
B-day: November 5, 1980
Mobile No.: 09476327088
Address: KKK, Pag-asa, San Jose,
Occidental Mindoro



PERSONAL INFORMATION:

Parents: Medelina J. Humoc
Alejandro B. Humoc Jr.
Sisters: Lucelyn, Maritess, Juliet, Rina
Brother: Roberto
Husband: Joseph E. Piccio
Occupation: Police Officer III, Investigator
Company Address: San Jose Municipal Police Station, San Jose
Occidental Mindoro
Son: Earl Joseph Daughters: Mikaila, Charlemajne

EDUCATIONAL ATTAINMENT:

Elementary: Payompon Elementary School (1986-1992)
Secondary: Occidental Mindoro National High School (1992-1996)

Tertiary: Occidental Mindoro National College (1996- 2000)

- Received an special award for winning Letter to Parent Contest National Level Sponsored by Reiyukai Philippines

Major: Bachelor of Secondary Education Major in English

Master's Degree: Philippine Normal University(2010- 2016)

Specialization: Master of Arts in Teaching English Language Arts

OCCUPATION: Public School Teacher at Pedro T, MendiolaSr .
Memorial National High School

POSITION: Teacher II

CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Educators nowadays are facing a growing challenge of the new education curriculum, the enhanced K to 12 Basic Education Program. At the same time, they are accountable for the academic performance of the 21st century learners. In addition, another challenge that teachers face is the integration of technology in the classrooms. Technology integration in education has given great benefits to the educators, but with challenges.

In moving towards the integration of using technology, mentors are giving the views of what the trend made possible by developments in digital technology (Leu,2000). According to Leu, literacy is deictic because of its rapid changes which define the work of the teachers. Educators are encouraged to innovate using technology in their classrooms.

Bers(2012) states the new learning tools of new learnings viewed in different expressions of the 21st century. Those are d using internet, computers or other digital sources by giving and

exchanging information using instant messaging through Facebook, Twitter and Instagram, blogging. It also includes other social networks where one can participate through online discussions or online chatting, sharing music videos, photo-shopping images and photo sharing, digital storytelling, conducting and collating online searches, reading, writing and commenting on fan fiction, processing and evaluating online information (Moll, et al., 2005).

Jenkins et al, (2006) cited that learners can search online information and the learner can be read, write, and comment. These are valuable factors that address the rapid change in using technology which is increasingly appearing nowadays.

Definitely, online reading and comprehension is one of the aspects of new learnings that have been given attention. Focus on how reading online through digital format texts differs from traditional print-based learning was given so much interest.

National Reading Panel (2000) defined reading comprehension as a significant part of the learning area. Using technology as a learning tool is considered important in their five areas of study.

Tepline (2008) also mentioned that the concentration of this study is technology based learning. In multimedia environment, it becomes a challenge for teachers to engage in this strategy instruction.

There are several benefits that can be identified with the development of technology in education when learners are exposed to digital technologies and digital media. They can easily communicate and learn new things. The adoption of digital texts improves knowledge and be convenient to the learners.

Wells (2012) specified that teachers help students achieve literacy. With this, teachers must be digitally literate to teach reading. Although, the great importance should be given to traditional print books, should not limit the use of digital format books in the classroom.

This study therefore evaluates the effect of digital format texts to the reading comprehension of the Grade 8 high school students of PTMSMNHS.

Conceptual Framework

This study is grounded on the interlarding theories of constructivism and social constructivism as proposed by McLeod (2014) and Vygotsky (1978).

According to Vygotsky's theory, the students learn when learning and development takes place through socialization and education. For learning to occur, social context and language of the learners are the two most significant aspects to students' learning.

In the classroom, the learners create concepts in meaningful contexts with the guidance provided by the teacher. The teacher serves as a facilitator who provides directions to the learner. In addition, knowledge creation in a constructivist classroom is supported by learning tools such as computers. With the advent of personal computers learners are given chances for independent thinking and new ways to learn information.

This study is also based on McLeod (2014) view on constructivism. McLeod presents constructivism theory in three major themes: Social Influences on Cognitive Development; More Knowledgeable Other (MKO); and Zone Proximal Development. Based on McLeod's view of Vygotsky's social constructivism theory,

his first major theme on Social Interaction also gives importance to the process of cognitive development of the students (Gallagher, 2015). Just like Vygostky, he states that social learning precedes development. This shows the behavior of students in their learning. Basically, children are inquisitive and curious in discovering and exploring things that lead to their cognitive development and understandings.

This study assumes that the knowledge of the students in using traditional print books will be more developed through the use of the technology. As mentioned above, children are more inquisitive and curious in discovering and exploring things. It proves that when children are guided, well-motivated and provided digital tools such as digital print books, they learn new concepts at their own pace. With the constructivist environments, learners become responsible of their learning and acquisition of knowledge.

Second theme refers to anybody that has enhanced learning to others. It is known as More Knowledgeable Other (MKO) which denotes to the cooperative and collaborative dialogue between the learner and the parent or teacher. To facilitate and guide student's

learning process, technology based learning is highly recommended in this area of learning.

With this, the researcher claimed that the teachers should have more knowledgeable in using technological instructions. Finally, there is a distance between the student's talent to do the task under the guidance of a grown-up and or with peer guidance. It is integrally related to the third principle of Vygotsky's work, the Zone Proximal Development (ZPD). In his illustration, the beginner cannot draw or write letters properly, it might have a long process if the beginner does it alone, but with the help of the beginner's tutor, the child's competence has developed and learned more that will be applied to her/his future's work.

In a nutshell, this study is grounded on the general concepts of Constructivism. Constructivism was considered as a form of cognitivism (Mazur, 1990). It is an epistemological endeavor that that considers the nature of human knowledge (Hergenhah& Olson, 1993). This theory also claims that learning is an enterprise and a process of meaning creation by the students themselves. Accordingly, learning is enhanced when learners have successfully looked at the connections between new and old prior knowledge.

This supports what Brooks and Brooks (1993) assert that constructivism considers knowledge as temporary, developmental, socially mediated, culturally mediated, thus nonobjective in nature.

To date, the use of digital materials is included in this new trends of technological advancement. As a matter of fact, many educational institutions have embedded some virtual classes, online classes, distance education, and ICT-based education programs in their teaching repertoires. This is due to the fact that students can easily connect with these technologies thriving in the modern time. Needless to say, one of the innovations is the use of digital materials in the teaching-learning process. Given the theories aforementioned, the use of digital materials other than the print ones can help students as they become the 21st century learners.

Conceptual Framework

Presumably, this study claims that the use digitally formatted texts can aid students' better reading comprehensions, and believed to be favored by the target students. For example, Moll (1994) shares the indispensable role of interactive, meaning-based

approach in the teaching of literacy. Thus, if we provide students the tools that are close to their interests, we are able to tap students' rich lived experiences. From this perspective, the felt need to provide and allow students to experience and read texts using digital materials may become critical to their reading success. As such, our goal to make every learner a reading student will be embodied this 21st century.

Moreover, it also given that students may prefer instructional materials especially designed for online and digital platform. For example, McKenna, Labbo, and Reinking (2003) assert that "children who collaborate while working on the computer have opportunities to construct conventional and electronic literacy knowledge" (p. 321). They continue that this is against the conventional literacy related to the traditional typographic features of linear texts such as print, illustrations, and graphics. Thus, if we provide students other media where they can explore and engage with the texts, they we are proving them the chance to enjoy and experience that classroom reading activities especially that the use of these digital print materials can reach large number of people instantly (Sullivan, 1995).

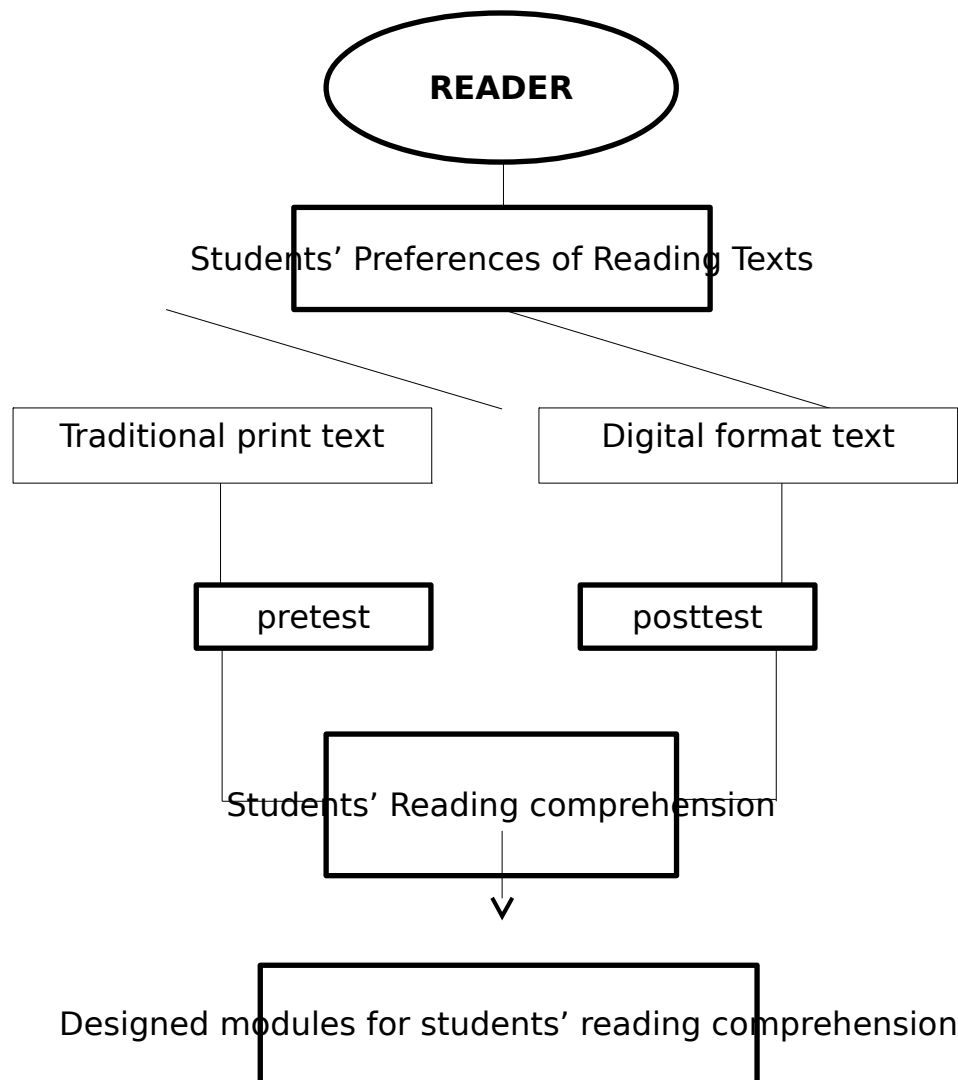
For example, the paper of Enonbun (2010) expounds in the light of the proliferation of technologies this 21st century. The advent of these technologies has made almost all information accessible to our students of today. As asserted, constructivism believes that the mind produces its own, and unique conception of events and ideas. Web tools such as blogs, podcasts, social networks, and virtual worlds will help in the construction of ideas among our students.

