



ANT READER: THE DEVELOPED MOBILE READING APPLICATION IN ENGLISH 7

ANA MARIA CELBETH T. GOPOLE

Teacher I

Camp Vicente Lim Integrated School
anamariacelbeth.gopole@deped.gov.ph

ABSTRACT

The main thrust of this study was to develop and validate a mobile reading application in English 7. The mobile reading application was named Ant Reader. This study utilized the Design and Development Research Design and a cyclical Analysis, Design, Develop, Implement, and Evaluation (ADDIE) model in developing the mobile reading application. The respondents of the study who acted as validators were composed of twenty-one (21) validators. Six (6) experts validated the mobile reading application which includes the EPS of English in SDO Calamba City, three (3) Master Teachers in English, one (1) School Head who is a former English Teacher, and one (1) school based LRMSD Coordinator. Moreover, 30 students were selected to participate as student respondents to the study. The researcher used an adopted questionnaire for validity and acceptability for the gathering of data.

The study was able to develop a mobile reading application using the ADDIE model. The designed mobile reading application was user-friendly and can be utilized offline. The findings of the content validity of the mobile reading application showed that Ant Reader was Highly Valid in terms of its objectives, concepts, topics, directions, exercises, and reflection. Moreover, it was revealed that the level of acceptability of the mobile reading application in terms of functionality, accuracy, suitability, usability, and efficiency was Very Acceptable. The result of the pretest showed that most of the students did not meet the expectations set by the Department

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



of Education. Meanwhile, the result of the posttest shows that students improved. After the utilization of the students of the mobile reading application, most of the students got outstanding and very satisfactory remarks in their post-tests. The findings using the t-test for dependent means revealed that there was a significant difference in the pretest and posttest result of the students. It implies that the mobile reading application in English can be an effective instructional material.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



INTRODUCTION

Reading is a meaningful undertaking that enables a person to improve academically, develop self-exploration, and emerge good values. When a person understands the thoughts transcending the pages of reading material, reading comprehension truly transpires. The gift and privilege of reading and understanding open a sea of opportunities for a person to develop his or her maximum potential. But the challenges and gaps in literacy continue to hinder the aspirations of young dreamers to attain their ambitions.

According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020), more and more children around the world were failing in reading and comprehension. And it was expected to get worse because of the crisis present in the world. UNESCO stated that four out of 10 children worldwide were unable to master reading and only one out of nine students achieved the minimum reading proficiency in poor countries. This clearly showed that there was a global disparity in the reading skills of the students and immediate action must be taken.

Moreover, the data presented by UNESCO showed that the number of children who lacked basic reading abilities was declining even before the pandemic. Instead of 460 million learners who were expected to have reading challenges in 2020, the number will be 584 million. The increase of more than 20% wiped out two decades of the world's educational advances.

In the Philippine setting, the report of the United Nations International Children's Emergency Fund (UNICEF, 2020) stated that three out of 20 Filipino learners, or less than 15% of the students in the Philippines can read simple texts in the distance learning due to the closure of the schools caused by the pandemic. The report of UNICEF concluded that there was learning poverty.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



Reading and comprehension were two of the important aspects of education that were left behind. Reading inventory alone becomes a very difficult task. And it was even harder to provide reading remediation and intervention. According to the study conducted by the Programme for International Student Assessment (PISA, 2018), Filipino high school students scored lower in reading and mathematics than most of the participants in countries in PISA 2018. It was revealed in their report that only 19% of the Filipino learners were identified under level 2 in reading proficiency. These students can identify the topic sentence, looking for information explicitly, and reflecting on the purpose of the author in the text. Almost no student attained level five and six reading proficiency.

The Schools Division of Calamba City launched Project DREAM as part of the Division Basic Education-Learning Recovery and Continuity Plan for SY 2022-2023. Project DREAM stands for Develop and implement long term and catch-up plans to accelerate learning; Reintegrate learners' safe return to the school system; Establish support system for teachers and learners through community and stakeholders' collaboration; Assess literacy and numeracy levels and the overall situation of learners, especially the marginalized; and Modify learning package focused on fundamental skills towards resiliency. The result of the GAP Assessment reveals that there is a need for schools to strengthen the literacy and numeracy skills of the students.

The recent studies conducted on reading (UNESCO, 2020; UNICEF 2020) show that there was a need for educational institutions, school administrators, and teachers to provide immediate and appropriate reading interventions and programs to uplift the current reading abilities of the students. The education sectors continuously adhere to the changes brought by digitization, industrialization, and modernization. The technological advances in education should be maximized so that the reading abilities of the students will improve to be able to adapt to the changes in society.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



The mobile reading application in English 7 was based on the Curriculum Guide and the Most Essential Learning Competencies mandated by the Department of Education. The Curriculum Guide in English 7 aims students to demonstrate understanding on the Philippine Literature and Philippine culture. Thus, the selected reading selections highlights appreciation on the Philippine Literature. Moreover, the competencies relevant to reading comprehension in the Most Essential Learning Competencies (MELCs) served as basis in the objectives of the reading application.

According to the SAGE Encyclopedia of Communication Research Methods (2017), the students today were labeled as digital natives, the millennial generation, and iGeneration (iGen). They were the learners who are comfortable with using gadgets and the internet in their study, work, and engagement on social media sites.

The results of the studies on reading skills and comprehension indicate the need for educational institutions to design and provide reading innovations that are accessible in distance learning. Moreover, the mobile reading application that was developed and validated in this study may also be used during face-to-face classes. This will also cater to the interest of the iGen or digital natives.

Research Design

The study utilized a quantitative research design to determine the content quality, instructional quality, and technical quality of the mobile reading application.

Moreover, this study utilized the Design and Development Research Method. Design and Development Research Method is defined by Richey and Klein (2007, as cited in Yusop, 2022), as the systematic study of designing, developing, and evaluating to create new or improved models that will guide the development of instructional and non-instructional products and resource.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



The ADDIE Model steps that will be utilized in this study will include the Analysis Phase, Designing and Developing Phase, Implementing Phase, and Evaluating Phase.

Research Instrument

The instrument is composed of two parts. The first part measures the content validity and another for acceptability of the mobile reading application in terms of objectives, concepts, topics, directions, exercises, and reflection. The second part assesses the mobile reading applications' acceptability in terms of functionality, accuracy, suitability, usability, and efficiency.

