



TEACHERS' AND LEARNERS' EXPERIENCES ON THE USE OF COMIC STRIPS FOR COMPREHENSION SKILLS DEVELOPMENT: BASES FOR A PROPOSED WORKSHOP

LENNY BALDONADO

Teacher I

Roberto H. Tirol High School
lenn.baldonado.ui@phinmaed.com

ABSTRACT

This study aimed at determining the teachers' and learners' experiences on the use of comic strips for comprehension skills development as bases for a proposed workshop. The participants in this study were the eight (8) English teachers from public and private secondary schools and the sixteen (16) learners who were enrolled under each teacher for School Year 2023-2024 from the District of Sara. It was found out that the teachers viewed comic strips as supplementary materials to enhance student engagement and interest, facilitate learners' comprehension and critical thinking, promote creativity and expression, and integrate curriculum and instruction. On the other hand, learners viewed comic strips as material forms of enjoyment and promote creativity and expression. The experiences identified by the teachers in using comic strips in their English classes were; enhance learner engagement, improve comprehension, and facilitate language acquisition. As for learners, these were increase class engagement, improve comprehension, and foster a foster a positive learning environment. A workshop was proposed as a result of the study.

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Keywords: *comic strips, comprehension skills, experiences*

INTRODUCTION

The ability to interpret and understand written communication is one of the macro skills that learners should master to create harmony and pleasant relationship not only with tangible or visible characters but also with impalpable ones. Fluency in reading is a mark of one who is smart, quick-witted and knowledgeable. It is only fitting that learners of the second language in the secondary level should exhibit reading fluency skill to prepare them for a more complex learning experience ahead.

Reading comprehension makes it possible to incorporate information that supports training procedures and effective management of both personal and academic circumstances. Reading comprehension in higher education must give students the freedom to guide their own academic and professional development and foster critical thinking in support of volunteer work (UNESCO, 2009).

Ersani, et al. (2021) highlight that teaching reading involves the use of various modalities and materials, including books, magazines, newspapers, audiobooks, and other recorded resources. Effective teaching and learning processes take into account learners' preferred modalities, thereby ensuring that instructional strategies align with individual learning preferences.

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Visual modality is one that is commonly used for learning. The audio-visual tendency, which causes many students to favor visual and auditory stimuli over written text, is intimately related to this modality (Ariantini, et al., 2021).

Multimodal texts, such as comic strips, integrate words and images to convey narratives (Budiman, et al., 2019). Research suggests they offer pedagogical benefits, thus enhancing language learners' capabilities and fostering positive attitudes (Sharma, et al., 2020). Oller's (1983) as cited in the study by Auquilla, et.al., (2019) stated that episode hypothesis posits that episodically organized texts facilitate better storage and recall. Specifically, learners benefit from connected sentences with logical structures and narrative arcs, rather than disjointed phrases. It was emphasized that context alone is insufficient; rather, texts should exhibit logical coherence and conclusive structures. This implies that dialogues or texts require more than mere contextualization; they necessitate narrative frameworks that promote meaningful learning.

MATERIALS AND METHODS

This chapter presents the research method, research design, respondents of the study, data-gathering procedures, research instruments, and data analyses used in this study. The purpose of this study was to identify the teachers and learners' experiences on the use of comic strips for comprehension skills development as bases for a proposed workshop. This chapter includes Research Method, Research Design, Participants in the Study, Data-gathering Procedures, Research Instruments, Validity of the Research Instrument, and Data Analyses.

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Method

This study utilized a descriptive research method using in-depth interview that described and provided interpretation for the teachers and learners' experiences on the use of comic strips for comprehension development.

According to Bayat (2007), descriptive research is collecting data that will explain the situation more completely and will give objectivity to teachers' and learners' views and experiences on the use of comic strips for comprehension development skills.

Research Design

This study employed a qualitative design using phenomenological approach which Creswell (2009) defined as "a research strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by Participants".

