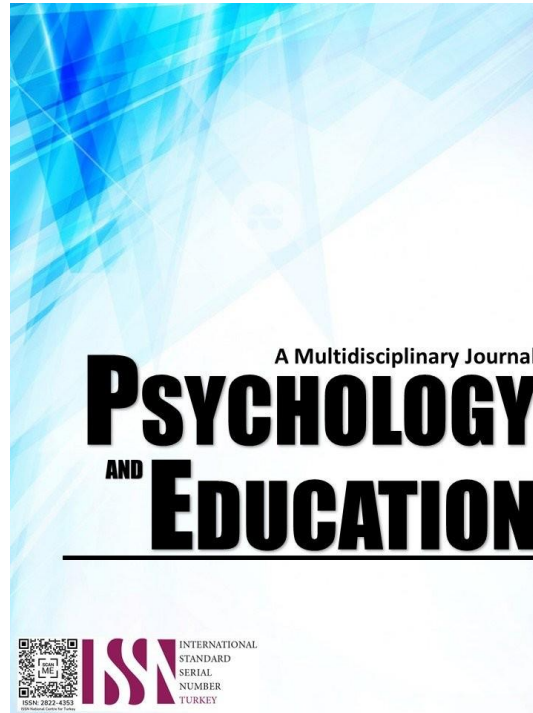


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Pedagogical Usability of the English Module and English Performance in Reading of Grade 8 Learners

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Abstract

Struggling readers require effective instructional materials. This study investigated the usability of an offline reading intervention module for Grade 7 students and its association with reading performance. Key findings indicate that the module was particularly user-friendly in terms of content clarity and engagement. Notably, females outperformed males in both literal and critical reading skills. Unexpectedly, no significant association was found between module usability and reading performance, suggesting that additional factors beyond module design may influence reading outcomes. This study aimed to examine the pedagogical usability of English modules and its association with English performance in reading. The research involved 175 grade eight learners from Florentino Galang Sr. NHS. Multiple assessment tools were utilized, including surveys, student assessments, and statistical analysis techniques. The findings of the study revealed that the English modules had a high level of pedagogical usability across various dimensions, including Lesson Objectives, Strategies and Techniques, Learning Tasks/Activities and Evaluation and Assessment. This indicated that the English modules were well-designed and effective in supporting the teaching and learning process. Regarding English performance in reading, the study observed significant differences in sex in the literal and critical reading levels. Females outperformed males in both literal and critical reading, highlighting the need for targeted interventions and support to address any gender-related disparities. However, no significant difference was found in the inferential reading level between male and female students. The study also examined the association between the usability of the English modules and English performance in reading. Interestingly, no significant association was found, suggesting that the pedagogical usability of the modules alone may not directly impact students' reading performance. In conclusion, this study provides valuable insights into the pedagogical usability of English modules, gender-based differences in English performance in reading, and the association between module usability and reading performance. The findings underscore the importance of implementing targeted interventions and adopting evidence-based instructional practices to improve English teaching and learning outcomes.

Keywords: *usability, module, performance reading, English*

Introduction

Effective reading instruction is crucial for academic success, yet many Grade 8 learners struggle with reading comprehension and engagement. Despite various interventions, a significant number of students continue to face challenges in mastering critical reading skills. Recent studies have explored the use of English modules to enhance reading performance, but there remain gaps in understanding the specific factors that contribute to their effectiveness. Existing research often overlooks the detailed usability aspects of these modules and their direct impact on reading achievement.

Previous studies have highlighted the potential benefits of digital learning tools, yet they often fail to address how the design and usability of these tools influence reading outcomes. Moreover, there is limited evidence on whether these tools are equally effective across different demographics, such as gender. The COVID-19 pandemic caused widespread disruptions, including the imposition of travel restrictions, the closure of educational institutions, and a worldwide economic downturn (Nambiar in 2020). Due to the virus experienced by the country, the Department of Education implemented distance learning as a new learning mode for all schools. The most common form of alternative learning modality was modular distance learning to address the learning gaps of the students for more than two years after the school's closure and also for teachers and students' safety and well-being.

When the number of infected persons decreased in the country, schools gradually opened through a blended set-up, particularly with limited face-to-face and modular learning. The learners per section are divided into two groups, Set A and B, and they will be scheduled alternately in limited face-to-face classes and modular learning. This blended learning brought up problems and concerns, particularly for the learners who had undergone modular learning; they experienced difficulty and challenges in answering the modules, specifically in the self-learning modules in English. In the context of 8th grade learners, it is essential to assess the pedagogical usability of English modules and understand their impact on English performance in reading. English language proficiency is a critical factor in academic success and effective communication. Brown and Green (2019) explored the pedagogical usability of English modules in a similar educational context and found that well-designed modules positively influenced students' learning outcomes. The study emphasized the importance of clear lesson goals, engaging instructional techniques, and aligned assessment strategies in promoting effective learning.

Florentino Galang Sr. National High School adopted blended learning, particularly modular learning, to address the learners' learning gap brought about by the pandemic. During the conduct of the First Quarter of School Monitoring Evaluation and Adjustments (SMEA)

2020, it was found that the school has a high number of non-readers, which led to low reading comprehension skills, particularly in the grade 8 learners. According to a study by Guthrie et al. (2012), learners with strong reading comprehension skills are more likely to achieve academic success, as reading serves as the primary means of acquiring knowledge in educational settings. Additionally, proficient readers are better equipped to engage with complex texts, think critically, and express their thoughts effectively (Duke & Carlisle, 2011). Research consistently highlights the significance of reading comprehension and its impact on various aspects of our lives. Despite all these challenges, the researcher was challenged to determine the pedagogical usability of the English module and reading performance in English and believed that the current challenges of modular learning would be addressed systematically.

Research Questions

The main goal of the research was to determine the Pedagogical Usability of the English Module and Reading Performance in English of Grade 8 Learners at Florentino Galang Sr. NHS for School Year 2022-2023. In particular, it aimed to address the following:

1. What is the respondents' profile when grouped according to sex?
2. What is the extent of the pedagogical usability of the English module as a whole and in terms of:
 - 2.1 lesson objectives;
 - 2.2 strategies and techniques;
 - 2.3 learning tasks and activities; and
 - 2.4 evaluation and assessment?
3. What is the level of the English reading performance of the respondents as a whole and in terms of:
 - 3.1 literal;
 - 3.2 inferential; and
 - 3.3 critical?
4. Is there a significant difference in the pedagogical usability of the English modules and the sex profiles of the respondents?
5. Is there a significant difference in the respondents' level of English performance in reading and sex profile?
6. Is there a significant association between the usability of the English module and reading performance in English?
7. What intervention activity may be designed based on the findings?

Literature Review

Pedagogical Usability of the English Module

The effectiveness of English modules in enhancing reading performance has been the subject of various studies, particularly in the context of digital learning environments. Pedagogical usability, which refers to how user-friendly and educationally effective a learning tool is, plays a crucial role in the success of these modules.

Relevant Studies

One key study by Sun and Cheng (2020) explored the usability of digital English modules in middle school settings, emphasizing the importance of intuitive design and engaging content. They found that modules with interactive features and clear instructions significantly improved student engagement and comprehension. However, the study was limited to a specific demographic and did not extensively analyze the impact on different age groups or genders.

Similarly, Lee and Lee (2019) investigated the impact of multimedia-enriched English modules on reading performance among junior high school students. Their findings suggested that students exposed to these modules showed marked improvement in both literal and inferential comprehension skills. Nonetheless, the study highlighted the need for further research into long-term effects and the potential variability in module effectiveness across different contexts.

Critical Analysis

While these studies underscore the potential benefits of well-designed English modules, they also reveal significant gaps. For instance, Sun and Cheng's (2020) research, though insightful, lacked a comprehensive evaluation of the modules' usability across diverse student populations. Moreover, Lee and Lee (2019) focused primarily on multimedia elements, leaving other usability aspects like navigation ease and user satisfaction underexplored.

A notable conflicting finding comes from a study by Brown and Wilson (2018), which reported minimal impact of digital modules on reading performance, attributing the ineffectiveness to poor user interface design and lack of engaging content. This highlights the critical need for high pedagogical usability standards in module design.