In totality, the digital materials that this study proposes will offer new appreciation of the reading skills that these students need to master. These digital materials will provide the students the rich learning experiences with the integration of technologies are available not only in schools, but also in their students' individual homes.

In a nutshell, digital materials that students will use in the teaching-learning process may help them become active participants in the construction of knowledge. This echoes what Rogoff (1990) claims that children are apprentices in thinking as they have a myriad of prior knowledge and experiences. In fact, nowadays, students are exposed to the different forms of social

networking sites, and other technological advancement. Given this case, they must have enough prior knowledge that will help them make sense of the different texts that are incorporated in the digital format texts that this study proposes.

Figure 1. Paradigm of the study



The paradigm of the present study determines the reading comprehension of Grade 8 students by establishing the relationship of the traditional print text and digital format text. Reading texts in digital format requires learners to have the appropriate comprehension strategies in understanding the structure and message of the digital texts. It may also show the reading comprehension ability of the student may impact the ways in which the learner understands. The importance of using the digital format texts is the essence of the study.

The framework focused mainly on the evaluation of the reader's comprehension of traditional print texts and digital format texts. Figure 1 illustrates the paradigm of the present study.

Statement of the Problem

This study aimed to determine and compare the reading comprehensions of Grade 8 students and their preferences in traditional print texts and digital format texts. It specifically sought to answer the following specific research queries:

- 1 Is there a significant difference between the results from the two reading tests in both traditional print and digital format reading materials?
- 2 What are the students' preferences in reading traditional printed texts and digital format texts?
- 3 What instructional material could be designed to improve the reading comprehension level of Grade 8 students?

Significance of the Study

The results of the present study will directly contribute to the following sectors of the society:

SCHOOL ADMINISTRATOR: The results of study give significant information to school administrators' in their decisions should they shift to use digital format for textbooks.

TEACHERS: This study will assist teachers in enhancing the curriculum they use and improve their teaching strategy.

PARENTS: This study will work as reference in guiding their children to improve their studies, especially the children who need reading comprehension improvement.

STUDENTS: This study will provide insights on their language needs and the importance of being competent in English.

FUTURE RESEARCHERS: This study may be used as a reference material or can be a related study in the need of understanding how teaching strategies may affect the academic performance of students.

Scope and Delimitation

The present study only determined the reading comprehension employed by Grade 8 students in using traditional print books and digital texts. In addition, this study establishes the relationship of the students' reading comprehension of traditional texts and the digital format texts.

Definition of terms

Evaluation– is the result of the assessment given to the respondents

Technology- is a learning aid or learning tool use to develop and improve students' skill and ability in exploring new things

Traditional print book- is a tangible material in written or printed texts

Electronic book - is a digital format texts which images can be read through computers or other electronic devices

Reading Comprehension- is a process in which the reader fully understands what the story is or passage she/he reads about

Enhance K-12 Basic Education Program - refers to Kindergarten through 12th grade wherein the curriculum of most school systems and some individual schools are based. It outlines education requirements for students between these grades.

Chapter 2

Review of Related Literature and Studies

This chapter presents the related literature and studies which provided the background for the study with relevant theories and readings from different sources which served as the bases in conceptualizing the research problem

Conceptual Literature

On Reading and Comprehension in the Secondary Classroom

Student's reading and other issues regarding literacy are among the issues faced by teachers and schools today. Although not new, concerns and discussions on certain instructional strategies and tools are the focus in the secondary schools. Leipzig (2001) defines reading as a complex process involving a reader, a text and context. Reading is making meaning from print.

Fasting and Lyster (2005) states that one of the most important skills of a student to learn at school is reading. Reading materials such as story books, articles, and other reading devices technology based can help to motivate students to learn which, in turn, leads to academic and social achievement.

Davies (2014) reports the importance of reading as the function of child's developing skill. It develops the learners mind in

discovering new things. Books, magazines and even the internet are the great learning tools which require the ability to read and understand what is read. Teaching young learners to read helps them develop their reading skills through understanding the written word and can educate themselves in any area of life they choose.

Texas Educational Agency (2002) defines comprehension as the purpose of reading which displays understanding from the written text.

On the Process of Comprehension

Perfetti et al (2008) notes that if the reader presents his/her mental representation, the reader builds comprehension. Understanding the text which is determined by the combination of identifying and applying reader's previous knowledge related to the topic of the text is an example of active processing comprehension. The instructional objective in understanding the text is to help them develop their comprehension and be motivated to understand the texts.

Scanlon, Anderson and Sweeney (2010) report that there are three stages of understanding. The first stage is literal understanding wherein the learner understands the information of

what is exactly stated from the text. Next stage is inferential understanding, it contains making assumptions lead to the reader's understanding already possesses. Lastly, evaluating the information to what the text really means is an example of critical understanding. With this, some authors of the passages are developing some texts in different stages with the intention of confusing the reader to develop their critical and inferential thinking and understanding.

In sum, research suggests that the children, who struggle with comprehension, but not with decoding, differ from their brighter nobles primarily in their ability to engage in critical and inferential thinking and understanding.

On Traditional Print Texts and Digital Format Texts

Poznan (2001) surveyed that some people preferred the use of the print texts than digital format texts. Some people like to read and browse books to find and learn the things they wanted to know.

In contrast, Iwai (2007) evaluates that the teaching of expository texts ignored by many early educators. Some examples of expository texts are found in the libraries like biographies,

essays, encyclopedias, books, scientific reports, newspaper articles.(Reutzel&Cooter, 2007). Children have lots of difficulties in understanding these materials because of the decrease in the teaching of informational texts.

O' Korat (2010) gives information about e-book that it has hotspots that the learners can relate to the written text. It is the easiest way to know, to find and go to the place they want to see without moving in a place or position where they are. In just clicking the specific words, phrases, sentences, stories they want, the children can hear the digital format text though e-book device repeatedly and can give an explanation of the word to make them understand better.

Johnson, et. al. (2011) reported that schools easily and increasingly adopted the use of digital format texts. Further, digital formats now open lots of opportunities for the reader from reading difficulties. With the enlarged use of technological instructions in the K-12 setting, the 2012 Horizon Report followed with a prediction of widespread use of technological instructions such as computers, tablets, iPod and other digital devices within a one-year timeframe (Johnson, Adams, & Cummins, 2012).

Daniel et al. (2014) examines the path of digital literacies for English Language Learners. She compares technology into a tidal wave because of its powerful tool and cautiousness to use. New technologies make everyday communication and learning multicultural and multilingual. Today's societies are very far from the past. Before, people can communicate through telegram but now, people communicate instantly with Face Time across all over the world. With this, social media allow teachers to offer students technological instruction beyond time and space limitations. Through using new technologies, it is possible for teachers to give their students immediate comments on the corrections instead of giving comments on printed marked with red pens. Technology applications welcome learners, teachers and students in the world of literacy with easy access to information.

Interestingly, the form collection of multimedia learning devices holds and provides the social boundary element of traditional print texts. However, the observation display on a multimedia application is important in terms of new literacies. (Meyer, Griffith, Jukowitz, & Rothma, 2008).

On Technological Instructions

Today, readers achieve their potentials in reading through the use of technological instructions require new literacies as the reading instruction (Coiro, 2003). The educational use of digital format texts was thought to be a reasonable subject for the study as educationalists emphasized that e-books are the useful means of developing and educating learners in the new generation(DeJong & Bus et.al, 2003).

Hadjerrouit (2014) cited in the perspective of the use and evaluation of digital learning resources of learning between the students and the environment. It explained that learning takes place through adaptation of the learner in her/his environment. The digital format text is a source of learning, and by means of interaction with the learner, learning takes place.

Ortliebet. al. (2014) investigated that social practice is one of the theories of literacy learning that have been shaped by digital technologies. He modeled his study in Vygotskian theory which is emphasizing the importance of the socio-cultural context. Relative to this, learning takes place through social interaction (Huang, 2002). Teachers who explore and use technological instruction for

their students influence to increase and improve students' academic literacy.

Fry, Ketteridge, and Marshal (2009) declare in their study that instructional technologies view reading as an interactive literacy process. Reading via computers may involve interaction with print on a monitor or logging on a telecommunications network to bring print onto a screen. Once print is visible, electronic technology can offer the reader a variety of support systems not always available with traditional books. The computer keyboard allows the reader to interact with the print in different ways. The application of new technologies to reading instruction may provide unique opportunities to extend learning opportunities beyond the classroom. A few specific trends on the horizon that may have promising implications for reading instruction are adaptive agents, podcasts and computer games. Recent software developments have made the delivery of exceptionally interactive and individualized learning possible through the use of adaptive technology.