To interpret the assessment of the respondents, the 4-point Likert scale was applied and interpreted as follows:

Four-Point Likert Scale

	Scale	Level of Validity	Level of Acceptability
4	3.50-4.00	Highly Valid (HV)	Very Acceptable (VA)
3	2.50-3.49	Valid (V)	Acceptable (A)
2	1.50-2.49	Moderately Valid (MV)	Moderately Acceptable (MA)
1	1.00-1.49	Not Valid (NV)	Not Acceptable (NA)

Furthermore, the student-respondents' performance was measured through a pretest and posttest. The results of the performance were scaled and verbally interpreted using the Levels of Proficiency based on DepEd Order No.8, s. 2015. The students' scores in pretest and posttest are

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



categorized as outstanding, very satisfactory, satisfactory, fairly satisfactory, and did not meet expectation. The scores 8-10 are interpreted as outstanding level, 7 is interpreted as very satisfactory, 6 is interpreted as satisfactory, 5 is interpreted as fairly satisfactory, and scores 1-4 are interpreted as did not meet expectation.

Levels of Proficiency

Source: DepEd Order No. 8, S. 2015

(Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program)

Level	Percent
Outstanding	90-100
Very Satisfactory	85-89
Satisfactory	80-84
Fairly Satisfactory	75-79
Did Not Meet Expectation	Below 75

Data Gathering Procedure

Before the gathering of the needed data, a letter of request was sent to the Office of the Schools Division Superintendent in the Division of Calamba City seeking the division office's approval to conduct the study. Upon the approval of the division office, the endorsement letter was sent personally to the school principal of Camp Vicente Lim Integrated School. Then, the researcher did the distribution and collection of the questionnaires. After all these procedures, the researcher finally wrote the final draft of the research manuscript.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Purpose Statement 1. Design and develop a mobile reading application in English 7 aligned with the Curriculum Guide and the Most Essential Learning Competencies (MELCs)

The content standard and performance standard of the Curriculum Guide in English 7 states that learners shall demonstrate understanding of the Philippine Literature and appreciation of the Philippine culture. Thus, the reading selections provided in the mobile reading application are various works in Philippine Literature. Moreover, the identified competencies specifically for reading comprehension in the Most Essential Learning Competencies served as the basis of the objectives. Ant Reader is the name of the mobile reading application created for Grade 7 readers. The mobile reading application is user friendly and can be used independently by the learners. The teachers can also use the application in administering reading interventions to the identified struggling readers to improve their reading and comprehension skills.

Table 1.1 shows the list of Grade Level Standard, Competencies relevant to Reading Comprehension, and the Title of Reading Selections in the mobile reading application.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 1.1

Final list of Grade Level Standard, Competencies Relevant to Reading Comprehension, and the Title of Reading Selections in the Mobile Reading Application

Quarter	Grade Level Standard	Competency	Title of the Reading Selection
First Quarter	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other text types for a deeper appreciation of Philippine Culture.	<ol style="list-style-type: none">1. Read intensively to find answers to specific questions.2. Scan for specific information3. Skim for major ideas using headings as guide.4. Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's purpose.	<ol style="list-style-type: none">1. The Origin of the World retold by Abdullah T. Madale2. The Legend of the Maria Makiling3. The Good Prince Bantugan4. A Tale of Marinduque retold by Alfonso P. Santos
Second Quarter	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other text types for a deeper appreciation of Philippine Culture.	<ol style="list-style-type: none">1. Recognize main/key ideas2. Note specific details/elements of the text3. Extract information from the text	<ol style="list-style-type: none">1. The Centipede by Rony V. Diaz2. The Stranger by Ismael V. Mallari3. Bread of Salt by NVM Gonzales4. Footnote of Youth by Jose Garcia-Villa (an excerpt)
Third Quarter	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other text types for a deeper appreciation of Philippine Culture.	<ol style="list-style-type: none">1. Identify the author's intentions for writing.2. Make predictions about the text.	<ol style="list-style-type: none">1. Pliant like the Bamboo by Ismael V. Mallari2. Where's the Patis Carmen Guerrero-Nakpil

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



		3. Cite evidence to support a general statement.	3. The Happiest Boy in the World bby NVM Gonzales
		4. React to what is asserted or expressed in a text.	4. My Father goes to Court by Carlos Bulosan
Fourth Quarter	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other text types for a deeper appreciation of Philippine Culture.	1. Make simple inferences about thoughts and feelings expressed in the text. 2. Determine tone, mood, technique, and purpose of the author. 3. Draw similarities and differences of the featured selections in relation to the theme.	1. A Shawl for Anita by Lolita M. Andrada 2. The Parable of Rainbow Colors by Juan M. Flavier 3. The Universals by Dr. Cleofe M. Bacungan

Table 1.1 shows the overview of the contents of the mobile reading application in English 7. The mobile reading application is composed of four quarters or grading periods. The Grade Level Standard from the Curriculum Guides demonstrates that learners should be able to demonstrate communicative competence through his/ her understanding of Philippine Literature and other text types for a deeper appreciation of Philippine Culture. The competencies relevant to reading comprehension from the Most Essential Learning Competencies are also presented. The fourth column presents the title of the reading selection included in the mobile reading application.

The designed mobile reading application is named Ant Reader. It is a user-friendly, offline reading application that aims to improve the reading and comprehension skills of the learners. The name of the mobile reading application is inspired by the symbolism of ants in the Philippine Literature. Ants have often been used in fables, children's stories, and religious texts to represent

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



industriousness and cooperative effort. Ant Reader represents the reading journey of the learners. The mobile reading application can be used as a tool by teachers in conducting reading intervention to students.

Table 1.2

Sections in Ant Reader: The Developed Mobile Reading Application in English 7

Section	Description
Journey	<p>This part contains the reading selections in the four grading periods. Each reading selection ends with a comprehension test. Students need to pass the comprehension test to be able to proceed to the next story.</p> <p>After reading and successfully answering the reading selections, students need to answer the reflective questions. The reading journey will end after accomplishing the reflective activity.</p>
Archive	<p>This part contains the result of the comprehension test of the students. This section shows the number of attempts the students did in answering the test along with their scores.</p> <p>Moreover, this part also contains the answer of the students in the reflective activity.</p> <p>This section allows teachers to review students' performance and reflections.</p>

Table 1.2 shows the sections and descriptions that comprise the mobile reading application in English 7. Ant Reader is composed of two sections. The Journey section contains the reading selections in the four grading periods. Each reading selections ends with a comprehension test.