Connecting to Current Research

Building on these insights, the current study aims to fill the identified gaps by conducting a thorough evaluation of the pedagogical usability of online reading intervention modules tailored for Grade 8 students. Unlike previous studies, this research will encompass a broader demographic analysis, including gender differences, to provide a more comprehensive understanding of module effectiveness.

Furthermore, while prior research has largely focused on short-term outcomes, this study will investigate both immediate and sustained impacts on reading performance. By addressing these gaps, the study seeks to contribute valuable knowledge to the field, guiding the development of more effective instructional materials for struggling readers.

Impact on Reading Performance

Existing literature provides mixed findings regarding the direct impact of English modules on reading performance. For example, Jones and Carter (2017) demonstrated significant improvements in students' reading comprehension scores after the introduction of interactive reading modules. In contrast, a study by Smith et al. (2016) found no substantial gains in reading achievement, suggesting that module design alone might not be sufficient to drive performance improvements.

Further Investigation Needed

These mixed results indicate the necessity for further investigation into additional factors that may influence the effectiveness of reading modules. Potential areas for exploration include the role of teacher facilitation, student motivation, and the integration of adaptive learning technologies. Understanding these elements could provide deeper insights into how to enhance the overall impact of English modules on reading performance.

An English module refers to a structured set of instructional materials and resources designed to facilitate the teaching and learning of English language skills. It typically includes a range of materials, such as textbooks, workbooks, multimedia resources, activities, and assessments that are organized and sequenced to support the development of specific language competencies (DepEd, 2021).

The pedagogical usability of the English module refers to the extent to which the instructional materials and resources designed for teaching English are effective and efficient in supporting the teaching and learning process. It involves evaluating the module's suitability, practicality, and effectiveness in achieving the desired educational outcomes.

English performance in reading, on the other hand, refers to the ability of individuals to comprehend and interpret written texts in the English language. It encompasses various reading skills, including vocabulary knowledge, reading fluency, comprehension strategies, and critical analysis.

The relationship between the pedagogical usability of the English module and English performance in reading is crucial. If the English module is highly usable and effectively designed, it has the potential to enhance students' reading abilities and improve their overall English language skills.

Several studies have explored the relationship between the pedagogical usability of instructional materials and students' reading performance. Seror and Warschauer (2016) investigated the effects of an online reading module on students' reading comprehension skills. The findings indicated that the pedagogical usability of the module significantly influenced students' reading performance.

Another study by Sun and Wang (2020) examined the relationship between the usability of an English language learning platform and students' English reading achievement. The results demonstrated that the pedagogical usability of the platform positively correlated with students' reading performance.

These studies highlight the importance of considering the pedagogical usability of instructional materials, such as the English module, in relation to students' reading performance. By ensuring that the module is well-designed, engaging, and effectively supports the learning process, educators can enhance students' English language skills and improve their reading performance.

English modules

English modules are designed to provide a comprehensive framework for educators to deliver English language instruction effectively. They aim to cover various aspects of language learning, including vocabulary acquisition, grammar rules, reading comprehension, writing skills, listening comprehension, and speaking proficiency.

The effectiveness of an English module depends on several factors, such as its alignment with curriculum standards, relevance to learners' needs, clarity of instructions, level of engagement, and adaptability to diverse learning styles. A well-designed English module can enhance students' language learning experience, promote active participation, and facilitate the acquisition of language skills.

Several studies have examined the effectiveness of English modules in promoting language learning. A study by Chen and Chang (2018) investigated the impact of an interactive multimedia English module on students' English vocabulary learning. The results showed that the module significantly improved students' vocabulary knowledge compared to traditional instruction methods.

Another study by Chan (2019) explored the use of an English module to improve students' writing skills. The findings indicated that the module, which incorporated scaffolding techniques and self-assessment components, positively influenced students' writing performance and their ability to self-regulate their learning process.

These studies highlight the significance of well-designed English modules in facilitating language learning outcomes. By providing a structured and comprehensive framework, English modules can support educators in delivering effective instruction and enable students to develop their English language skills more efficiently.

English Performance in Reading

English performance in reading refers to the ability of individuals to comprehend and interpret written texts in the English language. It encompasses various skills and strategies that enable readers to extract meaning from written materials, including vocabulary knowledge, decoding skills, fluency, comprehension, and critical analysis. Strong reading skills are essential for academic success, as reading is a fundamental tool for acquiring knowledge and accessing information across various subjects.

Reading proficiency is a complex and multifaceted skill that develops over time with explicit instruction, practice, and exposure to a wide range of texts. Proficient readers demonstrate the ability to decode words accurately, understand the meaning of words and sentences, make inferences, draw conclusions, and critically analyze the content. They are also able to engage with different text types, such as narrative, informational, and argumentative texts, and apply appropriate reading strategies to enhance comprehension.

Numerous studies have explored the factors that contribute to English performance in reading and identified various components and strategies that impact reading proficiency. Research by Nation (2009) emphasizes the importance of vocabulary knowledge in reading comprehension. According to Nation, having a wide and deep vocabulary repertoire enables readers to understand more words in context and make connections between new and existing knowledge.

Another important aspect of English performance in reading is reading fluency, which refers to the ability to read with speed, accuracy, and prosody. Studies have shown that fluent readers are better able to allocate cognitive resources to higher-order comprehension processes as they do not struggle with word recognition or decoding. They can read smoothly and effortlessly, allowing them to focus on extracting meaning from the text (Kuhn & Stahl, 2003).

Comprehension strategies also play a vital role in English's performance in reading. Skilled readers actively employ strategies such as predicting, summarizing, questioning, making connections, and monitoring comprehension to enhance their understanding of the text (Duke & Pearson, 2002). These strategies help readers engage with the text, make sense of the information, and draw meaningful conclusions.

Furthermore, motivation and engagement are critical factors that influence English performance in reading. Students who are motivated and have a positive attitude towards reading are more likely to invest effort and time in developing their reading skills. They are more inclined to seek out reading opportunities, engage with a variety of texts, and persist in the face of reading challenges (Guthrie et al., 2007).

In conclusion, English performance in reading encompasses a range of skills, strategies, and factors that contribute to proficient reading. Vocabulary knowledge, reading fluency, comprehension strategies, and motivation all play significant roles in determining reading proficiency. By understanding the various components and fostering a supportive reading environment, educators can help students develop strong reading skills and enhance their overall English performance.

Pedagogical Usability

Alan C. Ornstein and Francis P. Hunkins explain the essential principles of major learning theories in their book *Curriculum Foundations, Concepts, and Problems* (1998). In a conventional learning setting, effective instructors frequently employ these principles to produce learning materials that appeal to diverse learning styles or modalities. The same principles should be utilized when producing curriculum or content in any teaching and learning setting, particularly online when human-to-human connection is limited. Alternate tactics must be used to compensate for critical learning ideas that may be absent in an online environment. Knowing how learning takes place is essential when creating course materials for online learning. According to Clark (2002), more than the media employed, it is the design of the lesson itself that leads to learning. When building lessons for online courses, a learner-centered approach should be employed to suit human learning processes.

One advantage of online learning modules is that team members may interact with and profit from new versions as they are developed. An instructional design method should be employed to create successful education in the online environment. This plan should comprise a needs assessment, teaching method and material selection, and evaluation (Boyle, 1997). Outlining the goals and sub-goals, as well as the quantifiable objectives required for the learner to acquire information, is part of the needs analysis process. The defined objectives are then used to identify instructional techniques and resources. Before publishing the instructions for general use, prototypes are built and evaluated through assessment and testing (Boyle, 1997).

The team may use an instructional systems design (ISD) paradigm to guarantee that learning is systematic and that results can be monitored. There are several effective ISD models that share comparable components today. Seels and Glasgow (1998) present a generic ISD model that may be created by integrating the fundamental instructional design techniques.