A narrative inquiry is needed to provide in-depth information on teachers' and learners' views and experiences on the use of comic strips for comprehension skills development. Teachers' and learners' experiences and views provide perceptions of what they encountered and, how they apply new learning on the role of learning culture, and the impact of their interventions in the classroom. These topics are subjective, emotional, and personal. The blending of these thoughts and feelings provides helpful insight into how comic strips help in developing the comprehension skills of the learners as well as creating new strategies for English teachers.

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Participants in the Study

The Participants in this study were the eight (8) English teachers from four (4) public and private secondary schools and sixteen (16) learners of who were currently enrolled under each teacher for Schoolyear 2023-2024 in the District of Sara. The primary informants of this study were purposively chosen according to objectives set at the beginning of the study and selected on the basis of the following determiners: (1) They are English Teachers of Secondary schools., (2) They use comic strips in their classes, and (3) learners of each English teacher, are enrolled for the Schoolyear 2023-2024.

Eight English teachers and sixteen learners completed the in-depth interview from different secondary schools in the District of Sara.

Sampling Design

The selection of the Participants in this study was based on a strategy called "purposive selection". The respondents of the study were eight secondary schools English teachers and sixteen learners of the District of Sara who were purposively chosen according to the objectives set at the beginning of the study. The research criteria were: they should be English teachers of public and private secondary schools in the District of Sara and they were using comic strips in their classes. For learners, they should be enrolled in the classes of the English teachers who were selected as Participants in this study.

Research Instrument

This study used an in-depth interview guide prepared by the researcher. Since this is a structured interview, prepared questions were asked of the Participants. The interview guide

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



contained questions to explore the teachers' and learners' views and experiences on the use of comic strips in their English classes.

Validity of the Research Instrument

To maintain the accuracy or truthfulness of the research instrument utilized in this study, it underwent the process of validity through the help of three experts in the field of English and research. The instrument was examined for face validity and content validity.

Face validity was conducted to know the likelihood of the questions as, content validity was conducted to examine the adequacy of the coverage of the topic.

Data-Gathering Procedures

The following procedures were conducted by the researcher for this study. These procedures adopted the suggested research format in conducting qualitative-phenomenological studies (Creswell, 2000).

The researcher prepared an in-depth questionnaire guide, then asked permission from the school principals through a formal letter. After the researcher was permitted, she started conducting the interview. After the responses were gathered, the researcher organized and prepared the data for analysis, read through all the data, began detailed analysis with coding process, used the coding process to generate meanings or themes for analysis, decided how the themes were represented, and interpreted the data gathered. The researcher wrote a report of the findings to make the readers understand more clearly the essential structure of the views and experiences of the Participants.

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Data Analyses

The data gathered were analyzed using the thematic analysis. Emergent themes from the responses of the Participants were identified and discussed comprehensively using thematic analysis. According to Creswell (2014), thematic analysis is a systematic process for coding data in which specific statements are analyzed and categorized into themes that represent the phenomenon of interest.

RESULTS AND DISCUSSIONS

This study aimed at determining the teachers' and learners' experiences on the use of comic strips for comprehension skills development as bases for a proposed workshop on the preparation of supplementary materials in English for secondary school English teachers and learners in the District of Sara for Schoolyear 2023-2024.

The Participants in this study were the eight (8) English teachers from four (4) public and private secondary schools and the sixteen (16) learners of who were enrolled under each teacher for Schoolyear 2023-2024 from the District of Sara.

This study used an in-depth interview guide prepared by the researcher, that was subjected to validity test.

The following are the findings of the study:

Teachers view comic strips as a tool to enhance student engagement and interest, facilitate learners' comprehension and critical thinking, promote creativity and expression, 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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



integrate curriculum and instruction. While learners viewed comic strips as a form of enjoyment and promote creativity and expression.

The experiences identified on the use of comic strips in their English classes were; enhance learner engagement, improve comprehension, and facilitate language acquisition. As for learners, these were: increase class engagement, improve comprehension, and foster positive learning environment.