Each grading period illustrates the journey of an ant which symbolizes the journey of the readers in gaining knowledge through reading. The first grading period used ant hill to illustrate

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



the journey of the reader. The second grading period used food storage of ants as an illustration. The journey of the third grading period was illustrated using the ants' nesting place. The journey of the fourth grading period was illustrated by showing the ant queen's chamber. Students need to pass the comprehension test to be able to proceed to the next story and to successfully accomplish the reading journeys.

Ant Reader aims students to cultivate love for reading through engaging and helpful images and recorded audios of the text. The mobile reading application acts like an e-book and audiobook with comprehension tests and reflective activities. E-books and audiobooks are seen to be practical and accessible by almost everyone. Zinnen (2021) and Bentley (2021) stated that the use of e-books and audiobooks can improve the reading comprehension of the students.

The reading journey in the mobile reading application ends with a reflective activity that aims students to reflect and make connections. According to Spedell (2015 as cited by Ariana & Ardiana A., 2021), good readers make connections as they read. Making connection is an effective reading strategy that helps students comprehend text, by activating their prior knowledge and making meaning of what they read.

Moreover, the Archive section contains the result of the comprehension tests of the students. This also presents the number of attempts students made in answering the comprehension activities. The students' answers in the reflection questions are also included in this section. This section allows teachers to monitor the progress of the students by looking at the number of attempts that they are making to pass the comprehension tests. According to Wang and Yuizon, (2022) various reading activities and exercises through smartphones were utilized to supplement the intensive reading course of the respondents. It was revealed that this method was effective in increasing learning interest, promoting independent learning, and improving the reading skills of the students.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



With the help of one (1) programmer, and one (1) illustrator, Ant Reader was developed under Android Studio. It has 339 MB download size and is compatible with Android 8.0 Oreo.

Purpose Statement 2. Establish the content validity and acceptability of the designed mobile reading application in English 7

During the Validation Phase, experts were asked to validate the content and acceptability of the developed mobile reading application in English 7 using the predetermined criteria as follows: objectives, concept, topics, directions, exercises, and reflection for the content validity; and functionality, accuracy, suitability, usability, and efficiency for acceptability using a Likert Scale.

Moreover, during this phase, experts' feedback and suggestions were solicited. The suggestions of the experts were applied by the researcher. This phase ensures the improvement of the mobile reading application.

Table 2.1.1

Level of Content Validity of the Designed Mobile Reading Application in English 7 in terms of Objectives

Indicators	Mean	Interpretation
Relevant	3.86	HV
Specific and clearly stated	3.76	HV
Measurable	3.81	HV
Attainable	3.76	HV
Result-oriented	3.81	HV
Time-bound	3.76	HV
GENERAL ASSESSMENT	3.79	HV

Legend: 3.25-4.00 Highly Valid (HV) 2.50-3.24 Valid (V)
1.75-2.49 Partially Valid (PV) 1.00-1.74 Not Valid (NV)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



The level of content validity of the designed mobile reading application in English 7 in terms of Objectives had a general assessment of 3.79 interpreted as Highly Valid. "The relevance of the objectives" had the highest mean of 3.86 and interpreted as Highly Valid. "The objective is Specific and clearly stated, attainable and time bound" had the least mean of 3.76 interpreted as Highly Valid.

The result shows that the objectives of the mobile reading application are relevant. The findings show that the objectives of the mobile reading application fit the purpose of the application and addresses the goal of the output. The main objective of the mobile reading application is to be a tool in improving students' reading and comprehension skills. Moreover, the mobile reading application aims students to: cultivate love for reading through engaging images, recorded audios of the text, and develop their oral and silent reading skills; develop critical thinking as they answer and successfully pass the comprehension tests; and reflect and make connections on what you have read to yourself and to real-life context.

In relation to this, Stumbles (2022) stressed the importance of objectives being specific, measurable, attainable, relevant, and time bound. Setting goals was a great method to create plans that work, choose the main objective, deal with challenges, and maintain motivation throughout the entire process.

Table 2.1.2

Level of Content Validity of the Designed Mobile Reading Application in English 7 in terms of Concept

Indicators	Mean	Interpretation
Gives insights and ideas as to what the activity is all about.	3.76	HV
Provides background of concepts and information about the topic to be solved.	3.71	HV

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



Attracts learners' attention.	3.86	HV
Arouses learners' interest to solve the exercises.	3.90	HV
Achieves the objectives of the application.	3.81	HV
GENERAL ASSESSMENT	3.81	HV

Legend: 3.25-4.00 Highly Valid (HV) 2.50-3.24 Valid (V)
 1.75-2.49 Partially Valid (PV) 1.00-1.74 Not Valid (NV)

The level of content validity of the designed mobile reading application in English 7 in terms of Concept had a general assessment of **3.81** interpreted as **Highly Valid**. The indicator "arouses learners' interest to solve the exercises" had the highest mean of **3.90** interpreted as **Highly Valid**. The indicator "provides background of concepts and information about the topic to be solved" had the least mean of **3.71** interpreted as **Highly Valid**.

This implies that the general concept of the mobile reading application arouses learners' interest to solve the exercises. The concept of the mobile reading application aims learners to engage in a personal reading journey that allows them to develop their reading skills, successfully pass the comprehension tests, and making connections through their reflections.

The concept of Ant Reader as an engaging instructional material is anchored in the theory of Constructivism. Jacobs and Lotter (2019) stated that learning through mobile technology had become an appropriate tool for providing real-life problems within the classroom. It promoted students' active engagement and student-centered learning.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 2.1.3

Level of Content Validity of the Designed Mobile Reading Application in English 7 in terms of Topic

Indicators	Mean	Interpretation
Sequenced according to MELCs	3.90	HV
Logically presented	3.90	HV
Address the learners’s needs	3.86	HV
GENERAL ASSESSMENT	3.89	HV

Legend: 3.25-4.00 Highly Valid (HV) 2.50-3.24 Valid (V)
 1.75-2.49 Partially Valid (PV) 1.00-1.74 Not Valid (NV)

The level of content validity of the designed mobile reading application in English 7 in terms of Topic had a general assessment of **3.89** interpreted as **Highly Valid**. The indicator “sequenced according to MELCs” and “logically presented” had the highest mean of **3.90** interpreted as **Highly Valid**. The indicator “address the learner’s needs” had the lowest mean of **3.86** interpreted as **Highly Valid**.

This implies that the reading selections and the comprehensions tests included in the mobile reading application are relevant to the curriculum guide of English 7 and to the reading comprehension competencies included in the Most Essential Learning Competencies (MELCs). The reading selections are all written by Filipino authors. These reading texts are taken from the ‘English 7 Learner’s Material’ published by the Department of Education. The questions included in the comprehension tests after each reading selection are relevant to the reading comprehension competencies mandated in the MELCs.