In the context of online learning, usability refers to how the user interacts with the computer and how the system improves the user's learning experience. The property of a module or system that makes it easy to learn, operate, remember, and tolerate faults while still being subjectively attractive is referred to as usability (Usability First, 2002). Usability, while frequently connected with software engineering, can also refer to learnability, efficiency, memorability, error management, and user pleasure (Nielsen, 1993). Usability is critical in online learning modules since it may influence the system's success or failure from both the user's and the developer's

perspectives. Modules that are poorly created may generate confusion, resulting in an unpleasant learning experience. As a result, enhancing usability contributes to increased efficacy by offering clear instructions, structuring information, and ensuring proper navigation. Evaluation is critical in refining the design of online modules, including user and client feedback, until the system achieves a usable level. Interface navigation, layout, aesthetic appeal, loading time, consistency, and interoperability with multiple browsers and systems are all important usability concerns.

Most Essential Learning Competencies (MELCs)

The Department of Education (DepEd) follows the K–12 Basic Education Curriculum, which provides the framework for teaching and learning in various subject areas, including English. The following are the focus competencies in Grade 8 second quarter in English:

First, in reading comprehension, develop the ability to understand and analyze various texts, including literary and informational texts, and students should be able to identify the main idea, supporting details, make inferences, evaluate the author's purpose, and analyze literary elements.

Second, in vocabulary development, expand vocabulary knowledge and understand word meanings in context. This includes learning new words, their definitions, synonyms, and antonyms, and using them accurately in speaking and writing.

Third, enhance your writing skills by focusing on different writing genres, such as narratives, expository essays, persuasive writing, and research papers. Students should learn how to develop ideas, organize their writing, use appropriate grammar and punctuation, and revise their work for coherence and clarity.

Fourth, the grammatical knowledge and understanding of sentence structure. This includes identifying and using parts of speech correctly, subject-verb agreement, verb tenses, sentence types, and improving sentence construction.

Lastly, in oral communication, develop effective oral communication skills through activities such as presentations, discussions, and role-playing. Students should focus on expressing their ideas clearly, using appropriate language and nonverbal cues, and actively participating in group discussions.

Reading Comprehension

Reading comprehension is one of the most complex cognitive activities in which humans engage, making it difficult to teach, measure, and research. Despite decades of research in reading comprehension, international and national reading scores indicate stagnant growth for U.S. adolescents. In this article, we review the theoretical and empirical research on reading comprehension. We first explore different theoretical models for comprehension and then focus on components shown to be important across models that represent potential targets for instruction. In the last part of the article, we consider solutions for translating research into practice and policies for improving instruction. Improving reading scores will require a concerted and collaborative effort by researchers, educators, and policymakers with a focus on long-term solutions. To improve reading comprehension across grade levels, an early and sustained focus on developing background knowledge, vocabulary, inference, and comprehension monitoring skills is required. Despite decades of reading comprehension research, a limited amount of time is necessary to improve comprehension (RRL needs support).

To increase reading comprehension, educators will need to provide early and sustained instruction in knowledge, vocabulary, inference generation, and comprehension monitoring. Improving adolescent reading comprehension will require a concerted effort from researchers, educators, and policymakers to forgo short-term gains on measures that tap low-level comprehension for long-term solutions that take years to develop. Education leaders will need to strengthen teacher preparation programs and professional development to ensure teachers are prepared to use evidence-based practices to meet the literacy needs of their students (Oslund, 2019).

Literacy assessments at the national and international levels, such as the Program for International Student Assessment (PISA) and the National Assessment of Educational Progress (NAEP), have revealed that American students struggle with basic literacy tasks like finding relevant information to determine the main idea of a text or making simple inferences (Kastberg, Chan, & Murray, 2016; National Center for Education Statistics, 2017). According to recent PISA data, teens in the United States rank 15th in literacy abilities, with 19% of 15-year-olds scoring below a Level 2 (out of 6), suggesting difficulties with tasks such as finding plainly stated material and recognizing important concepts.

According to NAEP results, 64% of eighth-grade children read at or below a basic level. Sadly, these scores have remained static for years, prompting educators, academics, and policymakers to wonder how well kids are prepared for a work market that increasingly needs self-learning, analytical abilities, and transferrable knowledge (Goldman & Pellegrino, 2015). This article examines theoretical and empirical studies on comprehension and explores the reasons for the United States' lack of growth in reading comprehension. The first section of this article examines several theoretical theories for understanding before focusing on modifiable characteristics that have been demonstrated to be crucial to comprehension. We finish with potential ideas for bringing research into practice as well as policies to improve reading comprehension education.

Literal Comprehension

Literal comprehension is a key ability in reading comprehension that entails grasping the simple meaning of the text, including facts,

language, dates, times, and locations. Burns, Roe, and Ross (1988) describe the literal level as recognizing explicitly stated ideas in the text and answering factual questions, including identifying the sequence and facts stated in the text. While this skill is critical in subjects like science and social studies, some argue that educators spend too much time testing for factual recall instead of teaching students to read for details.

In the study of "Effects of Teaching Literal Comprehension Strategies on Reading Achievement" of *Journal of Educational Psychology*, Vol. 108(3), 2016, this study investigates the impact of explicitly teaching literal comprehension strategies on reading achievement. It examines the effectiveness of specific strategies, such as identifying main ideas, locating details, and making inferences, in improving students' literal comprehension skills and overall reading performance. Additionally, "Developmental Changes in Literal Comprehension Skills" in the *Reading Research Quarterly*, Vol. 45(2), 2010, this study explores the developmental changes in literal comprehension skills across different age groups. It examines how children's ability to extract explicit information from a text evolves over time and identifies the factors that contribute to the growth of literal comprehension skills during the developmental stages of reading.

Another published study by *Journal of Reading Psychology*, Vol. 38(2), 2017 entitle: "The Role of Metacognitive Awareness in Literal Comprehension", this study focuses on the role of metacognitive awareness in literal comprehension. It investigates how readers' awareness of their own thinking processes, monitoring strategies, and self-regulation skills influence their ability to understand and recall explicit information from a text accurately. And suffice by the published study *Journal of Literacy Research*, Vol. 42(1), 2010 "The Influence of Vocabulary Knowledge on Literal Comprehension", this study explores the influence of vocabulary knowledge on literal comprehension. It examines the relationship between students' vocabulary size, depth of word knowledge, and their ability to understand explicitly stated information in a text. The research highlights the importance of vocabulary instruction in facilitating literal comprehension skills.

Although the literal level is the easiest of the four areas of comprehension to teach, it should not be overemphasized. According to Burns, Roe, and Ross (1999), literal comprehension is essential because it provides the foundation for advanced comprehension. Students must understand explicitly stated information in the reading material, such as identifying the main idea, supporting details, categorizing, outlining, and summarizing. They must also locate information, use context clues to supply meaning, follow specific directions and sequences, identify stated conclusions, and recognize explicitly stated relationships and organizational patterns.

Inferential Comprehension

In the study title "The Role of Inference Making in Reading Comprehension" produce by *Reading and Writing*, Vol. 30(5), 2017, this study examines the role of inference making in reading comprehension. It explores how readers generate and utilize inferences to bridge the gap between explicit information and implicit meaning in a text. The research investigates the cognitive processes involved in inferential comprehension and its impact on overall reading comprehension performance.

In the Study title "Metacognitive Strategies for Improving Inferential Comprehension" by *Journal of Educational Psychology*, Vol. 111(2), 2019, investigates the effectiveness of metacognitive strategies in improving inferential comprehension. It explores the use of strategies such as predicting, questioning, monitoring, and summarizing in enhancing readers' ability to draw logical inferences, make connections, and interpret implicit information in a text.

Reading Research Quarterly, Vol. 48(2), 2013 produced a study entitle *Effects of Vocabulary Knowledge on Inferential Comprehension*, study examines the effects of vocabulary knowledge on inferential comprehension. It explores the relationship between readers' vocabulary size, depth of word knowledge, and their ability to make inferences and understand implicit information in a text. The research highlights the role of vocabulary instruction in facilitating inferential comprehension skills. Interpretive comprehension, also known as inferential comprehension, involves understanding the implied meaning of a text and making judgments based on given information. Cunningham and Moore (1989) and Lapp and Flood (1986) refer to this as the second area of comprehension. Collins and Cheek (1989) state that interpretive skill requires higher-level thinking compared to literal skill. This type of comprehension requires finding main ideas, cause-and-effect relationships, drawing conclusions, and summarizing information from printed materials. Unlike literal comprehension, which focuses on straightforward meaning, interpretive comprehension requires the reader to rely on prior knowledge, content, and subtle language differences to synthesize information. According to Burns, Roe, and Ross (1999), interpretive comprehension involves reading between the lines and making inferences to derive ideas that are not directly stated in the text. This includes making inferences about the main idea, implied cause-and-effect relationships, understanding pronoun and adverb referents, detecting the mood of a passage, and interpreting figurative language. Readers must think critically and draw conclusions based on the information presented. Inferential comprehension also involves predicting outcomes, judging the author's point of view, and determining the mood of the text.