Israel and Duffy (2001) added that students may increase their response in adaptive technology instruction in computer

lessons. In conjunction with adaptive technology, electronic agents are sometimes developed to provide interactive tutoring and guidance. Electronic tools that accompany Web pages or software programs to offer assistance to readers of electronic text are the agents of learning. These agents can help in understanding a task, content or in the case of instruction, necessary background information.

In this perspective of reading instruction, an electronic agent may be an effective approach to provide consistent and timely reading support. Reader accompanied through each text page and provides immediate feedback. It can be designed to provide relevant guidance at opportune moments. The capacity of the agent to ask questions and answer free form questions and dynamically interact with students is a trademark of the technology. Students learn new reading strategies and skills while engaged in the context of reading textbook materials, a design that is reliable with previous research that indicates that the learning of comprehension strategies is improved when strategies are presented in content materials (Wade & Moje 2000).

Anderson and Balajthy (2009) reveal that technological instructions can be found all over the internet including the websites of Talking Book Library, The International Children's Digital Library, and Classics for Young People, and Between the Lions: Public Television. Blogs are a great motivator for students to respond to literature. Teachers create blogs for their students, from using a blog can allow for specific teacher guidelines about what the blog content should consist of and students are encouraged to be creative in adapting the content of their discussions to the specific books.

Hyman, et al. (2014) reports the use of e-books in terms of literacy curriculum. Electronic reading has an impact on educational productivity, either by improving academic outcomes. Educators appreciate the advantages of e-books: portability, storage capacity, interactivity, and an expedited process for publishing and updating.

Moreover, websites, in general, is a great tool for teachers to use with struggling readers. It can enhance students' background knowledge of various subject matters and motivate the learners as well as to increase their interest in a classroom situation.

Related Studies

Bolaños (2009) compared the use of hypertext and the traditional print text in the science subject. Using a measure of self-reported reasoning load, found that the participants were not aware on the importance of using hypertext and traditional printtext. The researcher used a 5-Point Likert-type items in his study. Though his study is an added support to literature showing the inconclusive results of learning comparison in the two environments, it is important to note that the measure of cognitive load the researchers employed in this study was different from the usual definition most hypertext researchers use.

Educational teaching technologies such as computer-aided instruction appear to significantly improve and increase the reading competencies even in children with mental retardation.

Khadejeh (2013) administered and found the students to be poor in comprehension skills such as making inference, getting main idea and sequencing. The teachers who were interviewed expressed that the reading skills that students are most in need of improvement are getting the main idea, making an inference and sequencing. They further expressed that the learners reading

interest was affected by the length and relevance of the text. Also more instructional materials require the students to further hone the student's comprehension skills, particularly their higher comprehension skills should be developed.

Monteclaro (2002) stated that the readers who struggle with texts are usually unaware of strategies crucial in constructing meaning. Research has shown that students' comprehension of complex texts can be improved by teaching them the phases of learning which is applying before, during and after reading the text. To clarify the purpose of reading, activate the prior knowledge, experience new vocabulary, make predictions about the text are the reading strategies to help students understand and remember what they have read. Knowledge of these strategies help students deal effectively with academic texts they are required to read.

Clerigo (2013) in her article, stated that an integration of literacy instruction with content area study can help develop the literacy skills students need to effectively deal with the demands of academic texts. This integration necessitates the use of reading-and-writing-to-learn strategies in learning subject matter. So the RAND Reading Study Group Stated," the priority of instruction for

reading comprehension must be balanced with the priority of teaching the content area itself.” In other words, the concern in a content area classroom should not only be the acquisition of content knowledge but also the ways of how to comprehend content presented in texts. This task entails the involvement of teachers in the planning of instruction that employs evidence-based comprehension strategies incorporated into research-based instructional frameworks. Teaching content area reading or using reading to teach content consists mainly of applying and adapting approaches and techniques in comprehension instruction carefully designed to match the diverse need of readers.

Castillo (2014) stated that in terms of literacy instruction, teachers’ beliefs and practices in the literacy domain including the transaction model, learning is student-centered and process oriented. The teacher facilitates student learning using technological instructions. To change the teaching into literacy teaching practices, teachers must attend more trainings and development program concerning students’ literacy.

Concepcion (2007) found and concluded that significant relationship existed between information in applying software

programs and selected personal/professional variables. The respondents were more motivated to use traditional media like chalkboard, textbooks, and non-projected visual media. There is no significant relationship between instructional media consumption and selected personal/professional variables. There is generally positive attitude toward new technology and selected personal/professional variables. The findings support the need to establish an appropriate educational media and technology program for the school.

Most successful teaching and learning activities rely on the application of appropriate instructional resources. Research and development in education brought about blackboard, print media, radio, educational television, film, slides and tape recordings traditionally used in classrooms. Instructional media had been introduced in education for the purpose of stimulating, reinforcing, and enriching learning experiences.

Though some teachers have different concepts with regard to the use of computers are discussed for clarity. The internet contains information from all academic areas and all parts of the world that can be used by anyone. It is a worldwide network of

networks. Access to the internet means access to millions of volumes of precious documents that once were the privilege of librarians. In the internet, new knowledge has become always available and accessible to all.

Salazar (2009) published that the Computer Aided Instruction packages are effective for many reasons. One of the most reasons is that students like learning in the environment that the computer has to offer. Computer Aided Instruction of today are much more user friendly and entertaining than their predecessors.

Salazar proved that the effect of a developed interactive Computer Aided Instruction, is effective this time, even in solving word problems in Algebra. The study made use of the experimental design which proved that the developed materials possess the characteristics of a very good computer-based courseware.

It was found out that the students performed better in solving word problems than those who did not use the Computer Aided materials. Realizing the importance of active involvement in discovering mathematical concepts, the researcher revealed that most of the Computer Aided studies and reviews of those studies, showed the effectiveness of Computer Aided Instruction

Based on the findings of Soliquio (2004), computer-based precision teaching materials appear to help improve the basic reading skills of children with mental retardation more than the traditional method of teaching. Educational teaching technologies such as computer-aided instruction appear to significantly improve and increase the reading competencies of children with mental retardation.

Quitevis (2009) highly recommended that factors such as exposure of students to computer should be given attention by the school administrators. Computer teachers and the administrators should delegate some of the paper works, such as preparing simple reports and doing some research to the students during their free to maximize their opportunity to use the computers. Computer and internet literacy seminars and trainings should also be organized for the students and teachers to update and enhance their knowledge and skills on ICT.

The school should ask support from the agencies that are tasked to promoting computer literacy by requesting free computer units and internet connection and sustainable support for their continuous operation. Computer teachers should employ Computer

Aided Instruction (CAI), such as the use of software, Tutorial Program, instead of the usual traditional Lecture- Discussion- Practicum approach to make variations in teaching. Such technique maximizes students interest in computer learning. A study related to the present work should be conducted to include wider scope and other variables on Information Communication Technology (ICT) since this discipline is fast developing and constantly changing.

Gregana (2015) investigated the effects of supplemental reading activities through Facebook on the reading performance of G 6 pupils. Based on the results, there was a significant difference on the reading performance of respondents using Facebook. In this light, the investigator would like to recommend the use of computer technology whether thought as an individual subject or integrated with other subjects and a redefinition of the responsibilities of the computer teacher be made as well as streamlining the computer curriculum with other subjects.

Therefore, for teachers it is recommended to continuously research for free educational websites and conduct in service trainings to teach subject teachers the application of computer technology in their teaching.

Curada (2007) studied the development of an instrument that could be used in capturing students' reactions to teaching-learning factors that operate in e- learning environments. The results of the confirmatory factor analysis (CFA) procedures indicated that the ReLES is highly consistent in measuring the constructs defined by the scale. Recommendations to stakeholders of HEIs and e-learning practitioners venturing into e-learning mode of instruction delivery are presented.

Buenaventura (2001) studied and analyzed the development, formation, and maintenance of cyberspace in education (the totality of non-spatial and non-temporal electronic culture in education), Computer- Mediated Communication (CMC) and Computer-Mediated Education(CME) in two exclusive girls' and boys' schools in Metro Manila.

As regards the effects of computers, including internet and email, on student learning, the narrative accounts prove that the technology has largely contributed to an increased learning behavior as this motivates the students to study harder. At the same time, teaching styles and knowledge of the teachers are enhanced.

Nepomuceno (2004) attempted to determine the extent use of ICT in their teaching-learning process and the performance of administrative functions in Bicol University. The study revealed that the academic administrators and faculty handling major subjects of the selected courses were highly qualified in terms of educational preparation since most of them earned Master's to Doctorate degrees. Their educational preparation were complemented and enhanced by their attendance to various trainings and seminars relevant to their field of specialization.

Odronia (2007) presented two groups of independent variables: first, instructional leaders profile composed of their ages, educational attainment, number of years in service, educational background, exposure to ICT, hands-on experience, awareness on ICT goals and policies, and leadership qualities. Secondly, the working environment composed of facilities, utilities, funds and personal computers wherein they have predicted the instructional leaders ICT readiness index in terms of their mind set (awareness), ICT knowledge as well as ICT skills.

Saragcon (2001) studied that the developed modules in Microsoft Excel were acceptable and could be used as

supplementary instructional materials in teaching the subject. It showed that the experts and teachers in computers had similar perceptions on the acceptability of the developed modules in Microsoft Excel. Students who used the modules in Microsoft Excel performed better than those who had undergone the typical classroom lecture-demonstration methods. Microsoft Excel was beneficial to both teacher and students.

Arensol (2006) determined the level of effectiveness of the Computer-Aided Instruction as influenced by teacher's teaching performance and students' study habits among higher education institutions in Panay viewed by the teachers themselves was outstanding and the study habits of students was also found to be very good. Teaching performance and study habits significantly influenced the level of effectiveness of Computer-Aided instruction and they were also found to be significant predictors of the latter variable.