Based on the findings, the following insights were drawn:

In the context of 21st-century education, where learners are exposed to diverse forms of media and information, traditional methods of teaching are increasingly complemented by more innovative, multimodal approaches. Among these, the use of comic strips has emerged as a particularly effective pedagogical tool. Comic strips engage students by combining both visual and textual elements, offering a unique opportunity to develop and enhance comprehension skills. The visual nature of comic strips aids learners in interpreting meaning through context clues, symbolism, and non-verbal cues, thus fostering deeper understanding and critical thinking. This multimodal approach not only strengthens students' ability to comprehend written language but also promotes active engagement with content in a way that traditional text-based materials may not.

For English language instruction, comic strips serve as a dynamic tool for improving language proficiency, enabling students to develop literacy skills in a more engaging and accessible format. They facilitate a deeper connection with narrative structures, vocabulary acquisition, and the subtleties of language use, particularly through dialogue and character

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

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



interaction. Furthermore, comic strips allow for the integration of creative pedagogical strategies that align with the diverse learning preferences of modern students. Teachers can leverage comic strips to illustrate complex concepts, reinforce grammar and syntax, and encourage critical analysis through visual storytelling.

Thus, the use of comic strips represents a promising method for enhancing both student comprehension and teacher effectiveness in the English language classroom. By fostering an interactive and stimulating learning environment, comic strips not only support the development of literacy skills but also contribute to the evolution of instructional strategies in response to the demands of contemporary education. The potential of comic strips to improve educational outcomes in the English subject warrants further exploration, particularly in terms of their impact on learner engagement, motivation, and long-term academic achievement.

The perspectives of both teachers and learners suggest that comic strips can play a pivotal role in enhancing the educational experience, particularly in terms of improving students' reading skills and fostering critical thinking. From the standpoint of teachers, comic strips offer a versatile and engaging tool for reinforcing reading comprehension. By integrating both visual and textual elements, comic strips encourage students to decode meaning from a combination of written dialogue, narrative structure, and visual cues, such as facial expressions, body language, and symbolic imagery. This multimodal approach not only aids in comprehension but also helps to develop students' ability to infer meaning, recognize

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

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



context, and understand nuances within the text—skills that are essential for reading proficiency.

Moreover, comic strips offer a unique opportunity to stimulate and cultivate critical thinking in learners. The visual components of a comic strip often require students to engage in interpretation, analysis, and evaluation of the information presented. For example, learners must often discern the relationship between images and text, consider how different elements of the narrative align or contrast, and predict outcomes based on visual storytelling cues. This process of engaging with both the cognitive and visual aspects of a text encourages learners to think more critically about the material, fostering their ability to analyze and synthesize information in a more sophisticated manner.

For learners, comic strips can provide a more accessible and enjoyable avenue for developing reading skills, particularly for those who may struggle with traditional text-heavy resources. The combination of narrative and visual storytelling makes reading more engaging, especially for younger learners or those with diverse learning needs, as it caters to a wider range of learning styles. Additionally, the sequential nature of comic strips helps to reinforce the development of logical thinking, as students must follow a structured sequence of events and make connections between different parts of the story.

In this context, both teachers and learners recognize the potential of comic strips not only to improve foundational reading skills but also to nurture higher-order thinking. By providing a rich and interactive platform for interpretation, analysis, and engagement, comic strips foster a deeper understanding of language, narrative structure, and critical thought.

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

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



The combination of these benefits suggests that comic strips can be a valuable instructional tool that aligns with contemporary educational goals, emphasizing the development of both literacy and critical thinking skills in a manner that resonates with modern students. Therefore, it is important to further explore the pedagogical implications of using comic strips in the classroom, particularly in terms of their effectiveness in promoting literacy and cognitive development across diverse student populations.

In addition, the interactive and visually stimulating nature of comic strips captures learners' attention that allows them to integrate different objects and topics, that enables them to promote creativity and increase engagement thus leading them to gain more interest in literary concepts and cultivate more positive attitude towards their learning.

By integrating comic strips into both curriculum and instruction, teachers are provided more strategies and methods to help them innovate and be resourceful in making their lessons and class discussions interactive and fun.