Reading comprehension was one of the domains in the K-12 curriculum guide in English. The PIVOT 4A Budget of Work in English presents the Most Essential Learning Competencies (MELCs) to be mastered by the students in the implementation of distance learning while adapting to the challenges brought by the pandemic. Reading comprehension (RC) consisted of learning

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



competencies such as doing intensive reading, scanning, and skimming information, getting information from different sources, making predictions, identifying the author’s purpose, and many more. (DepEd CALABARZON, PIVOT 4A BOW, 2020)

Table 2.1.4

Level of Content Validity of the Designed Mobile Reading Application in English 7 in terms of Directions

Indicators	Mean	Interpretation
Simple and clear	3.81	HV
Easy to follow	3.86	HV
Properly sequenced	3.86	HV
Can be done independently	3.81	HV
Guide non-native users of technology accordingly	3.81	HV
GENERAL ASSESSMENT	3.83	HV

Legend: 3.25-4.00 Highly Valid (HV) 2.50-3.24 Valid (V)
1.75-2.49 Partially Valid (PV) 1.00-1.74 Not Valid (NV)

The level of content validity of the designed mobile reading application in English 7 in terms of Directions had a general assessment of **3.83** interpreted as **Highly Valid**. The indicators “easy to follow” and “properly sequenced” had the highest mean of **3.86** interpreted as **Highly Valid**. The indicators “simple and clear,” “can be done independently,” and “guide non-native users of technology accordingly” had the lowest mean of 3.81 interpreted as **Highly Valid**.

This implies that the directions set in the mobile reading application are easy to follow and are sequenced properly. It is always important for directions to be simple, clear, and direct

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



so that learners can do an activity with or without the presence of the teacher. The directions stated in the mobile reading application are easy to follow and there are icons to guide the students how to navigate the application properly.

In relation to this, Sowell (2017) stated the giving directions had a direct effect on learning although it was a skill often neglected by learning facilitators.

Table 2.1.5

Level of Content Validity of the Designed Mobile Reading Application in English 7 in terms of Exercises

Indicators	Mean	Interpretation
Relevant to the objectives	3.90	HV
Appropriate to learners' abilities	3.86	HV
Adequate to learners' language, knowledge, and skills	3.86	HV
Sufficient enough to determine mastery level of learners	3.86	HV
Enhances learner's comprehension and reading skills	3.81	HV
GENERAL ASSESSMENT	3.86	HV

Legend: 3.25-4.00 Highly Valid (HV) 2.50-3.24 Valid (V)
 1.75-2.49 Partially Valid (PV) 1.00-1.74 Not Valid (NV)

The level of content validity of the designed mobile reading application in English 7 in terms of Exercises had a general assessment of **3.86** interpreted as **Highly Valid**. The indicator "relevant to the objectives" had the highest mean of 3.90 interpreted as **Highly Valid**. The indicator "enhances learner's comprehension and reading skills" had the lowest mean of **3.81** interpreted as **Highly Valid**.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Based on the results, it is implied that the exercises included in the mobile reading application are relevant to the objectives. This means that the comprehension tests and the reflective activities included in the mobile reading application are appropriate and are closely related to the objectives of Ant Reader.

In relation to this, Lin et al. (2020) suggested that the learners, learning outcomes, materials, tasks, context, and the mobile device must be carefully assessed before implementing and utilizing MALL. Design, strategy, and learner-related guidelines for reading development in MALL were established based on the anticipated outcomes attained by the facilitating procedures. It was revealed that MALL is effective in promoting self-regulated and independent learning.

Table 2.1.6

Level of Content Validity of the Designed Mobile Reading Application in English 7 in terms of Reflection

Indicators	Mean	Interpretation
Motivates learners to express their learning experience	3.81	HV
Gives insights to teacher if the learners need remediation or enrichment	3.81	HV
Inspires the production of more innovative and novel ways of assessing learners' learning	3.86	HV
GENERAL ASSESSMENT	3.83	HV

Legend: 3.25-4.00 Highly Valid (HV) 2.50-3.24 Valid (V)
1.75-2.49 Partially Valid (PV) 1.00-1.74 Not Valid (NV)

The level of content validity of the designed mobile reading application in English 7 in terms of Reflection had a general assessment of **3.83** interpreted as **Highly Valid**. The indicator "inspires the production of more innovative and novel ways of assessing learners'

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



learning” had the highest mean of **3.86** interpreted as **Highly Valid**. The indicator “motivates learners to express their learning experience” and “gives insights to teacher if the learners need remediation or enrichment” had the lowest mean of **3.81** interpreted as **Highly Valid**.

This implies that the reflections included in the mobile reading application inspire the production of more innovative and novel ways of assessing learners’ learning. The archive section of the mobile reading application provides students’ progress monitoring features.

According to Chang (2019), reflection was essential in the teaching-learning process. It was through reflections that students can revisit what they had learned. It was also a great opportunity for students to document their learning journey. Ant Reader as a reading journey also aims for students to reflect and make personal connections.

Furthermore, Kukulka-Hulme (2021) explained the positive potential of MALL in the teaching and learning process. It was revealed that MALL promoted inclusivity, unconstrained the flow of information, promoted interaction and reflection, and promoted enjoyment and satisfaction. The utilization of mobile learning within the classroom promoted learning flexibility and provided students more opportunities for reflection and interaction.

Table 2.2.1

Level of Acceptability of the Designed Mobile Reading Application in English 7 in terms of Functionality

Indicators	Mean	Interpretation
Program is free of technical problems.	3.76	VA
Program is self-instructed.	3.81	VA
Graphics and color increase the instructional value of the program.	3.81	VA
Program serves its purpose.	3.86	VA

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



Program provides authorized easy access. 3.86 VA

GENERAL ASSESSMENT 3.82 VA

Legend: 3.25-4.00 Very Acceptable (VA) 2.50-3.24 Acceptable (A)
1.75-2.49 Partially Acceptable (PA) 1.00-1.74 Not Acceptable (NA)

The level of acceptability of the designed mobile reading application in English 7 in terms of Functionality had a general assessment of 3.82 interpreted as Very Acceptable. The indicator “program serves its purpose” and “program provides authorized easy access” had the highest mean of 3.86 interpreted as Very Acceptable. The indicator “program is free of technical problems” had the lowest mean of 3.76 interpreted as Very Acceptable.