Synthesis

Needless to say, it is given that the reading performances of the students in the basic education arm in the Philippine education

system continue to be the disappointed of many classroom teachers. This is due to the fact that reading for these students is a hard, tedious, and boring enterprise to master. Problems on comprehension and other reading skills are the main issues reading teachers have to address in their respective classrooms. Thus, results in the national exams with regard to reading skills also continue to plummet. Consequently, these teachers also continue to find ways in order to mitigate and remediate these reading problems among the Filipino students.

One of these good alternative to teaching reading is the use of digital materials. The use of these materials is aligned with the theories of social constructivism, or constructivism in general as aforementioned. For instance, Lin (2015) uses the theory of constructivism to explicate how teachers can help students acquire the meaning of the words. Teachers, then, are expected to scaffold students in problem solving, thinking creatively, and deciding what is ideal based on their own rich background knowledge. Thus, the study has strengthened some hypotheses claiming that the involvement of cognitive aspects help students construct their personal meaning of the words.

In connection to this, it appears that the use of technology in the teaching-learning process provides an immediate and direct effects of tapping students' rich schemata, as these students have been to the rapid growth and access to the technologies nowadays. In fact, we can agree with Halliday (2013) when he argues that each child is presented as a freestanding autonomous being; and learning consists in releasing and bringing into flower the latent awareness that is already there in the bud. In short, exposing students to the things they are interested in, just like the access to digital world, will help them become interested in reading, thus, possible reading comprehension and appreciation.

As regards the related studies that have been explicated, majority of the results affirm the positive effects of the integration of technology and digital-formatted texts in students' reading comprehension and appreciation. Although many studies have ventured into the effects of technology in the teaching-learning process, there has been a recorded dearth of studies that propose reading materials presented digitally. Thus, this study tried to fill in this gap by proposing a module that was intentionally designed for a digital format. The modules are especially designed for the Grade

8 students who are known to be computer-savvy, thus digital-native students. Ideally, the results will be able to contribute to the growing body of research affirming the importance, utility, and the direct contribution of the nesting of technology in a reading class.

Chapter 3

Methodology

This chapter presents the research design, sampling procedures, participants of the study, research instruments, data gathering instruments and the statistical treatment of data.

Research Design

This study used a descriptive quantitative correlational study. It specifically endeavors to describe a systematic, actual, accurate and objective situation, problem, or phenomenon. It seeks to describe (Garcia, 2003), and see the correlation between two variables (Frankael& Walden, 2007). Specifically, the quantitative part of the study involved the test questions answered by the participants that measured their reading comprehensions in the areas of inferencing, identifying character traits, concept mapping, and vocabulary development, with a total of 25 points. Also, a questionnaire aimed to determine the preferences of the students as regards use of traditional print books using a four-point Likertscale. Both test results in the traditional and digital text formats were subjected to a descriptive statistical treatment. Two results, then, were correlated using t-test. T-test is used to see significant difference of scores between the traditional and the digital format.

Sampling Procedures

Out of the two hundred eighty-five total number of population of students in the Grade 8 level, seventy-three (73) students were identified as participants in the study since the number is too large. The researcher employed the population sampling through the use of Slovin's formula

$$n = \frac{N}{1 + Ne}$$

Where:

n = sample size

N = population size

e= desired margin of error (percent allowance because of the use of sample instead of the population)

Participants of the study

The population of this research involved 73 Grade 8 students of the Pedro T. Mendiola Sr. Memorial National High School for the School Year 2015-2016. There were 42 (58%)

female and 31 (42%) male respondents gathered from the 5 different sections of the Grade 8 level to evaluate their reading comprehension using traditional and digital print books.

Research Instruments

The study used three instruments; a) the reading passage from the Teacher's Manual of English Expressways II (published book) for the traditional print book; b) a short story digital format texts entitled "Goha and His Donkey" as retold by Mahmoud Ibrahim Mostafa, that comprised of 25 points. Furthermore, a survey questionnaire identified students' preferences using traditional print books and digital format texts, comprising of components in: 1) making connections, 2) visualization, 3) asking questions/drawing conclusions, 4) determining importance, and 5) synthesizing. This section was composed of 15 items.

Data Gathering Procedures

The researcher secured permission from the thesis committee to proceed with the research. Then a letter of request for permission to conduct the study was personally brought by the

researcher to the principal of the aforesaid high school. The questionnaires were prepared to test the student's reading comprehension. To recount:

Test for Traditional Print Materials. First, the group of Grade 8 students took the pre-test using the traditional texts in printed textbooks. Students read the *Goha and His Donkey* as retold by Mahmoud Ibrahim Mostafa, and answered different types of comprehension questions related to inferencing, identifying character traits, concept mapping, and vocabulary development, with a total of 25 points. After the test, students also answered the questionnaire that aimed to determine the preferences of the students as regards use of traditional print books vis-à-vis the following: 1) making connections, 2) visualization, 3) asking questions/drawing conclusions, 4) determining importance, and 5) synthesizing, with a total of 15 indicators. Responses were in a form of Likert scale, that is, 4- *always*, 3- *sometimes*, 2- *seldom*, and 1- *never*. All results were tabulated quantitatively to be used for further analysis to seek answers to the questions under study.

Test of Digital Text Materials. The same questionnaire and processes were undergone by the respondents. However, this time,

the group of students took another test. The reading materials were already converted to a digital format. In like manner, the participants had to read the Goha and His Donkey as retold by Mahmoud Ibrahim Mostafa given to them in digital format, using the school's personal computers in the ICT room. They also answered different types of comprehension questions related to inferencing, identifying character traits, concept mapping, and vocabulary development, with a total of 25 points. Students also answered the questionnaire that aimed to determine the preferences of the students as regards use of traditional print books vis-à-vis the following: 1) making connections, 2) visualization, 3) asking questions/drawing conclusions, 4) determining importance, and 5) synthesizing, with a total of 15 indicators. Responses were in a form of Likert scale, that is, 4- *always*, 3- *sometimes*, 2- *seldom*, and 1- *never*. All results were tabulated quantitatively to be used for further analysis to seek answers to the questions under study.

Needless to say, the researcher explained the purpose of the tests before administering it. She made it certain that the students were prepared for the activity. The list sheets were distributed after the two applications of the traditional print text and digital format

text. The instructions for each test were explained to avoid unnecessary questions while the test was being conducted. After the test, all questionnaires were collected and carefully counted to secure all the test sheets are accounted for, and analyzed statistically.

In a nutshell, test results from both types of tests such as traditional print books and digital reading materials were compared using the appropriate statistical test. Without manipulating the variables, the study investigated the existing relationships of it. It described the degree to which the two variables are related, gave clarification in understanding the relationships of the traditional printed texts and digital format texts as used in teaching reading comprehension.

Statistical Treatment of Data

To present the magnitude of the results, the data that was yielded by the traditional and technological instructions were analyzed. The data was electronically processed with the aid of Statistical Package for Social Sciences software (SPSS). Percentage was also used for comparative purposes. It

shows the sizes magnitude of a number of respondents in the categories or variables involved in the study. The formula for percentage used in the study was:

Formula:
$$p = \frac{f}{N} \times 100$$

Where f = frequency
 N = number of cases
 P = percentage

To determine the improvement of the reading performance of the participants in the pretest and posttest scores, the researcher used mean and standard deviation.

$$\bar{X} = \frac{\sum X}{N}$$

Where $\bar{X}$ = mean
 $\sum X$ = sum of the values

N = number of respondents

$$SD = \frac{\sum (X - \bar{X})^2}{n}$$

In addition, t- test was also used to find if there were significant differences between the results of the dependent samples of the pretest and the posttest of both groups of the Grade 8 students.

Formula: $t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$

where: $\bar{x}_1$ = mean of first group

$\bar{x}_2$ = mean of second group

S1= standard deviation of the first group

S2= standard deviation of the second group

n1= number of cases of 1st group

n₂= number of cases of second group

Sets of criteria were formulated for the interpretation of the results of the data gathered regarding acceptability. The Likert scale was used to evaluate the results. The following equivalence were given:

Scale	Range	Verbal Interpretation
4	3.51- 4	4- always
3	2.51- 3.50	3- sometimes
2	1.51-2.50	2- seldom
1	1-1.50	1- never

CHAPTER 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter contains information about the results of the study and the analysis and interpretation of data gathered. The

presentation includes a narrative discussion of the results and implications of the data gathered which are illustrated in tables.

The Significant Difference Between Test Scores from Traditional Print Texts and Digital Reading Texts

Table 1
Results Between Traditional Print Book and Digital Format Text

	Mean	Standard Deviation	Mean Difference	t computed	p value	Verbal Interpretation
Traditional format	11.32	4.37	3.37	9.54	0.000	Significant
Digital format	14.69	3.27				

Table 1 shows the results from the traditional formatted reading material's and the digitally formatted material's mean scores of students who read traditional print books and digital format texts. A mean score of 11.32 and a standard deviation of 4.57 was attained for students who read traditional print books while a mean score of 14.69 and a standard deviation of 3.27 was attained for students who read the digital format texts.

The digital reading material gleaned a mean score of 14.69 of students who read digital format text is higher compared with the students who read traditional print texts which is 11.32. Both groups obtained a standard deviation of 4.37 and 3.27 respectively.

The two groups have a mean difference of 3.37 with a computed t-value of 9.54. The test of significance that resulted to 0.00 which is less than the level of significance of 0.05 indicates that the difference in pre and post test score is significant. Specifically, the resulting mean difference of 3.37 suggests that the post test score of 14.69 is significantly higher than pretest score of 11.32.

It implies that the students prefer to use digital format texts than traditional print books. This implies that students have access to digital gadgets such as cellphone, iPod, and other digital devices which serve as additional tools and devices for reading. Since the learners function in a digital environment nowadays, it is proper for them to be interested and motivated in reading. Also, digital literacy might be useful to the learning of literacies in educational settings. This is confirmed by Hadjerroiut's (2014) perspective on the use and evaluation of digital learning resources of learning between the

students and the environment. It explained that learning takes place through adaptation of the learner in her/ his environment.