Also, through the use of comic strips, learners can become more interactive and involved in their classes, thus helps them improve their vocabulary and grammar that play a vital role in their comprehension skills.

Through comic strips, students can now express themselves through sharing how their creativity and enjoyment during their English classes can create a more enjoyable, fun, interactive and positive learning environment.

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Using comic strips allows learners to engage in the contents in both visual and linguistic aspects of learning, thus providing them a well-rounded learning experience and a positive feeling towards their learning environment.

In terms of experiences in using comic strips with language acquisition, students with diverse learning styles benefit when comic strips are used in their classes. The combination of images and texts engages different cognitive processes that reinforce language concepts.

The need to address the views and experiences identified in this study and to supplement them in enhancing learners' reading comprehension in their English classes necessitated the proposal for a Workshop on Preparation for Supplementary Materials for English.

CONCLUSIONS

In light of the findings and insights arrived at in this study, the following recommendations are advanced:

Teachers should attend seminars and workshops on instructional planning highlighting the creation and use of supplementary materials for English classes in the curriculum. Workshops may provide activities that would encourage the teachers to create and use comic strips in their English classes.

The curriculum should be reviewed, and curriculum planners may structure it from the learners' perspective to level with the learners' pace and capabilities. The use of comic strips

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



must be applied not only in English classes but also in other areas. This would make learning for students were enjoyable and engaging.

The Department of Education and the school heads should make sure that the needs of teachers in terms of workshops for instructional materials should be addressed and included in In-service Training activities.

The teachers must strengthen the integration of supplementary materials not only in their regular classes, but also in other literacy programs. Through this endeavors, they can discover and create new strategies and methods in teaching to improve the learners' comprehension skills.

The proposed workshop on preparation of supplementary materials for English should be forwarded to the relevant officials for review, polishing and approval so it can be implemented and cascaded to aid the teachers in their English classes.

This study adds additional insights on the experiences for both learners and teachers involved in the use of comic strips in their English classes. A full understanding of views and experiences are critical for educators in helping their lessons more interactive and enjoyable.

For future researchers, further conduct of similar studies in the use of comic strips in English classes can help educators determine the values of views and experiences in future curricula.

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

- Aliyar, M., Peters, E., & Katholieke Universiteit Leuven. (2022). Incidental Acquisition of Italian Words from Comic Books. *Reading in a Foreign Language*, 34(2), 349–377. <https://nflrc.hawaii.edu/rfl>
- Amini, M., Zahabi, A., Amini, D., & Hosseini, S. S. A. (2020). A review of reading Strategies and Models in learning and teaching of English as a foreign language. *AJELP the Asian Journal of English Language and Pedagogy*, 8(2), 14–26. <https://doi.org/10.37134/ajelp.vol8.2.2.2020>
- Barbre, J. O., III, Carroll, J., Tolbert, J., & Indiana University East. (2022). Comic literature and graphic novel uses in history, literature, math, and science. In *SANE Journal: Sequential Art Narrative in Education* (Vol. 2, Issue 7, pp. 1–3). <https://digitalcommons.unl.edu/sane/vol2/iss7/3>
- Butterfuss, R., Kim, J., & Kendeou, P. (2020). Reading comprehension. In *OXFORD RESEARCH ENCYCLOPEDIA* (pp. 1–3)[Journal-article]. <https://doi.org/10.1093/acrefore/9780190264093.013.865>
- Fluency. (n.d.). <https://www.readingrockets.org>. Retrieved October 12, 2023, from <https://www.readingrockets.org/topics/fluency/articles/fluency-introduction>
- Hall, C., Vaughn, S., Barnes, M. A., Stewart, A. A., Austin, C. R., & Roberts, G. (2019). The effects of inference instruction on the reading comprehension of English learners with

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



reading comprehension difficulties. Remedial and Special Education, 41(5), 259–270.

<https://doi.org/10.1177/0741932518824983>

Jacobs, D. (2017). Using Comics to Promote Diverse Representations in the Classroom. *Journal of Adolescent & Adult Literacy*, 61(6), 663-671.