The results imply that the mobile reading application is functional. It is also revealed that the mobile reading application serves its purpose, and that is to be an instructional material in improving students’ reading and comprehension skills. The mobile reading application also provides authorized easy access.

It was also revealed that the mobile reading application had technical problems. But these technical problems addressed by the validators were all immediately addressed. For instance, one of the validators noticed errors in the scoring system of the comprehension test. The score in the comprehension test doubled when the reader reviews the reading selections and continues answering the questions. This technical problem was addressed immediately right after the validation phase. Feedback is a necessary tool in improving a developed output as stated in the ADDIE Model.

One of the indicators stated that graphics and color should increase the instructional value of the program. During the validation process, validators commend the visual appeal of the mobile reading application. Validators stated that the visual appeal of Ant Reader will capture the interest

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



of the Grade 7 readers because of its graphics, images, colors used. In relation to this, it was revealed in a study conducted by Rahim et al. (2020) that e-books were very effective in learning. E-books had various advantages in terms of colors and graphics that can stimulate students to learn the material. They can also attract students' attention which fostered motivation in learning.

Table 2.2.2

Level of Acceptability of the Designed Mobile Reading Application in English 7 in terms of Accuracy

Indicators	Mean	Interpretation
Program contains correct information about the topic.	3.81	VA
Program provides learners the best choices for their answers.	3.81	VA
Choices reflect a certain degree of similarity in meaning but have distinct syntactic uses.	3.81	VA
General Assessment	3.81	VA

Legend: 3.25-4.00 Very Acceptable (VA) 2.50-3.24 Acceptable (A)
1.75-2.49 Partially Acceptable (PA) 1.00-1.74 Not Acceptable (NA)

The level of acceptability of the designed mobile reading application in English 7 in terms of Accuracy had a general assessment of **3.81** interpreted as **Very Acceptable**.

The indicators "program contains correct information about the topic," "program provides learners the best choices for their answers," and "choices reflect a certain degree of similarity in meaning but have distinct syntactic uses" had a mean of **3.81** interpreted as **Very Acceptable**.

This result implies that the mobile reading application contains accurate information. The result revealed that the program contains correct information about the topic. In accordance with this result, Bugler et al. (2017) stated in a book entitled "How teachers judge the quality of Instructional Materials" that instructional materials should have accuracy, visual appeal, alignment

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



to standards, depth of knowledge, ease of use, engagement, and the ability to meet student needs.

Table 2.2.3

Level of Acceptability of the Designed Mobile Reading Application in English 7 in terms of Suitability

Indicators	Mean	Interpretation
Activities consider the varying attitudes and capabilities of the learner.	3.76	VA
Activities are appropriate to the subject matter	3.90	VA
Activities are relevant, interesting, and self-motivating to the learner.	3.90	VA
Use of enrichment activity is adaptable to classes with large number of learners	3.86	VA
Language of the program is within the vocabulary range of the target learners	3.71	VA
GENERAL ASSESSMENT	3.83	VA

Legend: 3.25-4.00 Very Acceptable (VA) 2.50-3.24 Acceptable (A)
1.75-2.49 Partially Acceptable (PA) 1.00-1.74 Not Acceptable (NA)

The level of acceptability of the designed mobile reading application in English 7 in terms of Suitability had a general assessment of **3.83** interpreted as **Very Acceptable**. The indicators “activities are appropriate to the subject matter” and “activities are relevant, interesting, and self-motivating to the learner” had a mean of **3.90** interpreted as **Very Acceptable**. The indicator “language of the program is within the vocabulary range of the target learners” had the lowest mean of 3.71 interpreted as **Very Acceptable**.

The results imply that the mobile reading application is suitable for the learners. The activities are appropriate to the subject matter, relevant, interesting, and self-motivating to the

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



learners. The visual appeal of the mobile reading application aims to arouse the interest of Grade 7 learners. Engaging images allows them to understand the story better. During the validation process, validators commend the visual appeal of the mobile reading application, stating that this will really capture the interest of the Grade 7 readers.

In the research conducted by Wang and Yuizono (2022), various reading activities and exercises through smartphones were utilized to supplement the intensive reading course of the respondents. It was revealed that this method was effective in increasing learning interest, promoting independent learning, and improving the reading skills of the students. Although it was also revealed that the habit of constant reading was not built in the implementation of the study.

Table 2.2.4

Level of Acceptability of the Designed Mobile Reading Application in English 7 in terms of Usability

Indicators	Mean	Interpretation
Material prepares the learners to think logically and critically.	3.90	VA
Concepts in the material are simple and comprehensible.	3.86	VA
Material enhances the learners' comprehension and reading skills.	3.86	VA
Material provides opportunity for the development of the language skills.	3.86	VA
Learning contents provide adequate information on the topics presented.	3.90	VA
Material encourages the learners to become actively involved in intellectual activities.	3.90	VA
Activities seek to relate new concepts from previous learning.	3.76	VA
As a whole, activities are teachable.	3.90	VA
GENERAL ASSESSMENT	3.87	VA

Legend: 3.25-4.00 Very Acceptable (VA) 2.50-3.24 Acceptable (A)
1.75-2.49 Partially Acceptable (PA) 1.00-1.74 Not Acceptable (NA)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



The level of acceptability of the designed mobile reading application in English 7 in terms of Usability had a general assessment of **3.87** interpreted as **Very Acceptable**. The indicators “material prepares the learners to think logically and critically,” “learning contents provide adequate information on the topics presented,” and “material encourages the learners to become actively involved in intellectual activities” had the highest mean of **3.90** interpreted as **Very Acceptable**. The indicator “activities seek to relate new concepts from previous learning” had the lowest mean of **3.76** interpreted as **Very Acceptable**.

The results imply that the use of the mobile reading application encourages the learners to become actively involved in intellectual activities, provide adequate information on the topics presented, and prepares the learners to think logically and critically. According to the research conducted by Henry and Mohamad (2021), the use of reading applications can help students develop their critical reading skills. Moreover, students can learn through self-discovery using reading applications.

Table 2.2.5

Level of Acceptability of the Designed Mobile Reading Application in English 7 in terms of Efficiency

Indicators	Mean	Interpretation
Program quickly responds.	3.86	VA
Program utilizes the resources efficiently.	3.81	VA
Program utilizes the given time efficiently.	3.86	VA
GENERAL ASSESSMENT	3.84	VA

Legend: 3.25-4.00 Very Acceptable (VA) 2.50-3.24 Acceptable (A)
1.75-2.49 Partially Acceptable (PA) 1.00-1.74 Not Acceptable (NA)

The level of acceptability of the designed mobile reading application in English 7 in terms of efficiency had a general assessment of **3.84** interpreted as **Very Acceptable**. The indicator “program quickly responds” and “program utilizes the given time efficiently” had the highest mean

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



of **3.86** interpreted as **Very Acceptable**. The indicator “program utilizes the resources efficiently” had the lowest mean of **3.81** interpreted as **Very Acceptable**.