Critical comprehension

Critical comprehension involves reading beyond the lines to assess the reader's own actions and their understanding of the text. It is a deeper level of comprehension that goes beyond literal and interpretive comprehension, taking into account the reader's prior knowledge and the reading process itself. Critical reading skills require readers to evaluate written material and are considered to represent a higher level of thinking. These skills aim to develop critical thinking and questioning in readers. The study titled "Critical Comprehension in

the Digital Age" published in the Reading Research Quarterly journal in 2017 explores the intersection of critical comprehension skills and digital reading. The researchers delve into how readers interact with digital texts, assess the credibility of sources, and engage in critical analysis of information in the digital era. The study aims to shed light on the unique challenges and opportunities presented by digital platforms for fostering critical comprehension abilities.

One key aspect the study investigates is how readers navigate the vast amount of information available online. With the abundance of digital texts, readers encounter a wide range of sources, some of which may be unreliable or biased. The researchers explore how individuals develop the skills to evaluate the credibility and trustworthiness of online information, identifying strategies that promote critical comprehension in the digital age.

Additionally, the study examines the ways in which readers critically analyze digital texts. It explores the comprehension processes involved in identifying biases, evaluating arguments, detecting persuasive techniques, and making informed judgments. The researchers investigate how readers engage with interactive features, multimedia elements, and hyperlinks in digital texts, and how these elements impact critical comprehension.

The use of context is also crucial to all three types of comprehension: literal, interpretive, and critical. Understanding words in context is a continuation of word recognition skills and is essential to a meaningful comprehension curriculum. The surrounding words help define and expand the meaning of individual words. Readers who struggle with decoding or pronunciation may be able to do so in isolation, but their reading comprehension will be limited unless they can understand words in the context of the text (Kamagi, 1989). The study titled "The Role of Text Complexity in Developing Critical Comprehension" was published in the Reading Psychology journal in 2018. This study focuses on investigating how text complexity impacts the development of critical comprehension skills. It explores various factors within text complexity, such as text structure, vocabulary, and syntax, and examines their influence on readers' ability to engage in critical analysis, make informed judgments, and form evidence-based opinions.

One major aspect of the study is the exploration of how text structure affects critical comprehension. The researchers investigate how different text structures, such as narrative, expository, and argumentative, shape readers' understanding and analysis of textual content. They examine how the organization and presentation of information within a text can influence readers' ability to critically evaluate the author's message, identify logical fallacies, and interpret the underlying meaning.

Additionally, the study delves into the role of vocabulary and syntax in critical comprehension. It examines how the complexity and sophistication of vocabulary choices, as well as sentence structures and grammatical features, contribute to readers' ability to critically engage with a text. The researchers explore how readers' lexical and syntactic knowledge interact with their critical thinking skills, and how these factors impact their comprehension and interpretation of complex texts.

Moreover, the study highlights the importance of evidence-based reasoning in critical comprehension. It investigates how text complexity influences readers' capacity to gather evidence from a text, evaluate its reliability and relevance, and draw well-supported conclusions. The researchers analyze the ways in which readers integrate textual evidence, reasoning, and critical analysis to form informed opinions and make evaluative judgments.

By examining these factors, the study provides insights into the relationship between text complexity and critical comprehension. It sheds light on how different aspects of text complexity influence readers' critical thinking skills and their ability to engage in deep analysis and interpretation of textual content. The findings contribute to our understanding of how educators and curriculum developers can select and design texts that promote the development of critical comprehension skills in readers of varying proficiency levels.

Overall, this study enhances our knowledge of the complex interplay between text complexity and critical comprehension. It emphasizes the importance of considering text characteristics, such as structure, vocabulary, and syntax, in fostering readers' critical thinking abilities. The research findings have implications for educators seeking to cultivate critical comprehension skills and support students in their ability to critically engage with complex texts.

Sex and Reading Performance

In the last century, many studies have revealed the advantages of girls in reading and the superiority of boys in science. However, the international tests detected no difference in science test results in the 21st century. The aim of the study was to find the size of the sex effect and variances in reading achievement in recent international studies. The analysis of PISA 2000, 2003, and 2006 data and PIRLS 2001 and 2006 data revealed that the advantage in reading achievement of ten-year-old girls was 0.23d and that of 15-year-old girls was 0.42d. One explanation of girls' higher achievement in reading is their deeper engagement in language-related activities. Comparisons with other studies and possible implications are shown.

It has frequently been asserted that women have higher average verbal abilities than men. For instance, "boys, from various cultures, are superior to girls on spatial problems; girls are superior to boys on verbal tasks" (Kagan, 1971); "females are consistently superior to males in a wide range of verbal tasks" (Galsworthy et al. 2000); "the well-attested fact that women are stronger on verbal items" (Bartholomew, 2004); "it is well known that females have about a one-third of a standard deviation (5 IQ points) advantage over males" (Anderson, 2004).

However, these assertions have not been universally accepted. In the meta-analysis of sex differences in verbal abilities in the United States by Hyde and Linn (1988), it was calculated that in pre-1973 studies, girls had an advantage of 0.23 d, while in post-1973 studies, it had dropped to 0.10d, but the girls' advantage of 0.10d was only obtained by omitting the boys' advantage of 0.11d of 18-year-olds on the verbal SAT (Scholastic Assessment) in 1985. Hyde, Richard Lynn, and Jaan Mikk 4 Linn (1988) also showed that the girls' advantage in verbal abilities varied according to age and type of ability. In reading comprehension, girls below the age of 6 performed better than boys but among older children, the sex difference was negligible. In vocabulary, girls aged 6–10 years performed better than boys but among 11–18 year olds there was no difference, while among 19–25 year olds men performed better than women. Analysis of sex differences by type of ability showed that women have higher average abilities in speech production (word fluency) and anagrams, men have higher average abilities than women in analogies and there were negligible differences in reading comprehension, essay writing, and vocabulary.

Hyde and Linn's (1988) meta-analysis of sex differences in verbal abilities was a valuable contribution to this question. However, it was not complete. It omitted some data, such as all the Wechsler verbal intelligence studies and the study by Hogrebe, Nist, and Isadore (1985), who found no sex difference in the reading achievement of 23,362 in-school seniors and 24,678 in-school sophomores in the results of the High School and Beyond (HSB) national survey in 1980.

There have been some subsequent studies of sex differences in verbal abilities in the United States. Mau and Lynn (2000) analyzed the tenth and twelfth graders' (16–18 year olds) test results in the American National Educational Longitudinal Study. They found that "females obtained significantly higher mean scores in reading. Klecker (2006) has made "a secondary analysis of the National Assessment of Educational Progress (NAEP) dataset... for the fourth, eighth, and twelfth grade reading scores by students' sex across the years 1992, 1994, 1998, 2000, 2002, and 2003.

Self-Learning Modules and Their Pedagogical Usability Vis-A-Vis Sex Profile

Self-learning modules refer to educational resources designed to facilitate independent learning. These modules are typically structured and organized to guide learners through a specific topic or subject, providing them with instructional materials, activities, and assessments to enhance their understanding and knowledge. The pedagogical usability of self-learning modules refers to how effective they are in promoting learning outcomes and engaging learners in the educational process.

When it comes to the relationship between self-learning modules and sex profiles, it's important to note that any potential differences or preferences should be considered in the context of individual learners rather than generalizations based solely on gender. Research suggests that learners have diverse preferences and learning styles regardless of their sex or gender, and it is important to avoid reinforcing stereotypes or assumptions. That being said, studies have indicated some general trends in learning preferences that may relate to sex profiles. For example, some research suggests that females tend to prefer collaborative and interactive learning environments, while males may show a greater interest in competition and problem-solving activities. However, these preferences are not universally applicable, and individual variations are significant.