Hence, proficiency in the new literacies of the Internet will become essential to our students' literacy future (International Reading Association, 2001). The researcher agreed to O'karat (2010) and Johnson, Smith, Willis, Levine and Haywood's(2011) studies that the schools easily and increasingly adopted the use of digital format texts.

Students' Preferences in Reading Traditional Print Texts and Digital Formatted Texts

Table 2
Students' Preferences Using Traditional Print book

Items	Mean Average	Interpretation
Making connection	3.20	Sometimes

Visualizing	3.11	Sometimes
Determining Importance	3.05	Sometimes
Synthesizing	2.94	Sometimes
Asking questions/drawing conclusions	2.91	Sometimes
Inferencing	2.88	Sometimes
TOTAL	3.01	Sometimes

Table 2 provides the mean scores of students' preferences using traditional print texts. Item 1 got the highest with a mean score of 3.24, item 2 got the second highest mean of 3.16 and item 3 got the 3rd highest mean of 3.15. All got the verbal interpretation of sometimes. This shows that the students prefer making connections when they read books articles, and pieces of writing and they visualize by using their senses while they read.

In contrast, item 8 got the lowest mean of 2.75, items 7 and 9 got the second lowest means of 2.83 and item 12 got the 3rd lowest mean of 3.15. All mentioned items got the verbal interpretation of sometimes. This shows that when students read traditional print texts they can only sometimes: give predictions on what they read; explain the story to someone; draw conclusions based on background knowledge and clues in text; look for things that help identify big ideas and why they are important.

Table 2 implies that students using traditional print books are having difficulty in comprehending and understanding the texts as shown by the overall mean with a verbal interpretation of sometimes. This result contradicts the study of Poznan (2001) that shows the preferences on the use of the print texts than digital format texts. This study confirms the study of Buenaventura's (2001) as he analyzed the development, formation, and maintenance of cyberspace in education. As regards to the effects of computers, including internet and e-mail on student learning, the narrative accounts prove that the technology has largely contributed to an increase learning behavior as this motivates the students to study harder.

Table 3
Students' Preferences using Digital Format Texts

Items	Mean Average	Interpretation
Determining Importance	3.28	Sometimes

Visualizing	3.24	Sometimes
Inferencing	3.24	Sometimes
Synthesizing	3.24	Sometimes
Making connection	3.17	Sometimes
Asking questions/drawing conclusions	3.12	Sometimes
TOTAL	3.22	Sometimes

Table 3 shows the mean score of the students' preferences in reading digital texts. Items 12 and 14 got the highest mean score of 3.45. The second highest mean of 3.39 is item 10 while item 3 got the 3rd highest mean score of 3.35. All got always as the verbal interpretation.

The table also shows the items with the lowest means. Item 8 got the lowest mean score of 3.07 while item 9 got the 2nd lowest mean score of 3.09 and item 6 got the 3rd lowest mean score of 3.11. All items mentioned got a verbal interpretation of sometimes.

This implies that students' preferences in reading digital are determining importance by looking for things that help identify the big ideas and why they are important. It also implies that students prefer inferencing through finding information from the story and at the same time prefer visualizing through the senses when reading using multimedia tools. It can be inferred that students understand

the digital texts more than the traditional text format which concurs with the survey of (Wade & Moje, 2000). With the result of the present study, it can be attributed that an electronic agent may be an effective approach to provide consistent and timely reading support and provides immediate feedback to a reader. Students learn when strategies are presented in comfortable learning tool which is the digital text. The present study has similar results obtained by Clerigo (2008), Curada (2007), Arensol (2006), Nepomuceno (2004), and Concepcion (2007). The results in the present study revealed that in terms of literacy instruction, educational teaching technologies such as computer-aided instruction appear to significantly improve and increase the students' reading competence.

The Instructional Materials to Propose For Grade 8 Students

As gleaned from the results, students show the tendency to favor the use of digital formatted reading materials. This has contributed to an obvious increase as demonstrated in the test scores in the digital formatted materials. In terms of students' preferences, results divulge that reading using the digital texts help

students identify big ideas and their importance, which as a whole suggests that students learn some comprehension strategies through the use of digital format.

Given the results from the two research questions, it safe to assert that the proposal of reading materials presented in a digital format may improve and help students' reading comprehension. The results will be used to propose sample modules that students need for their levels. The modules have been presented in the appendix for perusal.

In totality, the difference between the test scores in both types of format, that is, traditional and digital is significant, thus favoring the importance and direct effect of the digital formatted materials to students' reading comprehension. Also students' preferences between traditional and digital format show their propensity to favor the use of digital materials. Thus, this study has initially claimed that the use of digital materials may have dire positive effect to students' reading comprehension which echoes the tradition of constructivism that this study has been anchored on.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, the findings and the recommendations based on the results of the study.

Summary of Findings

The researcher's study arrived at the following findings based on the research questions under study:

The Significant Difference Between Test Scores from Traditional Print Texts and Digital Reading Texts

As gleaned from the study, there is a significant difference between test scores from reading materials presented traditionally in print text, and the digital format texts. In fact, the posttest mean score of 14.69 of students who read digital format text is higher compared with the students who read traditional print texts which is 11.32. Both groups obtained a standard deviation of 4.37 and 3.27 respectively. Also, the test of significance that resulted to 0.00 which is less than the level of significance of 0.05 indicates that the difference in test scores is significant.

The significant difference purports that the reading materials presented, introduced, and answered digitally have successfully aided in students' understanding and comprehension. The results support the theories that this study has been anchored on, that is, constructivism and social constructivism. Put simply, the way the

way they treated the reading materials may have been hastened with the use of digital or technological advancements.

Students' Preferences in Reading Traditional Print Texts and Digital Formatted Texts

Traditional format. As regards making connections, students prefer making connections by reading books, articles, and pieces of writings and understand easily the events, people, or issues in the story when reading traditional print texts. Students prefer visualizing through the use of the senses to connect the characters, events and ideas to clarify the picture in mind while reading the story when reading traditional print texts. Also, students least prefer asking questions, drawing conclusions in explaining the story to someone and giving predictions when reading traditional print texts. Results also show that students least prefer inferencing by drawing conclusions based on background knowledge and clues in the text and least prefer determining importance by looking for things that help to identify the big ideas and why they are important. Equally important, students least prefer synthesizing by connecting

and making across the text to help create new generalization of new perspectives in reading traditional print texts.

Digital Format. Students prefer determining importance in looking for things that help to identify the big ideas and why they are important in reading digital texts. They also prefer inferencing in finding information from the story using multimedia when reading digital texts. While students prefer Visualizing by using the senses to clarify the images in mind while watching the story using multimedia tools in reading digital texts, they have least preference with regard to asking questions/drawing conclusions in giving predictions about a story and watching the story using the LCD projector while reading a digital text. Lastly, students least prefer inferencing in drawing conclusions based on the background knowledge and clues in stories while watching a digital text.

The Proposed Instructional Materials for Grade 8 Students

Obviously, the results from the two results questions have successfully informed us of the possible reading materials to develop in order to help students in understanding and appreciating

the nuances of some reading materials. To illustrate, digital formatted materials have been favored by these Grade 8 students as demonstrated in the significant difference between the two test results. In like manner, students' preferences also show the tendency of effectiveness of the digital materials to students' overall reading comprehension. Thus, this study has proposed sample modules that are formatted digitally. (See appendix for the sample).

Conclusions

Using the three-pronged purposes of the study, results have showed that this study has initially claimed that the use of digital materials may have dire positive effect to students' reading comprehension which echoes the tradition of constructivism that this study has been anchored on. In short, the results claim the need for teachers to provide students the materials that are close to their interest, schemata, and rich background knowledge.

As guided by the three questions, the following conclusions have been drawn: First, students prefer to use digital format texts than traditional print books. Secondly, the student-respondents

have better comprehension in reading digital text format than traditional print texts. In terms of the digital format texts, they are more effective mode of instruction in digital format texts than traditional print books. In fact, digital format text is considered to create interest and arouse the motivation levels among students since they are free to learn at their own pace.

Recommendations

In the light of the findings and conclusions drawn from the study, the following are hereby recommended:

- 1 Teachers teaching English subject should use and apply digital format texts in order to improve the reading comprehension of the students.
- 2 Using digital format texts should be applied not only in English subject but also to other subjects as well as to other level of education.
- 3 Update training on using technology as well as digital format texts to be used in teaching English subject to encourage the students to develop higher order thinking skills (HOTS).

- 4 Teaching English subject using digital format texts should be made participatory and it must be on the level of interest of the learners where enjoyment and interest prevail.
- 5 The result of the study may be used by the future researchers as a reference for further studies in different situations, subjects and students at different levels should be carried out.
- 6 The proposed modules should be used after validity and accuracy have been sought.

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Dear Young Readers,

These sample modules have been especially designed for you to address your needs and preference of reading materials presented digitally. Each lesson has reading articles you will surely enjoy. Using your digital gadget like table or laptop, you go through the comprehension questions, tasks, and other related tasks with the tip of your fingers or your mouse.

As you explore these digital materials, please be guided with the structure accordingly. These learning resources have nine parts:

1. **WHAT TO DO.** It tells you what to do and how to go about the module. Watch, learn and follow each direction carefully.
2. **OVERVIEW.** This part informs you what the module is all about.
3. **COMPREHENSION.** This part includes a recall of skills and or concepts which you need to understand the lessons in the instructional module.
4. **LEARNING GOALS.** This study gives you the learning objectives/skills. These are the goals that you have to master after studying this module.
5. **PRETEST.** This measure your learning of the content of the module. When you got perfect score in the pretest. You do not need to take this module. So you Can proceed to the next module.
6. **ADVENTURE.** This is the part of the module that will teach you the different skills, concept and knowledge that will help you understand the lessons here.
7. **SKILL PRACTICE.** This part provides you varied exercises that will help you master the lessons on every adventure.
8. **SELF-CHECK.** This part provides another exercises that will determine whether you are ready to take the posttest or to review the previous lessons.
9. **POST TEST.** This is the part of the module that will check how much you've learned from this learning unit.