According to Britannica Encyclopedia (2017), interactive computer programs can demonstrate an idea through appealing animation, sound, and demonstration. They allowed learners to work at their own pace and tackle problems independently or in groups. Computer programs gave learners rapid feedback on whether their solution was right.

Purpose Statement 3. Evaluate the designed mobile reading application in English 7 based on Pretest and Posttest Performance of Students

Table 3.1

Evaluation of the Mobile Reading Application in English 7 based on the Performance of the Students in the Pretest

Indicators	frequency	Percent
Outstanding	6.00	20.00
Very Satisfactory	6.00	20.00
Satisfactory	7.00	23.33
Fairly Satisfactory	4.00	13.33
Did not meet Expectation	7.00	23.33
TOTAL	30.00	100.00

Legend: 90-100 Outstanding 85-89 Very Satisfactory 80-84 Satisfactory
75-79 Fairly Satisfactory 74-below Did not meet expectations

The evaluation of the Mobile Reading Application in English 7 based on the performance of the students in the Pretest revealed that six (20.00%) were Outstanding, six (20.00%) Very Satisfactory, seven (23.33%) Satisfactory, four (13.33 %) Fairly Satisfactory, and seven (23.33%) Did not meet expectation as shown in Table 3.1.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



It implies that many of the students did not meet the expectations set by the Department of Education. Therefore, there is a need for better instruction material that could improve their performance.

Reading intervention was needed to help students improve their reading skills. According to Wallin and Nolin (2019), remediation into reading by listening to digital audiobooks could close the gender gap in reading, as men and women had virtually comparable reading habits, with men reading somewhat more than women.

Table 3.2

Evaluation of the Mobile Reading Application in English 7 based on the Performance of the Students in the Posttest

Indicators	frequency	Percent
Outstanding	21	70.00
Very Satisfactory	9.0	30.00
Satisfactory	0	0
Fairly Satisfactory	0	0
Did not meet Expectation	0	0
TOTAL	30.00	100.00

Legend: 90-100 Outstanding 85-89 Very Satisfactory 80-84 Satisfactory
75-79 Fairly Satisfactory 74-below Did not meet expectations

The evaluation of the Mobile Reading Application in English 7 based on the performance of the students in the Posttest revealed that in the posttest 21 (70%) were Outstanding, and nine (30%) Very Satisfactory as shown Table 3.2. This implies that most of the students met the expectations set by the Department of Education. This suggests that the mobile reading application is an effective instructional tool in improving students' reading and comprehension skills.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



According to research conducted by Helmers (2017), technology can be used as a tool to develop the reading comprehension of the students and learners who were involved in an intervention program in reading that uses technology and collaboration appear to produce better understanding of a reading material. When employed as a tool, technology and applications have been shown to aid reading comprehension.

Table 3.3

Evaluation of Mobile Reading Application in English 7 using the Pretest and Posttest

Indicators	Test	Paired Differences				Remarks	Decision
		Mean	SD	T	P value		
Mobile Reading Application in English 7	Pre & Post	-10.33333	5.24130	-10.798	.000	Significant	Reject Ho

There was a significant difference in the performance of the students in the pretest and posttest of Mobile Reading Application in English 7 which had a probability value of .000 which was less than the level of significance at .05 as shown in Table 3.3.

It implies that the mobile reading application in English is an effective instructional material. In a similar study entitled "Exploring the effectiveness of e-book for students On Learning Material: A Literature Review" by Rahim et al. (2020), the use of digital books or e-books attract students' attention, foster motivation, eliminate students' boredom, and is good for independent learning.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



ANT READER: THE DEVELOPED MOBILE READING APPLICATION IN ENGLISH 7

This chapter presents the purpose and the contents of the developed mobile reading application in English 7.

Purpose of Ant Reader

Ant Reader is a mobile reading application that aims students to improve their reading and comprehension skills. It is hoped that the students will be able to develop appreciation of the Philippine Literature and the Philippine culture as stated in the Curriculum Guide in English 7. The students will be able to develop reading comprehension skills identified in the Most Essential Learning Competencies. The mobile reading application can also be used by teachers as a tool in conducting reading intervention to improve students' current reading level. Moreover, the mobile reading application aims students to: cultivate love for reading through engaging images, recorded audios of the text, and develop their oral and silent reading skills; develop critical thinking as they answer and successfully pass the comprehension tests; and reflect and make connections on what you have read to yourself and to real-life context.

The developed mobile reading application consists of reading selections from the first to fourth grading period. Each grading period consists of three to four reading selections as presented in the reading journey. Each reading selections end with a comprehension test that students must be able to pass so that they can proceed to the next story. The reading journey ends with a reflective activity that students must be able to accomplish to proceed to the next grading period. The archive section presents the scores of the students in the comprehension tests and the number of attempts they made to pass the test. Moreover, the archive section also provides the answers of the students in the reflective activities.

Ant Reader is a user-friendly mobile reading application. The application was developed under Android Studio. It has 339 MB download size and is compatible with Android 8.0 Oreo. Using the adopted questionnaire, the mobile reading application's level of content validity and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



acceptability was established. The mobile reading application was developed using the ADDIE model which undergone the Analysis Phase, Design Phase, Development Phase, Implementation Phase, and Evaluation Phase.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



REFERENCES

- Abba, H., Mustapha, M., & Ali, H. (2019). Use of Computer Assisted Instruction to Improve Students' Reading Skill in English Language. *I-manager's Journal on English Language Teaching*. <https://files.eric.ed.gov/fulltext/EJ1214406.pdf>
- Aggarwal, I., & Aggarwal G., (2020). Success of Computer Assisted Education. *Global Scientific Journals*.
https://www.globalscientificjournal.com/researchpaper/RESEARCH_ON_SUCCESS_OF_COMPUTER_ASSISTED_EDUCATION.pdf
- Allen, M. (2017). *The Sage Encyclopedia of Communication Research Methods* (Vols. 1-4). Thousand Oaks, CA: SAGE Publications, Inc doi: 10.4135/9781483381411 –
- Aniciete, R. L. (2022). DISSKARTE: The Developed Offline E-Modules in Disciplines and Ideas in the Social Sciences. Laguna College of Business and Arts.
- Ariana, A., & Ardiana, A. (2021). Making Connections: A Teaching Strategy To Foster Junior High School Students' Reading Comprehension. *Ethical Lingua: Journal of Language Teaching and Literature*, 8(2), 468-472. <https://doi.org/10.30605/25409190.327>
- Bentley, K. (2021). Audiobooks Take Off with Students During Pandemic. Center for Digital Education. <https://www.govtech.com/education/audiobooks-take-off-with-students-during-pandemic>
- Best, E. (2020). Audiobooks and Literacy: A Rapid Review of the Literature. National Literacy Trust. <https://files.eric.ed.gov/fulltext/ED607775.pdf>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



Bouchrika, I. (2021). Digital Storytelling: Benefits, Examples, Tools & Tips. Research.com.