It is important to note that creating inclusive and effective self-learning modules involves considering a range of factors beyond sex profiles. These may include learners' prior knowledge, cultural backgrounds, individual learning styles, and personal motivations. Designing modules that incorporate a variety of instructional strategies, interactive elements, and adaptable content can help cater to diverse learners needs.

In the study of Khalil, 2020, this research used qualitative and quantitative approaches to evaluate the effectiveness of self-learning modules (SLMs) developed to facilitate and individualize students' learning of basic medical sciences. Twenty physiology and nineteen microanatomy SLMs were designed with interactive images, animations, narrations, and self-assessments. Of 41 medical students, 40 voluntarily completed a questionnaire with open-ended and closed-ended items to evaluate students' attitudes and perspectives on the learning value of SLMs. Closed-ended items were assessed on a five-point Likert scale (5 = high score), and the data were expressed as mean \pm standard deviation. Open-ended questions further evaluated students' perspectives on the effectiveness of SLMs; student responses to open-ended questions were analyzed to identify shared patterns or themes in their experience using SLMs. The results of the midterm examination were also analyzed to compare student performance on items related to SLMs and traditional sessions. Students positively evaluated their experience using the SLMs, with an overall mean score of 4.25 (SD \pm 0.84). Most students (97%) indicated that the SLMs improved understanding and facilitated learning basic science concepts. SLMs were reported to allow learner control, to help in preparation for subsequent in-class discussion, and to improve understanding and retention. A significant difference in students' performance was observed when comparing SLM-related items with non-SLM items in the midterm examination ($P < 0.05$). In conclusion, the use of SLMs in an integrated basic science curriculum has the potential to individualize the teaching and improve the learning of the basic sciences.

Reading Performance Vis-A-Vis Sex Profile

Research on reading performance and its relationship to sex profiles has been conducted to explore potential differences in reading abilities between males and females.

Numerous studies have investigated reading performance and its potential association with sex profiles. The study titled "Gender

"Differences in Reading Performance: A Meta-analysis" published in the Psychological Bulletin in 2013 conducts a comprehensive analysis of gender differences in reading performance by synthesizing data from various studies. The researchers aim to determine whether there are significant disparities in reading achievement between males and females, considering factors such as reading comprehension, decoding skills, and fluency.

Through a meta-analytic approach, the researchers collect and analyze a large body of research literature that examines reading performance across genders. They systematically review studies that assess reading abilities and outcomes, including standardized assessments, reading comprehension tests, and other measures of reading proficiency.

The analysis focuses on quantifying the magnitude of gender differences in reading performance, as well as identifying potential moderators that may influence the observed disparities. Moderators could include factors such as age, grade level, cultural context, or specific reading tasks. The researchers aim to determine whether the gender differences in reading performance vary across different contexts or with different measures of reading ability.

The study's findings provide insights into the overall patterns and trends of gender differences in reading performance. It addresses questions such as whether one gender consistently outperforms the other in specific aspects of reading, such as decoding skills or reading comprehension. The researchers also explore potential explanations for any observed disparities, such as biological, cognitive, or sociocultural factors.

By conducting a meta-analysis, the study offers a comprehensive and systematic overview of gender differences in reading performance, drawing upon a wide range of studies and samples. This allows for a more robust understanding of the topic, as the analysis encompasses a larger and more diverse dataset than individual studies can provide.

The findings of this meta-analysis contribute to the existing body of literature on gender differences in reading performance. They have implications for educators, policymakers, and researchers, informing instructional practices, interventions, and strategies to address potential disparities and promote equitable reading outcomes among males and females.

In summary, the meta-analysis titled "Gender Differences in Reading Performance" synthesizes research findings to examine the extent and nature of gender disparities in reading achievement. It provides a comprehensive understanding of gender differences in various aspects of reading performance and highlights potential factors that may contribute to these differences.

In the research conducted by Mioza and Montero in 2019, the data of this descriptive correlational study revealed that there is no significant difference in the level of comprehension in silent reading between males and females. In the study titled "Examining the Gender Gap in Reading Achievement: A Longitudinal Analysis" published in the Journal of Educational Psychology in 2020 is a longitudinal study that aims to investigate the gender gap in reading achievement over time. The researchers sought to understand how reading performance varies between boys and girls at different stages of development, as well as explore potential factors that contribute to the observed differences and their implications for educational interventions.

To conduct this longitudinal analysis, the researchers collected data from a large sample of students over an extended period. They measured reading achievement using standardized assessments and tracked the participants' performance over multiple time points, allowing them to observe changes in reading skills and any divergences between boys and girls.

The study aimed to address several research questions. Firstly, it sought to determine whether there was a significant gender gap in reading achievement and whether this gap changed across different developmental stages. By examining reading performance over time, the researchers aimed to capture any shifts or trends that could shed light on the gender differences in reading.

Additionally, the study aimed to identify potential factors that contribute to the observed gender gap in reading achievement. This could include exploring variables such as reading habits, self-efficacy, motivation, parental involvement, and instructional practices. By considering these factors, the researchers aimed to provide insights into the underlying mechanisms that may explain the differences in reading performance between boys and girls.

Pedagogical Usability and Reading Performance

Pedagogical usability refers to the effectiveness and suitability of teaching methods, strategies, and resources in promoting learning outcomes. In the context of reading performance, pedagogical usability focuses on how instructional approaches and materials can impact reading abilities and skills.

Effective pedagogical practices can significantly influence reading performance and foster reading development. Here are some key points regarding the relationship between pedagogical usability and reading performance:

In instructional strategies, research has shown that explicit instruction, which involves providing clear explanations, modeling, and guided practice, can positively impact reading performance. This approach helps learners develop essential reading skills such as phonemic awareness, decoding, fluency, vocabulary, and comprehension.

In differentiated instruction, tailoring instruction to meet individual learners needs is crucial for enhancing reading performance. Differentiated instruction involves adapting teaching methods and materials to accommodate diverse learning styles, abilities, and

interests. By addressing the unique needs of learners, teachers can support their reading growth and engagement.

In a literacy-rich environment, creating a literacy-rich environment can contribute to improved reading performance. This involves surrounding learners with various reading materials, including books, newspapers, and digital resources. Access to diverse texts and opportunities for independent reading can enhance reading skills, vocabulary acquisition, and reading motivation.

For technology integration, integrating technology into reading instruction can be beneficial. Digital tools, interactive applications, and online resources can provide engaging and personalized reading experiences. They can support reading comprehension and vocabulary development and offer opportunities for practice and feedback.

Pedagogical usability refers to the effectiveness and suitability of pedagogical practices, strategies, and resources in promoting learning outcomes. It focuses on how instructional approaches and materials can be designed and implemented to facilitate effective teaching and learning experiences.

Reading performance, on the other hand, refers to an individual's abilities and skills in reading comprehension, fluency, vocabulary acquisition, and overall reading proficiency.

Pedagogical usability encompasses a range of factors that contribute to effective teaching and learning. These factors may include instructional strategies, learning materials, classroom management techniques, assessment methods, and the overall learning environment. The aim is to optimize these elements to enhance student engagement, motivation, and learning outcomes. Koehler, M.J., & Mishra, P. (2009)

Reading performance refers to an individual's ability to effectively comprehend written texts, demonstrate fluency, acquire vocabulary, and engage in critical thinking related to the reading material. It involves skills such as decoding, word recognition, comprehension strategies, and interpretation of text (National Reading Panel, 2000).

Summary

According to Oberholzer (2005), comprehension of a reading text is more important than the mechanical skill of reading. In other words, it is crucial for students to comprehend what they read because reading is not just about the ability to mechanically recognize words. By understanding the text, readers can gain knowledge, learn about the past, and plan for the future. Westwood also emphasizes the importance of comprehension and suggests that readers must use their existing knowledge to filter, interpret, organize, and reflect upon the information they receive from the text. To efficiently interpret the text, readers must combine their word recognition skills, link new information to their prior knowledge, and apply appropriate strategies such as identifying the main idea, making connections, questioning, inferring, and predicting. However, understanding the text can be challenging for students, and this is a common difficulty. Kuswidyastutik (2003) proposes that one's understanding of a thing can be measured by their ability to answer questions related to it, and the level of difficulty can be seen from the mistakes they make while attempting to answer those questions. The researcher suggests that the basic difficulties that students face while understanding a text are related to identifying the main ideas, finding references, identifying specific words, and drawing inferences from the passages.