Koppensteiner, M. (2017). Comic Books as Texts: Understanding What We See. *Reading Teacher*, 70(2), 227-235.

Lastiri, L., & Lastiri, L. (2022, June 18). What are the levels of comprehension? - Iris Reading. Iris Reading - Reading at The Speed of Thought. <https://irisreading.com/what-are-the-levels-of-comprehension/>

Levels of Reading Comprehension. (n.d.). <https://www.careers360.com>. Retrieved October 15, 2023, from <https://www.careers360.com/question-what-are-the-four-levels-of-reading-comprehension>

Malunes, R. E., & Dioso, D. P. D. (2020). Teaching Competence of Public School Teachers in the Light of the Philippine Professional Standards for Teachers. *Philippine Social Science Journal*, 3 (2), 4344. <https://doi.org/10.52006/main.v3i2.179>

Mehrdad Nazarieh, Mohammad Hasan Razmi, Mahdieh Azizian, Muhammad Usman Ghani, A Brief History of Listening Comprehension in Second Language Teaching and Learning, *Education Research International*, 10.1155/2022/3894457, 2022, 1, (2022).

Oguntade, F. M. (2021). Content analysis of levels and aspects of comprehension in West African senior secondary school examination. *Reading & Writing*, 12(1). <https://doi.org/10.4102/rw.v12i1.293>

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

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



Reading Fluency, Importance and Meaning. (n.d.). <https://mylearningspringboard.com>.

<https://mylearningspringboard.com/what-is-reading-fluency-and-why-is-it-important/>

Reading Speed. (n.d.). <https://irisreading.com>. <https://irisreading.com/average-reading-speed-by-age-are-you-fast-enough/>

Roverud E, Bradlow A, Kidd G Jr. Examining the sentence superiority effect for sentences

presented and reported in forwards or backwards order. *Appl Psycholinguist*. 2020

Mar;41(2):381-400. doi: 10.1017/s014271642000003x. Epub 2020 Mar 25. PMID:

34121781; PMCID: PMC8191368.

Serafini, F. (2016). *Reading the Visual: An Introduction to Teaching Multimodal Literacy*.

Teachers College Press.

Supplementary materials. (2020). <https://authorservices.taylorandfrancis.com/publishing-your-research/writing-your-paper/enhancing-your-article-with-supplementary-material/>

Taboada, A., & González, L. (2020). Comics as a Tool for Fostering Inference Skills in Reading

Comprehension. *International Journal of English Studies*, 20(1), 89-

108. <https://www.britannica.com/art/comic-strip>

Tavarez DaCosta, P., Herrera Gutierrez, A. D., & Universidad Tecnológica de Santiago

(UTESA). (2020). Level of reading comprehension of Dominican EFL college students

Teachers Competence. (n.d.). TEACHERS' COMPETENCE AND STUDENTS' ACADEMIC

PERFORMANCE IN SENIOR SECONDARY, VOL 11, NO. 1, 2012: 15-18(NO. 1, 2012:

15-18). <https://doi.org/10.4314/gjedr.v11i1.3>

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,

Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

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



Teacher competence. (n.d.).<https://hr.abbyschools.ca/> proficiencies.

Tomas, M., Villaros, E. and Galman, S. (2021) The Perceived Challenges in Reading of Learners: Basis for School Reading Programs. *Open Journal of Social Sciences*, 9, 107-122. doi: 10.4236/jss.2021.95009 .(<https://doi.org/10.4236/jss.2021.95009>)

Vidal, M. P. (2022). Effectiveness of multimedia and Text-Based reading approaches to Grade 10 students' reading comprehension skills. *AsiaCALL Online Journal*, 13(4), 55–79. <https://doi.org/10.54855/acoj.221345>

Yang, X., & Schallert, D. L. (2017). Digital Comics in the English Language Arts Classroom: Possibilities for Readers, Writers, and Multimodal Literacy Learning. *Journal of Adolescent & Adult Literacy*, 61(2), 171-182.
comic strips. (n.d.).

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, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