Enjoy as you experience your digital world!

Best,
Teacher



e-learning

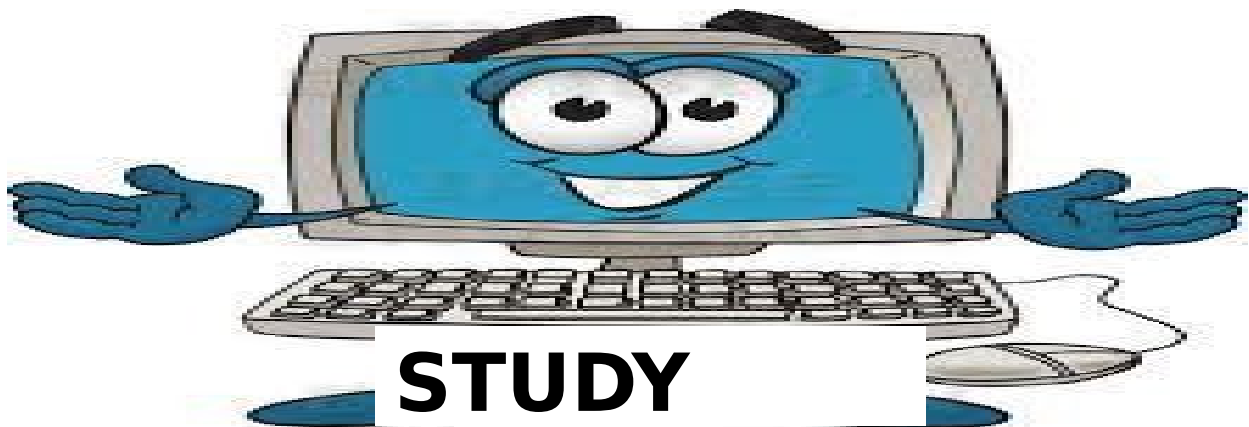
Hello! I am Ms. Digital Literacy. Welcome to the world of adventure. You will explore, watch the different stories, selections and passage here.

Work on this learning module with me and you will explore different things.

Browse, follow every direction and click the steps and you will discover the beauty of learning and reading through World Wide Web. You will find this very interesting, exciting and comprehensively.



STUDY



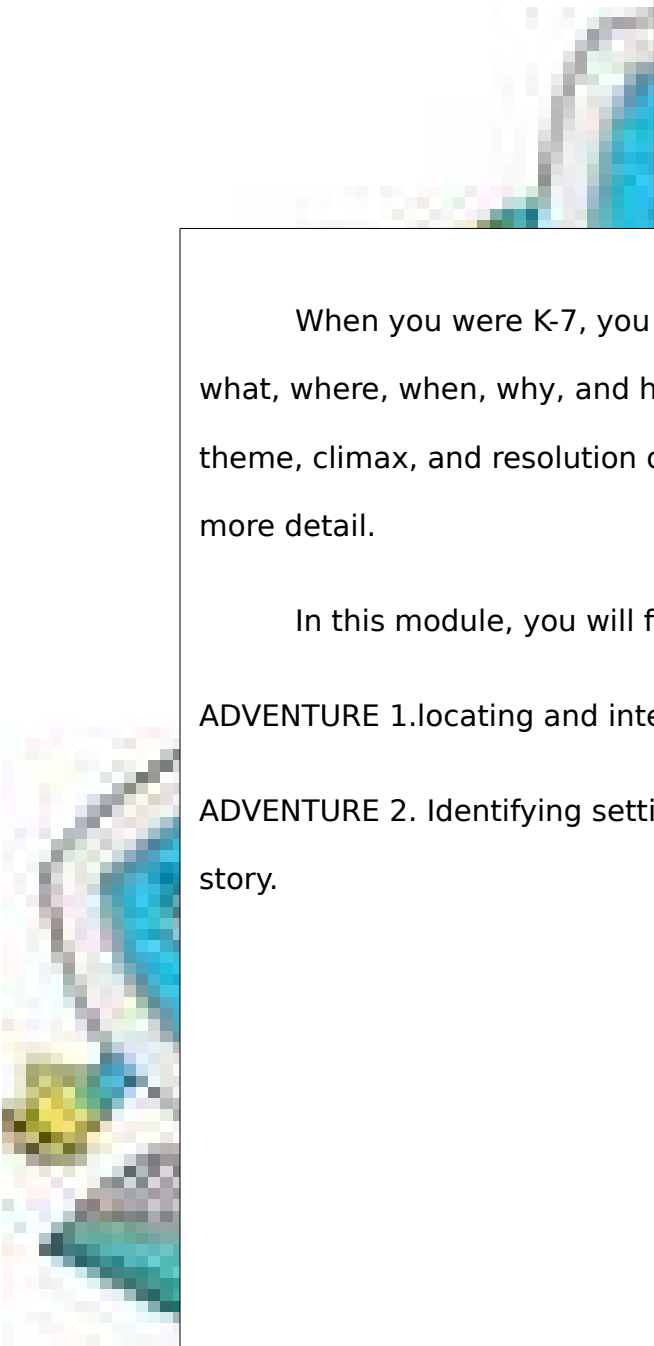
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WHAT TO DO

- Create your own yahoo account.
- Join to the yahoo group created by the teacher.
- Create your own folder for the files to be uploaded for the modules.
- Download the Pretest. You will answer the test questions based from your prior knowledge.
- Do the different adventures here. Answer all the questions in Skill Practice 1 and 2, as well as in self check.
- Perform the adventures in correct order. Do not work on this module to correction found right after answer sheet.

LEARNING GOALS

TM



After studying this module,

you are expected to:

1. Locate and interpret

significant details

2. Identify the plot

diagram of the story.

OVERVIEW

When you were K-7, you have been answering the questions who, what, where, when, why, and how. You even learned the character, setting, theme, climax, and resolution of the story. Here, you will learn them in more detail.

In this module, you will find adventure 1 and 2

ADVENTURE 1. locating and interpreting significant details.

ADVENTURE 2. Identifying setting, character, climax and ending of the story.

NOTING SIGNIFICANT DETAILS

DIRECTION: Open the folder of Pre-test from your yahoo group.

PRETEST. Read the short story then answer the questions that follow.

Write the letter of the correct answer on the space provided.

GOHA AND HIS DONKEY
Retold by Mahmoud Ibrahim Mostafa

One summer morning, Goha took his son out to work in his cotton field. He was riding his donkey while his son walked next to him, when they came upon some neighbors sitting by the side of the road. One of them called Goha aside and scolded him for riding the donkey and letting his young son walk on a hot summer day. So Goha got off the donkey, and put his son on the donkey's back, and he continued on his way.

A few minutes later he passed by some people from his village and greeted them, and one of them replied, " Goha, don't you think it is



_____ 6. How Goha earn a living?

- a. farming b. buy and sell c. carpenting

_____ 7. The word *disrespectful* means_____.

- a. Not grateful b. not obedient c. not polite

B. Infer the character traits described in the sentences. Write the letters only.

- a. industry b. charity c. anxiousness

_____ 8. Goha took his son out to work in his cotton field.

_____ 9. He went home that day not knowing what to do.

_____ 10. He could barely eat and he gave a big portion of his dinner to his son.

C. Make a concept map of the story by filling out the diagram below. (10 pts)

Title	
Character	
Setting	
Problems	
Complications	
Climax	
resolution	

D. Vocabulary. Read the sentences. Choose the letter of the most appropriate meaning of the underlined words.

21. Goha and his son walked along with the beast in the dusty and hot afternoon.

- a. donkey b. horse c. cow

22. They met a friend doing ablution in preparation for a prayer.

- a. dressing up b. washing his body c. kneeling down

23. The neighbor left them, shaking his head in disgust.

- a. anger b. irritation c. anxiety

24. Goha had a very puzzled look on his face, "What am I to do now?"

- a. happy b. sad c. worried

25. His wife noticed that something was amiss but Goha didn't tell her what it was.

- a. wrong b. right c. unbelievable

Do you still remember the stories you have read? If yes, you are NOTING SIGNIFICANT DETAILS

SKILL PRACTICE 1

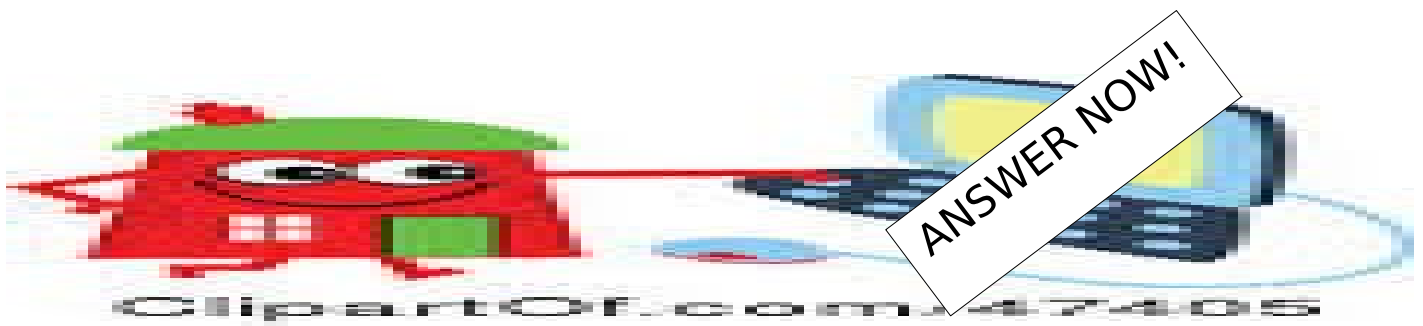


The passage below is followed by questions about specific details contained within the passage. Practice looking for key words and phrases in both the question stem and answer choices to help you locate the correct information in the passage. Then, select the best answer from among the choices listed

Sir Isaac Newton has generally been regarded as the founder of modern physical science. He was the first to promulgate a set of natural laws governing both terrestrial and celestial motion, and he laid the groundwork for subsequent innovations in mathematics, astronomy, chemistry, and physics.