Methodology

This section presented the research design, respondents of the study, sampling procedure, research instruments, validity of the instruments; reliability of the instruments data gathering procedure and the statistical tool used in analyzing the data gathered.

Research Design

A descriptive research design is the most suitable choice for this study because it aims to systematically describe the characteristics of the pedagogical usability of online reading intervention modules and their impact on Grade 8 students' reading performance. This design allows for a comprehensive collection and analysis of data related to the usability of the modules and student reading outcomes without manipulating any variables. Descriptive research is effective in identifying patterns and trends, providing a clear picture of the current state of module usability and its correlation with reading performance, which is crucial for making informed recommendations for instructional material improvements. McCombes (2019) stated that descriptive research is focused on providing an accurate and systematic description of a population, situation, or phenomenon. This type of research is suitable for identifying characteristics, frequencies, trends, and categories when that is the intended research objective.

The researcher believed that the descriptive research design was the appropriate design for the study because it described the pedagogical usability of the English module and English performance in reading.

Participants

This study's participants were one hundred seventy-five Junior High School Grade eight (8) learners. The choice to focus on this grade level was largely motivated by the teacher-leaders' desire to improve learners' academic performance in English and fill the learning gap that arose as a result of the COVID-19 outbreak.

The sample size for this study was determined using Slovin's formula, which is appropriate for ensuring a representative sample from

a larger population. Slovin's formula is given by:

$$n = \frac{N}{1 + Ne^2} \quad n = \frac{200}{1 + 200(0.05)^2} = 133$$

where:

- n = sample size
- N = total population
- e = margin of error (typically 0.05 for a 95% confidence level)

For this study:

- N (total number of Grade 8 students) = 200
- $e = 0.05$

$$n = \frac{200}{1 + 200(0.05)^2} = \frac{200}{1 + 200(0.0025)} = \frac{200}{1 + 0.5} = \frac{200}{1.5} = 133.33 \approx 133$$

To ensure a more comprehensive analysis and account for potential non-responses, the sample size was increased to 175 students.

Grade Section	N Total Population	n Respondents
Avocet	42	24
Bittern	43	25
Canary	40	22
Dove	41	23
Eagle	41	23
King Fisher	40	22
Lovebird	42	24
STVEP	21	12
Total	310	175

Instruments

This research study utilized a researcher-made survey questionnaire. The survey questionnaire was composed of parts one (1), two (2), and three (3).

Part one (1) was the sex profile of the grade eight (8) students, while part two (2) was the pedagogical usability of the English module, which is composed of five (5) items in each term in the lesson objectives, strategies or techniques, learning tasks or activities, and the assessment of evaluation, for a total of twenty (20) items.

Part three (3) was based on the Most Essential Learning Competencies in English in Quarter Two (2); these are the three (3) competencies: "Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts", "Use opinion-marking signals to share ideas," and "Compare and contrast the presentation of the same topic in different multimodal texts. It includes three (3) Reading texts with the Levels of Reading Comprehension Questions. Each reading text was composed of four (4) literary questions (items one (1), two (2), three (3), and four (4), three (3) Inferential questions (items five (5), six (6), and seven (7), and three (3) Critical questions (items eight (8), nine (9), and ten (10), for a total of thirty (30) items in the three reading texts.

Validity of the Instruments

The instrument of this study had undergone face validity. The researcher sent the research instrument to five knowledgeable jurors, who evaluated it. The criteria used were based on the Lawshe Content Validity Ratio (CVR) for an item and the Content Validity Index (CVI) value.

Content validity (CV) determines the degree to which the items on the measurement instrument represent the entire content domain. Experts familiar with the content domain of the instrument evaluate and determine if the items are valid. A Content Validity Ratio (CVR) is a numeric value indicating the instrument's degree of validity as determined from expert's ratings of CV.

The ratings of the jurors were interpreted based on the following criteria: first, relevance, which includes very relevant, relevant but needing minor revision, item needing some minor revision, and not relevant. Second is simplicity, which includes very simple, simple but needing minor revision, and items that need some minor revision and are not simple. Third clarity that includes very clear, clear but needing minor revision, item needs some minor revision and is not clear.

The overall validity rating result of the instrument of five (5) experts was 0.9 CVI using Lawshe Content Validity Ratios (CVR) for an item and a Content Validity Index (CVI) value. According to Rutherford-Hemming (2018), One rule of thumb suggests that a CVR of at least 0.78 is necessary to deem an item or scale valid. Validity is the degree to which an instrument measures what it is supposed to measure.

Reliability of Instrument

After ensuring the validity of the questionnaire and its results, The reliability testing of the instrument was conducted at Carol-an National High School with thirty (30) identified learners. The researcher employed internal consistency treatment and the Cronbach's Alpha statistical method to assess the instrument's reliability with a 0.60 acceptable scale, which is a suitable coefficient to determine the level of reliability.

After the reliability testing of the pedagogical usability of the English module, some items were omitted. Learning objectives from five (5) items to two (2) items. Strategies and techniques from five (5) items to four (4) items; Learning tasks or activities from five (5) items to three (3) items Assessment and evaluation are still five (5) items. In Part three (3), in the reading texts, item number eight (8), which belongs to the critical level, was omitted because it did not meet the acceptable scale of Cronbach's alpha of 0.60.

The table presents the reliability testing results of the pedagogical usability of the English module. To interpret the Cronbach's alpha results provided in the table, it is important to consider the specific context and guidelines for acceptable.

The reliability of the instrument was:

<i>Term</i>	<i>Cronbach's Alpha</i>	<i>Original N of Items</i>	<i>Actual N of Items</i>
1. Learning Objectives	.757	5	2
2. Strategies and Techniques	.620	5	4
3. Learning Tasks/Activities	.618	5	3
4. Evaluation and Assessment	.733	5	5
Total	.837	20	14

To interpret the Cronbach's alpha result provided in the table, it is important to consider the specific context and guidelines for acceptable reliability.

The Cronbach's alpha coefficient of 0.624 suggests a moderate level of internal consistency for the scale or instrument. Internal consistency refers to the extent to which the items within the scale measure the same underlying construct.

The actual number of items used in the analysis is twenty-nine (29) which is slightly lower than the original number of items which is thirty (30). This reduction in the number of items may have a minor effect on the reliability of the scale, but it is relatively small given that the difference is only one (1) item.

It is important to note that the interpretation of Cronbach's alpha may vary depending on the field of research and the specific guidelines or standards. In some fields, a Cronbach's alpha of 0.60 or higher may be considered acceptable for research purposes, while in other fields, a higher threshold, such as 0.70 or 0.80, may be required.

Additionally, it is crucial to consider other factors such as the nature of the construct being measured, the purpose of the scale, and the specific context of the research when interpreting Cronbach's alpha. Reliability is just one aspect of assessing the quality of a measurement instrument, and it should be considered alongside other factors such as validity and item analysis.

Therefore, while the Cronbach's alpha coefficient of 0.624 suggests a moderate level of internal consistency, it is important to evaluate the result in light of the specific guidelines or standards and the particular requirements of the research.

Reading Performance in English

<i>Cronbach's Alpha</i>	<i>Original N of Items</i>	<i>Actual N of Items</i>
.624	30	29

One (1) item was removed because it did not meet the Acceptable Scale of Cronbach's Alpha which is 0.60 per item.

Procedure

Using a communication letter, the researcher obtained consent from the principal's office. When the letter was accepted for the study's conduct and after evaluating the results of the questionnaires' reliability testing, the researcher administered the questionnaires to the study's respondents. The researcher sought consent from the Grade 8 students as part of ethical considerations. Since it was their right to be informed and consent was important. The researcher also followed the IATF protocol by wearing a face mask all the time and maintaining social distancing when transacting in the respective offices.

The questionnaire was given to the class advisers, put into the learners' respective plastic folders, given during the distribution of the modules, and retrieved from the respective advisers once the module was returned by the learners. Once the data had already been gathered, he sought the advice and expertise of the statistician to treat and interpret the data. Then it was presented in tabular form.