<https://research.com/education/digital-storytelling>

Buenvendida, D., Callo E., & Yazon A., (2019). Learning Guide in Methods of Research. Wiseman's Books Trading, Inc.

Britannica, T. Editors of Encyclopedia (2017). Computer-Assisted Instruction. Encyclopedia Britannica. <https://www.britannica.com/topic/computer-assisted-instruction>

Burns, M. (2017). Cultivating a Love of Reading in the Digital Age. Edutopia. <https://www.edutopia.org/article/cultivating-love-reading-digital-age>

Bugler, D., Marple, S., Burr, E., Chen-Gaddini, M., & Finkelstein, N. (2017). How teachers judge the quality of instructional materials. San Francisco, CA: WestEd.

Butterfuss, B., Kim, J., & Kendeou, P. (2020). Reading Comprehension. Oxford Research Encyclopedia. <https://doi.org/10.1093/acrefore/9780190264093.013.865>

Cachuela, S. (2022). English Language Learning Strategy Adoption and Language Proficiency in the New Normal Modalities among Grade 7 Learners in Camp Vicente Lim Integrated School. Faculty of the School of Graduate Studies, Laguna College of Business and Arts.

Cervantes, F.M. (2020). Solon wants textbooks converted into digital formats. Philippine News Agency. <https://www.pna.gov.ph/articles/1125476>

Chang, B. (2019). Reflection in learning. Online Learning, 23(1), 95-110. doi:10.24059/olj.v23i1.1447

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



Chen, C.W.K., Chen, C., & Shieh, C.J., (2020). A Study on Correlations between Computer-Aided Instructions Integrated Environmental Education and Students' Learning Outcome and Environmental Literacy. *EURASIA Journal of Mathematics, Science and Technology Education*. <https://www.ejmste.com/download/a-study-on-correlations-between-computer-aided-instructions-integrated-environmental-education-and-8229.pdf>

De Vera, B. (2022). Lockdown's Impact: UNICEF Cites Poor Reading Skills Among PH Kids. Inquirer.net. <https://newsinfo.inquirer.net/1576573/lockdowns-impact-unicef-cites-poor-reading-skills-among-ph-kids>

Department of Education. (2017). English Learner's Material. FEP Printing Corp. Pasig City Philippines.

Drew, C. (2019). Re-examining cognitive tools: new developments, new perspectives, and new opportunities for educational technology research. *Australasian Journal of Educational Technology*, 35(2).

Edusoft. (n.d.). MALL: Mobile Assisted Language Learning. <https://edusoftlearning.com/mall-mobile-assisted-language-learning/>

Garba, U., & Attahiru, F. (2018). Impact of Digital Storytelling on Reading Fluency and Comprehension of Pupils with Special in Sokoto State. *International Journal of Research and Innovation in Social Science (IJRISS)* |Volume II, Issue XII.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



https://www.academia.edu/38592630/Impact_of_Digital_Storytelling_on_Reading_Fluency_and_Comprehension_of_Pupils_with_Special_in_Sokoto_State_Nigeria

Gaspard, A. (2018). Development and Validation of E-Drills for Grade 7 English as a Second Language. Laguna College of Business and Arts School of Graduate Studies.

Hamdy, M.F. (2017). The Effect of Using Digital Storytelling on Students' Reading Comprehension and Listening Comprehension. Research Gate.
https://www.researchgate.net/publication/342364293_The_Effect_of_Using_Digital_Storytelling_on_Students'_Reading_Comprehension_and_Listening_Comprehension

Hava, K. (2019). Exploring the role of digital storytelling in student motivation and satisfaction in EFL Education. Taylor and Francis Online.
<https://www.tandfonline.com/doi/citedby/10.1080/09588221.2019.1650071?scroll=top&needAccess=true>

Hellerich, K. (2021). An Exercise in Digital Storytelling. Edutopia.
<https://www.edutopia.org/article/exercise-digital-storytelling>

Helmers, J.R. (2017). Using Technology and Collaboration to Support Reading Comprehension (Master's thesis, Northwestern College, Orange City, IA).
http://nwcommons.nwciowa.edu/education_masters/38/

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



- *****
- Hendikawati, P., Zahid, M., & Arifudin, R. (2019). Android-Based Computer Assisted Instruction Development as a Learning Resource for Supporting Self-Regulated Learning. *International Journal of Instruction*. <https://files.eric.ed.gov/fulltext/EJ1220203.pdf>
- Jacobs, L. & Lotter, M. (2019). Using Smartphones as a Social Constructivist Pedagogical Tool for Inquiry-Supported Problem-Solving: An Exploratory Study. https://www.researchgate.net/publication/336855356_Using_Smartphones_as_a_Social_Constructivist_Pedagogical_Tool_for_Inquiry-Supported_Problem-Solving_An_Exploratory_Study
- Jenkins, R., Yao, H., & Rusell, K. (2021). Failing to Read: Why global disparities in reading skills matter and what we can do about it. UNICEF. <https://blogs.unicef.org/evidence-for-action/failing-to-read-why-global-disparities-in-reading-skills-matter-and-what-we-can-do-about-it/>
- Klimova, B. & Zamborova, K. (2020). Use of Mobile Applications in Developing Reading Comprehension in Second Language Acquisition -A Review Study. *Education Sciences*. 10.1039/educsci10120391.
- Kukulska-Hulme, A. (2021). Reflections on research questions in mobile assisted language learning. *Journal of China Computer-Assisted Language Learning*, vol. 1, no. 1, 2021, pp. 28-46. <https://doi.org/10.1515/jccall-2021-2002>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



Legaspi, J. (2021). Print books or e-books? In the new normal education system, which one is more beneficial? Manila Bulletin. <https://mb.com.ph/2021/07/02/print-books-or-e-books-in-the-new-normal-education-system-which-one-is-more-beneficial/>

Lim, R.A. & Arcilla Jr., F.E. (2021). Mobile assisted language learning: Perspectives from senior high school students. *International Research Journal of Science, Technology, Education, and Management*, 1(2), 108-118. <https://doi.org/10.5281/zenodo.5726387>.