Noted for his achievements in exploring and defining gravitational forces, Newton's first major scientific accomplishment was the invention, design, and construction of a reflecting telescope. His ingenuity led to an advance in telescope technology; versions of the mirror that he created are still used in some modern telescopes. Later, while still a student at Cambridge, he read works on optics and light by the English physicists Robert Boyle and Robert Hooke, and discovered measurable patterns in the light refracted by a glass prism. Based on the results of his experiments, he postulated that light consisted of streams of minute particles. His attempts to publish this unconventional idea were thwarted by critics.

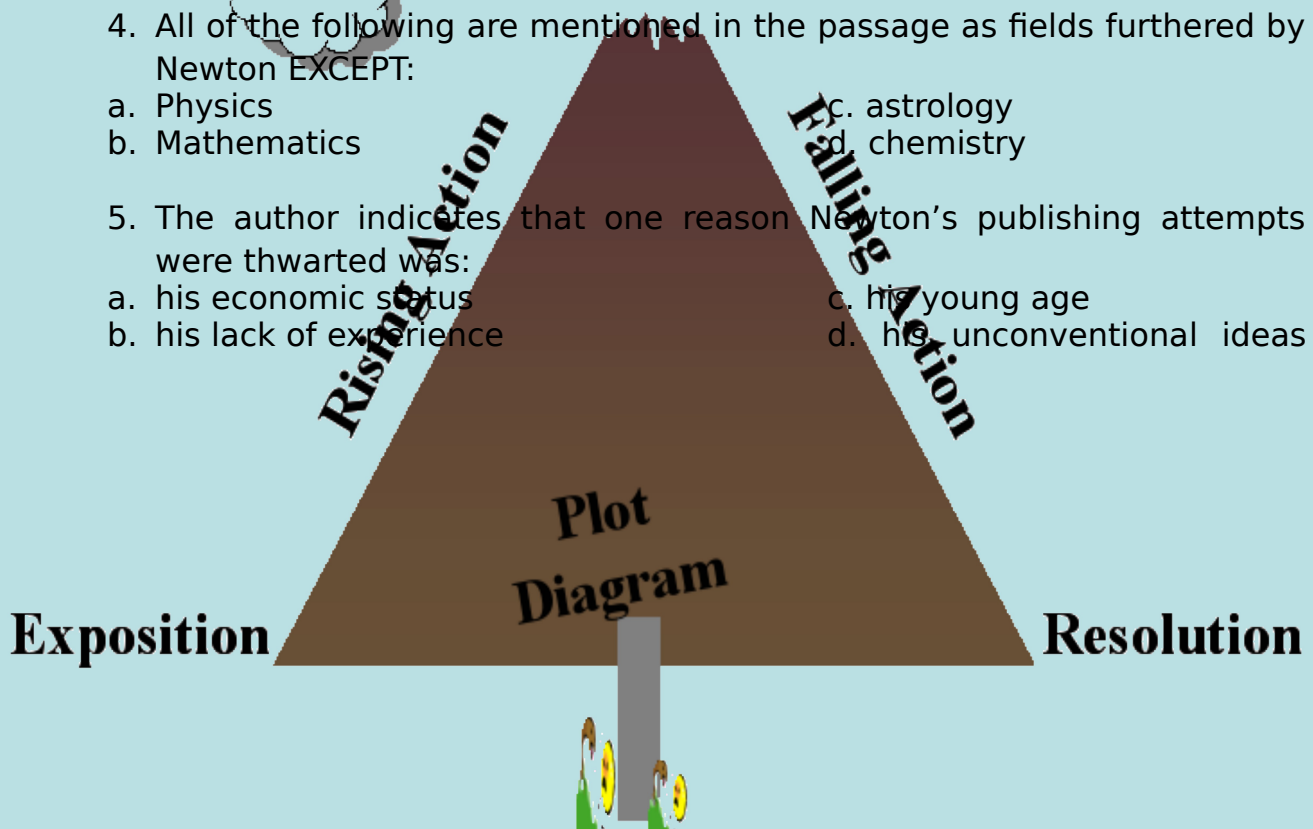
Despite experiencing numerous setbacks, Sir Isaac Newton is known today as a brilliant scientist, who helped to advance the fields of mathematics, astronomy, chemistry and physics.



1. The passage states that Newton was the first person to:
 - a. Develop a refracting telescope
 - b. Publicize laws of motion
 - c. measure gravitational forces
 - d. study under Robert Boyle
2. Which of the following questions is NOT answered by information in the passage?
 - a. What type of telescope mirror did Newton create that is still in use?
 - b. What physicists' works did Newton create that is still in use?
 - c. What achievements is Newton most noted for?
 - d. What object prompted Newton's discovery of measurable patterns of light?

ADVENTURE 2

3. According to the passage, Newton postulated which of the following theories about light?
 - a. It consisted of seven distinct colors across a varied spectrum.
 - b. Waves of light traveled faster than waves of sound.
 - c. It was made up of streams of tiny particles.
 - d. Light waves consisted of large fragments seen collectively.
4. All of the following are mentioned in the passage as fields furthered by Newton EXCEPT:
 - a. Physics
 - b. Mathematics
 - c. astrology
 - d. chemistry
5. The author indicates that one reason Newton's publishing attempts were thwarted was:
 - a. his economic status
 - b. his lack of experience
 - c. his young age
 - d. his unconventional ideas



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The **exposition** is the introduction to the plot.

- In the exposition
 - characters are introduced
 - setting is revealed
 - mood or tone is established

Lecture Notes Outline
The exposition is the introduction to the plot. In the exposition, characters are introduced, setting is revealed, and mood or tone is established. The exposition provides any necessary background information that the reader may need to understand the story. It also sets the plot in motion by providing an inciting incident. An inciting incident is the event that creates a problem for the main character. This problem is usually resolved by the end of the story. This slide indicates the climber's ascent on the mountain.

Slide 11 of 22 "Office Theme"

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In the **rising action**, the main character tries to solve a problem and runs into several obstacles along the way, resulting in a conflict.

Lecture Notes Outline
In the rising action, the main character tries to solve a problem and runs into several obstacles along the way, resulting in a conflict. The rising action is where most of the significant events and conflicts of the story line occur. This is also the part of the plot that builds in intensity, creating suspense. This slide indicates the climber's ascent on the mountain.

Slide 12 of 22 "Office Theme"

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Conflict is what drives the plot.

- There are four types of conflict:
 - person versus person
 - person versus society
 - person versus nature
 - person versus self

Lecture Notes Outline
Conflict is what drives the plot. There are four types of conflict: person versus person, person versus society, person versus nature, and person versus self. The first three types of conflict (person versus person, person versus society, and person versus nature) are considered *external conflicts*—struggles that take place between a character and some outside force. The last type of conflict (person versus self) is considered an *internal conflict*—a struggle that takes place within a character. This slide indicates the climber's ascent on the mountain.

Slide 13 of 22 "Office Theme"

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The **climax**, or turning point, is the high point of interest and suspense in the plot.

Lecture Notes Outline
The climax, or turning point, is the high point of interest and suspense in the plot. At this critical point, the main character has to take action or make a decision. Sometimes, fate intervenes and forces him or her to do so. There can be one climax or several climaxes in a story, and the main climax doesn't necessarily occur in the middle of the plot. In short stories, in particular, the climax often occurs near the end of the story. This slide indicates the climber's ascent on the mountain.

Slide 14 of 22 "Office Theme"

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The **falling action** consists of all the events that follow the climax.

- These events include the results of the main character's action or decision.

Lecture Notes Outline
The falling action consists of all the events that follow the climax, including the results of the main character's action or decision. This slide indicates the climber's descent of the mountain now that the goal has been reached. Some stories follow an unusual plot pattern. These stories begin with the falling action and go back in time to fill in the events that led up to it. (See slide 17 for more information on time and plot organization.)

Slide 15 of 22 "Office Theme"

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The **resolution**, or conclusion, is the point at which the central conflict is ended, or resolved.

Lecture Notes Outline
The resolution, or conclusion, is the point at which the central conflict is ended, or resolved. This part of the story is also known as the *dénouement*. The word *dénouement* has a French origin. Its literal translation is "to untie a knot." In reference to a literary work, *dénouement* means the untying or unravelling of the complex parts of a plot.

Slide 16 of 22 "Office Theme"



Read the story carefully and complete the story map afterwards.

The Flowers
Alice Walker

Reading and Writing about Short Fiction. Ed. Edward Proffitt. NY: Harcourt, 1988. 404-05.

It seemed to Myop as she skipped lightly from hen house to pigpen to smokehouse that the days had never been as beautiful as these. The air held a keenness that made her nose twitch. The harvesting of the corn and cotton, peanuts and squash, made each day a golden surprise that caused excited little tremors to run up her jaws.

Myop carried a short, knobby stick. She struck out at random at chickens she liked, and worked out the beat of a song on the fence around the pigpen. She felt light and good in the warm sun. She was ten, and nothing existed for her but her song, the stick clutched in her dark brown hand, and the tat-de-ta-ta-ta of accompaniment,

Turning her back on the rusty boards of her family's sharecropper cabin, Myop walked along the fence till it ran into the stream made by the spring. Around the spring, where the family got drinking water, silver ferns and wildflowers grew. Along the shallow banks pigs rooted. Myop watched the tiny white bubbles disrupt the thin black scale of soil and the water that silently rose and slid away down the stream.

She had explored the woods behind the house many times. Often, in late autumn, her mother took her to gather nuts among the fallen leaves. Today she made her own path, bouncing this way and that way, vaguely keeping an eye out for snakes. She found, in addition to various common but pretty ferns and leaves, an armful of strange blue flowers with velvety ridges and a sweet suds bush full of the brown, fragrant buds.