The researcher's study complied with the ethical standards outlined in the Ethical Principles and Code of Conduct for Psychologists (APA, 2003). The primary requirement for the researcher was clearly, honestly, and transparently describe the study's goal. Anonymity and confidentiality were guaranteed for the study participants' identities and responses. Participants who expressed their agreement

knowingly, freely, intellectually, and in a clear and apparent manner supplied the researchers with the necessary information. In order to ensure the privacy of the participants, they were given the option to choose whether or not to participate in the study, as long as they were informed about the potential benefits and risks associated with sharing their information. The participants were also able to withdraw from the study voluntarily at any point.

Throughout the study and survey, the researchers took care to avoid any derogatory, disrespectful, or uncomfortable questions or statements, and the respondents were only asked to respond to the researchers' questionnaires. The safety of both the respondents and the researchers was a top priority, and all necessary safety precautions were taken. To maintain the validity and accuracy of the data collected, the researchers ensured that the information provided by the participants was not misrepresented, falsified, or misinformed.

Data Treatment

The researcher analyzed the data based on the following tools:

In statement problem number one (1), the respondent's profile was grouped according to sex, frequency count, and percentage distribution.

In statement problem number two (2), the extent of pedagogical usability of the English module as a whole and in terms of learning objectives, strategies, and techniques, learning tasks and activities, assessment and evaluation, mean, and standard deviation were utilized using the following interpretation:

- 1.00 – 1.49 Very low usability
- 1.50 – 2.49 Low usability
- 2.50 – 3.49 Moderate usability
- 3.50 – 4.49 High usability
- 4.50 – 5.00 Very high usability

In statement problem number three (3), the level of the respondents' English performance in reading as a whole in terms of literal, inferential, and critical mean and standard deviation was summarized using the following interpretation:

- Below 75%-Beginning
- 75%-79%-Developing
- 80%-84%-Approaching Proficiency
- 85%-89%-Proficiency
- 90% & Above-Advanced

In statement problem number four (4), a significant difference in the pedagogical usability of the English modules and the sex profiles of the respondents was identified using the Mann-Whitney Test, which was utilized with the following interpretation:

- Highly significant if p-value is lesser than 0.01
- Significant if p-value is lesser than 0.05
- Not significant if p-value is greater than 0.05

The Mann-Whitney Test is a non-parametric test used to compare differences between two independent groups. It is particularly useful when the data does not follow a normal distribution. In this study, the Mann-Whitney Test was employed to examine the differences in reading performance (literal and critical reading) between male and female students.

In statement problem number five (5), a significant difference in the respondent's level of English performance in reading and the sex profile of the respondents was identified using the Mann-Whitney Test with the following interpretation:

- Highly significant if p-value is lesser than 0.01
- Significant if p-value is lesser than 0.05
- Not significant if p-value is greater than 0.05

The Mann-Whitney Test is a non-parametric test used to compare differences between two independent groups. It is particularly useful when the data does not follow a normal distribution. In this study, the Mann-Whitney Test was employed to examine the differences in reading performance (literal and critical reading) between male and female students.

In statement problem number six (6), a significant association between usability of the English module and reading performance in English was treated using the Spearman rho test with the following interpretation:

- Highly significant if p-value is lesser than 0.01
- Significant if p-value is lesser than 0.05
- Not significant if p-value is greater than 0.05

The Spearman Rho test, also known as Spearman's rank correlation coefficient, is a non-parametric measure of rank correlation. It assesses how well the relationship between two variables can be described using a monotonic function. This test was used in the study to determine the correlation between the usability scores of the reading modules and the students' reading performance.

Ethical Considerations

The researcher's study complied with the ethical standards outlined in the Ethical Principles and Code of Conduct for Psychologists (APA, 2003). The primary requirement for the researcher was clearly, honestly, and transparently described the study's goal. Anonymity and confidentiality were guaranteed for the study participants' identities and responses. Participants who expressed their agreement knowingly, freely, intellectually, and in a clear and apparent manner supplied the researchers with the necessary information. In order to ensure the privacy of the participants, they were given the option to choose whether or not to participate in the study, as long as they were informed about the potential benefits and risks associated with sharing their information. The participants were also able to withdraw from the study voluntarily at any point.

Throughout the study and survey, the researchers took care to avoid any derogatory, disrespectful, or uncomfortable questions or statements, and the respondents were only asked to respond to the researchers' questionnaires. The safety of both the respondents and the researchers was a top priority, and all necessary safety precautions were taken. To maintain the validity and accuracy of the data collected, the researchers ensured that the information provided by the participants was not misrepresented, falsified, or misinformed.

Results and Discussion

This section presented the result, analysis and interpretation of data that were gathered from the respondents.

Table 1. Respondent's profile by sex

	Frequency	Percent
Male	76	43.4
Female	99	56.6
Total	175	100.0

The table showed the sex profile of respondents, with seventy-six (76) males with a percentage of 43.4 and ninety-nine (99) females with a percentage of 56.6, for a total of one hundred seventy-five (175) or 100% participation. The table further shows that these were the sample respondents of the total populations of the officially enrolled grade eight (8) students of Florentino Galang Sr. National High School.

Table 2.1 Extent of pedagogical usability of English module in terms of lesson objectives

	Mean	SD	Interpretation
1. The lesson objectives are aligned from the MELC or Most essential Learning Competencies	4.18	.824	High Usability
2. It was clearly described and defined the knowledge, skills and achieved by the students	4.15	1.017	High Usability
Lesson objectives	4.17	.714	High Usability

1.00 – 1.49 Very low usability; 1.50 – 2.49 Low usability; 2.50 – 3.49 Moderate usability; 3.50 – 4.49 High usability; 4.50 – 5.00 Very high usability

The table showed the extent of the pedagogical usability of English module in terms of Lesson Objectives, "The lesson objectives were aligned from the Most Essential Learning Competencies" with the mean of 4.18 and standard deviation .824 which was High Extent, and "It was clearly described and defined the skills, knowledge, and achieved by the students" with the mean of 4.15, and standard deviation of 1.017 which was High Extent. It was determined that the lesson objectives had a high extent, as evidenced by a mean score of 4.17 and a standard deviation of 0.714.

Table 2.2 Extent of pedagogical usability of English module in terms of strategies and techniques

	Mean	SD	Interpretation
1. The strategies and techniques match with the objectives of the lesson.	4.01	.956	High Usability
3. The deepening of the content is present through examples.	3.93	1.075	High Usability
3. The figures and illustrations are clear and visible.	3.87	1.187	High Usability
4. It is easy to understand by the students.	3.84	1.010	High Usability
Strategies and techniques	3.91	.739	High Usability

1.00 – 1.49 Very low usability; 1.50 – 2.49 Low usability; 2.50 – 3.49 Moderate usability; 3.50 – 4.49 High usability; 4.50 – 5.00 Very high usability

The table showed the extent of the pedagogical usability of English module in terms of Strategies and techniques, the strategies match with the objectives of the lesson with the mean of 4.01 and standard deviation .956 which is High Extent, it is easy to understand by the students with the mean of 3.84 and standard deviation of 1.010 with the which is High Extent, the deepening of the content is present through examples with the mean of 3.93, and standard deviation of 1.075 which is High Extent, and the figures and illustrations are clear and visible with the mean of 3.87 and standard deviation of 1.187 which is High Extent. Therefore, it was concluded that strategies and techniques with the mean of 3.91, and standard deviation of .739 is High Extent.

Table 2.3 Extent of pedagogical usability of English module in terms of learning tasks/activities

	Mean	SD	Interpretation
1. All learning task are relevant to the content of the lesson.	4.13	.994	High Usability



2. The learning task are is easy to accomplish.	3.89	1.020	High Usability
3. The suggested activities in the module are interactive.	3.86	1.136	High Usability
Learning tasks/activities	3.96	.761	High Usability

1.00 – 1.49 Very low usability; 1.50 – 2.49 Low usability; 2.50 – 3.49 Moderate usability; 3.50 – 4.49 High usability; 4.50 – 5.00 Very high usability

The table showed that the extent of the pedagogical usability of English module in terms of learning tasks or activities, all learning tasks are relevant to the content of the lesson (M= 4.13, SD= .994), the learning task is easy to accomplish (M= 3.89, SD= 1.020), and the suggested activities in the module are interactive (M= 3.86, SD= 1.136) and the comprehensibility of the learning tasks or activities (M= 3.96, SD= .761).