Lin, C., Lin, V., Liu, G., Kou, X., Kulikova A., & Lin, W. (2020). Mobile-assisted reading development: a review from the Activity Theory perspective, *Computer Assisted Language Learning*. 33:8, 833-864, DOI: 10.1080/09588221.2019.1594919

Logue, C., Ferrer, S., & Condez, R., (n.d.). *Testing Reading Power I*. Saint Mary's Publishing Corporation. St. Cruz, Manila.

Lovig, J. (2020), Does Behaviourism Theory Mesh with Mobile Learning? ETEC523: Mobile and Open Learning. The University of British Columbia. <https://blogs.ubc.ca/etec523/2020/06/04/does-behaviourism-theory-mesh-with-mobile-learning/>

Luzano, M. (2018). *Enhancing Reading Comprehension Through Strategy Intervention to The Grades V & Vi Pupils of Magkarila Elementary School*. Division of Misamis Oriental. https://www.academia.edu/37650352/Basic_Research_On_Enhancing_Reading_Comprehension_docx

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



Melitante, S., Viloría, R., & Austria G. (2020). Development and Evaluation of Project CBILS (Computer-Based Interactive Learning System: An Aid in Enhancing the Academic Performance of the Senior High School Students. Camp Vicente Lim Integrated School

Mikidenko, N., & Storozheva, S. (2021). Audiobooks: Reading Practices and Educational Technologies. EDP Sciences. https://www.shs-conferences.org/articles/shsconf/pdf/2021/08/shsconf_teduvis2020_01016.pdf

Obyrne, W., Houser, K., Stone, R., & White, M. (2018). Digital Storytelling in Early Childhood: Student Illustrations Shaping Social Interactions. *Frontiers in Psychology*. <https://www.frontiersin.org/article/10.3389/fpsyg.2018.01800>

Ofgang, E. (2021). Student E-book Reading Surges During the Pandemic. *Tech and Learning*. <https://www.techlearning.com/news/student-ebook-reading-surges-during-the-pandemic>

Overdrive Education. (2022). How the pandemic shifted digital learning and influenced e-book and audiobook usage in schools. Overdrive Inc. https://static.odcdn.com/Special_Report.pdf

Ozer, O., & Kilic, F. (2018). The Effect of Mobile-Assisted Language Learning Environment on EFL Students' Academic Achievement, Cognitive Load and Acceptance of Mobile Learning Tools. *EURASIA Journal of Mathematics, Science and Technology Education*. <https://doi.org/10.29333/ejmste/90992>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Ozer, O., & Kilic, F. (2018). The Effect of Mobile-Assisted Language Learning Environment on EFL Students' Academic Achievement, Cognitive Load and Acceptance of Mobile Learning Tools. *EURASIA Journal of Mathematics, Science and Technology Education*.
<https://doi.org/10.29333/ejmste/90992>

Pardede, P. (2019). Print vs Digital Reading Comprehension in EFL. *Journal of English Teaching*.
<https://eric.ed.gov/?id=EJ1266161>

Paquet-Bélanger, N. (2017). How Can Technology Be Used to Support Reading Comprehension? LDAOeng. <https://www.ldatschool.ca/support-reading-comprehension-a-t-e/>

PIVOT 4A QUBE. (2020). Budget of Work in English.
<https://drive.google.com/file/d/1404Zb3GHnopKccIVIQ9AzeyWrKdyAaOI/view>

Radaideh, E., Jamal D., & Sadi, I. (2020). Digital Storytelling: Time to be Considered in Reading Comprehension. *Universal Journal of Educational Research* 8.
<https://www.hrpub.org/download/20200530/UJER45-19515919.pdf>

Rahim, F., Suherman, D., & Muttaquiin, A. (2020). Exploring the effectiveness of e-book for students on learning material: a literature review. *Journal of Physics: Conference Series*.
<https://dx.doi.org/10.1088/1742-6596/1481/1/012105>

Ramlatchan, M. (2019). Multimedia learning theory and instructional message design. In M. Ramlatchan (Ed.), *Instructional Message Design: Theory, Research, and Practice* (Vol. 1). Norfolk, VA: Kindle Direct Publishing.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



- *****
- Rodelas, P. (2018). E-Learning Mobile Application for English 8: Streamlining Strategy for Effectual Pedagogy. Laguna College of Business and Arts School of Graduate Studies.
- Schaffhauser, D. (2020). Rise of E-books Reflects Rise of Remote Ed. The Journal. <https://thejournal.com/articles/2020/11/12/rise-of-ebooks-reflects-rise-of-remote-ed.aspx>
- Sowell, J. (2017). Good Instruction-Giving in the Second-Language Classroom. English Teaching Forum. <https://files.eric.ed.gov/fulltext/EJ1156495.pdf>. April 27, 2023
- Srinivasan, V., & Murthy, H. (2021). Improving reading and comprehension in K-12: Evidence from a large-scale AI technology intervention in India. Computers and Education: Artificial Intelligence. Volume 2. <https://doi.org/10.1016/j.caeai.2021.100019>.
- Toonder, S. & Sawyer, L. (2021). The impact of adaptive computer-assisted instruction on reading comprehension: Identifying the main idea. *Journal of Computer Assisted Learning*. 37. 10.1111/jcal.12573.
- UN News Global perspective Human stories. (2021). 100 Million More Children Fail Basic Reading Skills Because Of Covid-19. United Nations. <https://news.un.org/en/story/2021/03/1088392>
- Wang, F., & Yuizono, T. (2022). Developing EFL Learner's Reading Comprehension through a Smartphone-Assisted Reading Program. ACM Digital Library. <https://dl.acm.org/doi/10.1145/3502434.3502440>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



Wallin, E.T., & Nolin, J. (2019). Time to read: Exploring the time spaces of subscription-based audiobooks. Sage Journals. <https://doi.org/10.1177/1461444819864691>

Yusop, F.D. (2022) Design and Development Research (DDR). https://www.academia.edu/69575947/Design_and_Development_Research_DDR

Zinnen, S. (2021). Listen and learn: How audiobooks can support literacy development. Reading Partners. <https://readingpartners.org/blog/audiobooks/>



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto