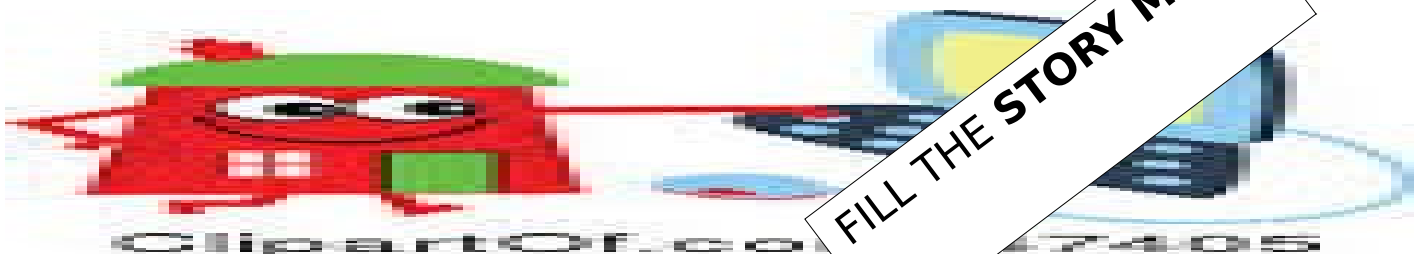
By twelve o'clock, her arms laden with sprigs of her findings, she was a mile or more from home. She had often been as far before, but the strangeness of the land made it not as pleasant as her usual haunts. It seemed gloomy in the little cove in which she found herself. The air was damp, the silence close and deep.

Myop began to circle back to the house, back to the peacefulness of the morning. It was then she stepped smack into his eyes. Her heel became lodged in the broken ridge between brow and nose, and she reached down quickly, unafraid, to free herself. It was only when she saw his naked grin that she gave a little yelp of surprise.

He had been a tall man. From feet to neck covered a long space. His head lay beside him. When she pushed back the leaves and layers of earth and debris Myop saw that he'd had large white teeth, all of them cracked or broken, long fingers, and very big bones. All his clothes had rotted away except some threads of blue denim from his overalls. The buckles of the overall had turned green.

Myop gazed around the spot with interest. Very near where she'd stepped into the head was a wild pink rose. As she picked it to add to her bundle she noticed a raised mound, a ring, around the rose's root. It was the rotted remains of a noose, a bit of shredding plowline, now blending benignly into the soil. Around an overhanging limb of a great spreading oak clung another piece. Frayed, rotted, bleached, and frazzled--barely there--but spinning restlessly in the breeze. Myop laid down her flowers.

And the summer was over.



STORY MAP

STORY: _____
AUTHOR: _____

SETTING

TITLE _____

PLACE _____

MAIN CHARACTERS:

The characters that played the
major role are:

BEGINNING

END

- I. DIRECTION: Open the folder of Post-test from your yahoo group.



POST TEST. Read the short story then answer the questions that follow.

Write the letter of the correct answer on the space provided.

A CHIEF NAMES HIS HEIRS

There was a chief living in Dagomba. He was growing old, so he began to think of how his possessions would be distributed when he died. According to the tradition of those times, a man's possessions were not given to his son. Instead they were given to his sister's son: his nephew. The chief had much wealth: large fields, storehouses filled with corn, and many servants and slaves. He wondered if his nephew would be able to take care of all these possessions wisely. He said to himself, "How do I know that my nephew will not let the fields go uncared for, abuse my slaves, and waste everything?"

One day when he felt that his life was growing short, the chief sent for his nephew and said to him, "My nephew, you are the one who is supposed to inherit from me. I want you to inherit thoughtfully. When I am dead and my property is given away, you will select one thing that I own and claim it for yourself. Everything else I will leave to my head slave, for he has been very loyal and faithful to me all my life. I speak of it now so that you will have time to decide what you want most.

The nephew went away thinking, "What makes my uncle behave this way? Am I not his nephew? He tells me 'Inherit thoughtfully. Take only one thing.' Shall I take his gun or his garden, or the tree in his yard and leave everything else of value to his head slave?" The nephew was worried. He thought, "Why should I even attend the meeting where his will be made public? No, he rejects me, so I want nothing from him at all."

But the young man could not get these thoughts out of his mind. He did not eat. He did not sleep. He told his mother, "My uncle is putting me aside. He says, 'Take one thing from my possessions. The rest I will give to my head slave.'" His mother answered, "Perhaps there is some meaning in it that you do not understand. He may be testing you." The young man thought about it, but he could not find an answer.

The chief died. They buried him and had a funeral feast. The time came when the chief's spokesman was going to announce how the possessions would be distributed. People of the town gathered in front of the chief's

house. The nephew also came because an answer had appeared to him that night in a dream.

The chief's spokesman announced to the crowd that the nephew could select one thing and that all the rest would go to the head slave. When the people heard that, they were angry. They said, " It is an injustice. It has never happened that a man refused to let a nephew have his rightful inheritance."

The nephew spoke, " I have thought deeply about this matter. I thought perhaps I would not come, or that I would say ' Give everything to the slave, because he has been a faithful servant to my uncle. ' But my uncle said to me, 'Inherit thoughtfully.' He wanted to be sure I would now waste his fields and storehouses by not caring for them. But I shall do as he wished. I shall choose one thing: my uncle's head slave."

The chief's spokesman announced to the crowd: "You are witnesses. The nephew chooses the head slave. The head slave receives everything else." And the crowd called out: "We are witnesses!"

The spokesman said : It has been witnessed. Although the nephew inherits one man, he inherits everything, because the property of the slave is a property of the master. What a slave owns, the master owns. Nephew, you have inherited thoughtfully, as the chief wished. This is what we say to you:

Do not waste what has been given to you.

Never say, "with my own effort I created all these properties."

Do not abuse your workers, because they put food in your mouth.

When a tool breaks, we put a new blade in it.

You are the new blade. May your fields grow very well.

As you inherited thoughtfully, live thoughtfully.

And the nephew answered:

"Sir I accept my inheritance with thankfulness. My uncle's head slave was sure he would inherit wealth, and now he finds he has nothing. Will anyone accuse me of wasting my inheritance if I give this man a field, a house, and a storehouse of his own?"

The chief spokesman said,"No, they will praise you for an honorable action."

So the chief's inheritance was settled, and his words to his nephew became a saying: " Inherit thoughtfully."

_____ 1. The chief wants to plan his will because_____.

- a. He wants to be sure that his nephew gets everything.
- b. He doesn't want his nephew to get anything.
- c. He wonders if his nephew will take good care of the possessions

_____ 2. As the chief's life is ending, he tells his nephew,_____.

- a. "When I am dead, my property will be given to you."
- b. "When I am dead, select one thing that I own and take it."
- c. "When I am dead, my head slave will receive everything."

_____ 3. The nephew thinks at first,_____.

- a. "My uncle rejects me, so I don't want anything of his."
- b. "My uncle rejects me, so I am very angry at him."
- c. "My uncle rejects me, so I am very disappointed."

_____ 4. After his uncle's death, the nephew asks only for the head slave because_____.

- a. He automatically gets everything else the uncle owned
- b. His mother warns him that this is the only way to get his uncle's possessions
- c. He knows the slave could help him reach great wealth

_____ 5. At the end the father's faithful slave receives_____.

- a. Nothing
- b. A field, a house, and a storehouse from the nephew
- c. The possessions the chief left him: large fields, storehouses filled with corn, and many slaves and servants

_____ 6. The word they in the fourth sentence of the first paragraph refers to_____.

- a. Man's possessions
- b. relatives
- c. people

_____ 7. The root word of inheritance is

- a. In
- b. inherit
- c. ance

B. Infer the character trait described in the sentences. Write the letters only.

- a. Anger
- b. worry
- c. sensibility

_____ 8. How do I know that my nephew will not let the fields go uncared for, abuse my slaves, and waste everything?

_____ 9. Why should I ever attend the meeting where his will is to be made public?

_____ 10. So the chief's inheritance was settled and his words to his nephew became a saying, " Inherit thoughtfully."

C. Complete the story map

Setting:

Where: _____

When: _____



Major

Characters: _____

Minor

Characters: _____

PROBLEM:

Chief's
Problem: _____

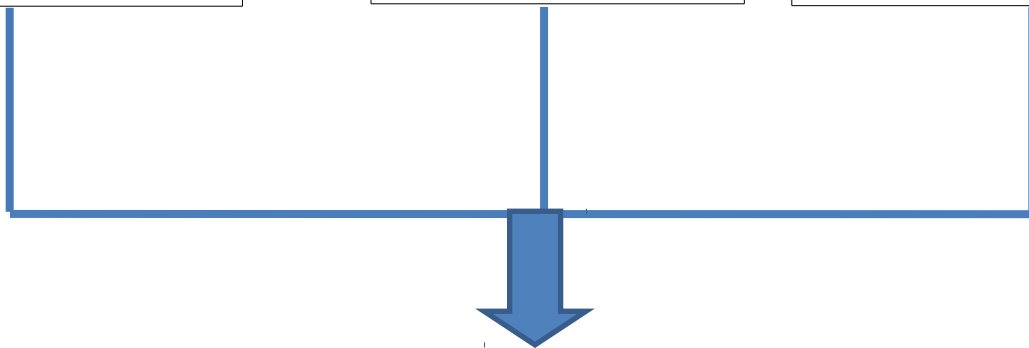
Nephew's
Problem: _____



Event 1:

Event 2:

Event 3:



Outcome:

Vocabulary

From the content of each sentence, infer the word that it describes.

1. Do no waste what has been given to you.
a. Thriftiness b. courteousness c. courage
2. Never say, " With my own effort, I created all these properties."
a. Politeness b. generosity c. humility
3. Do not abuse your workers because they put food in your mouth.
a. Courtesy b. righteousness c. justice
4. when a tool breaks, we put a new blade in it.
a. Optimism b. pessimism c. narrow-mindedness
5. "You are the new blade, may your fields grow very well."
a. Politeness b. trustworthiness c. bravery

CONGRATULATIONS! You are now ready to face the challenges of Module 2