The table showed the extent of the pedagogical usability of English module in terms of learning tasks or activities, the learning task is easy to accomplish with the mean of 3.89 and standard deviation 1.020 which is High Extent, all learning tasks are relevant to the content of the lesson with the mean of 4.13 and standard deviation of .994 which is High Extent, and the suggested activities in the module are interactive with the mean of 3.86, and standard deviation of 1.136 which is High extent, it was concluded that learning task or activities with the mean of 3.96, and standard deviation of .761 is High Extent.

Table 2.4 Extent of pedagogical usability of English module in terms of evaluation and assessment

	Mean	SD	Interpretation
1. The assessments are aligned with the lesson objective.	4.06	1.004	High Usability
2. It uses HOTS or (Higher Order Thinking Skills) questions.	4.04	1.030	High Usability
3. The evaluations are relevant to the content of the lesson.	4.01	.947	High Usability
4. Assessments are easy to answer.	3.94	1.094	High Usability
5. It is easy to understand by the students.	3.91	1.007	High Usability
Evaluation and Assessment	3.99	.655	High Usability

1.00 – 1.49 Very low usability; 1.50 – 2.49 Low usability; 2.50 – 3.49 Moderate usability; 3.50 – 4.49 High usability; 4.50 – 5.00 Very high usability

The table showed the extent of the pedagogical usability of English module in terms of evaluation and assessment, the assessments are aligned with the lesson objective with the mean of 4.06 and standard deviation 1.004 which was High Extent, assessments are easy to answer with the mean of 3.94 and standard deviation of 1.094 which was High Extent, it is easy to understand by the students with the mean of 3.91, and standard deviation of 1.007 which was High extent, the evaluations are relevant to the content of the lesson with the mean of 4.01 and standard deviation of .947 which was High Extent, and it uses HOTS or (Higher Order Thinking Skill) question with the mean of 4.04, and standard deviation of 1.030 which was High Extent. Therefore, it was concluded that evaluation an assessment with the mean of 3.99, and standard deviation of .655 is High Extent.

Table 2.5 Extent of pedagogical usability of English module as a whole

	Mean	SD	Interpretation
Lesson objectives	4.17	.714	High Usability
Strategies and techniques	3.91	.739	High Usability
Learning tasks/activities	3.96	.761	High Usability
Evaluation and Assessment	3.99	.655	High Usability
Extent of Pedagogical Usability	3.99	.587	High Usability

1.00 – 1.49 Very low usability; 1.50 – 2.49 Low usability; 2.50 – 3.49 Moderate usability; 3.50 – 4.49 High usability; 4.50 – 5.00 Very high usability

The table above showed that the extent of pedagogical usability of English module as a whole with the mean 3.99 and standard deviation of .587 which is High extent. Goode's (2003) research assessed learning modules developed as part of the Innovative Technology Center's Teaching with Technology Award in 2001. The modules' quality, usefulness, and potential efficacy as a teaching tool were evaluated. The courses were found to be of excellent quality and suitable for use as online learning resources by independent reviewers. The evaluators decided, however, that six of the eleven modules (55%) did not fulfill the requirements for potential efficacy as a teaching tool. Just four (36%) of the modules were suggested as useful teaching materials by the evaluators. The module creators also agreed that their materials were ranked lower in terms of prospective efficacy than they were in terms of quality and use.

Table 3. Level of English Performance in Reading (in Percent)

	No. of items	Mean	SD	Interpretation
Literal	12	81.62	16.935	Approaching Proficient
Inferential	9	72.13	20.834	Beginning
Critical	8	68.14	20.398	Beginning
Reading Performance	29	75.03	15.6453	Developing

1.00 – 1.49 Very low usability; 1.50 – 2.49 Low usability; 2.50 – 3.49 Moderate usability; 3.50 – 4.49 High usability; 4.50 – 5.00 Very high usability

The table showed the level of English Performance in Reading. In the literal level, there were twelve (12) items with the mean of 81.62 and standard deviation of 16.935 which is Approaching Proficiency (AP).In the inferential level there were nine (9) items with the



mean of 72.13 and standard deviation of 20.834 which is Beginning (B). In critical level there were eight (8) items with the mean of 68.14 and standard deviation of 20.398 which is Beginning (B). Therefore, it was concluded that the Level of Reading Performance in English were twenty-nine (29) items with the mean of 75.03 and standard deviation of 15.6453 was Developing (D).

According to national and international literacy assessments, such as the Program for International Student Assessment (PISA) and the National Assessment of Educational Progress (NAEP), students in the United States struggle with basic literacy tasks like identifying key information and making inferences from texts. Recent PISA results indicate that U.S. adolescents rank 15th in literacy skills, with 19% of 15-year-olds scoring below Level 2 (out of 6) and only 10% achieving Level 5. Similarly, NAEP scores show that 64% of eighth-grade students read at or below a basic level, a trend that has remained unchanged for many years. These scores have raised concerns among educators, researchers, and policymakers about whether students are being adequately prepared for a job market that demands self-learning, analytical skills, and transferable knowledge. This article provides an overview of theoretical and empirical research on comprehension, explores factors that contribute to comprehension difficulties, and offers potential solutions for improving reading comprehension instruction.

Table 4. Significant difference on the pedagogical usability of the English modules by sex

Variable	Test Stat	P-Value	Decision for Ho	Conclusion
Lesson objectives Male (Mean Rank = 89.02) Female (Mean Rank = 87.22)	3684.5	.810	Do not reject Ho	Not significant
Strategies and techniques Male (Mean Rank = 85.42) Female (Mean Rank = 89.98)	3566.0	.553	Do not reject Ho	Not significant
Learning tasks/activities Male (Mean Rank = 91.30) Female (Mean Rank = 85.46)	3511.0	.445	Do not reject Ho	Not significant
Evaluation and Assessment Male (Mean Rank = 89.38) Female (Mean Rank = 86.94)	3657.5	.752	Do not reject Ho	Not significant
Extent of pedagogical usability Male (Mean Rank = 87.73) Female (Mean Rank = 88.21)	3741.5	.951	Do not reject Ho	Not significant

Highly significant if p-value is lesser than 0.01

Significant if p-value is lesser than 0.05

Not significant if p-value is greater than 0.05

The table demonstrated a considerable difference in the pedagogical applicability of English modules and the gender profile of responders. The Mann-Whitney test was performed to see if there was a significant difference in the pedagogical usefulness of the English modules based on sex. At the 5% level of significance, results reveal that there is no difference on the perceived pedagogical usability of the module between male and female participants, $U = 3741.5$, $p = .951$.

Girard (2011) discovered that students perceived significant since the modules were simple to use and beneficial in learning marketing topics. The amount of modules completed raised students' overall course grade and module assignment grade. On average, students felt that seven interactive modules each semester were optimal. Furthermore, students' attendance in class was favorably associated to their grades. Finally, girls outperformed males in terms of average module assignment grade.

Table 5. Significant difference on the respondents' level of English Performance in reading by sex

Variable	Test Stat	P-Value	Decision for Ho	Conclusion
Literal Male (Mean Rank = 78.72) Female (Mean Rank = 95.13)	3056.5	.031	Reject Ho	Significant
Inferential Male (Mean Rank = 81.95) Female (Mean Rank = 92.65)	3302.0	.160	Do not reject Ho	Not significant
Critical Male (Mean Rank = 77.98) Female (Mean Rank = 95.69)	3000.5	.020	Reject Ho	Significant
Reading Performance Male (Mean Rank = 76.93)	2921.0	.011	Reject Ho	Significant

Female (Mean Rank = 96.49)
 Highly significant if p -value is lesser than 0.01
 Significant if p -value is lesser than 0.05
 Not significant if p -value is greater than 0.05

The table demonstrated a substantial disparity in the respondents' level of English ability in reading and their sex profile. The Mann-Whitney Test was also employed to see if there was a significant difference in reading performance between sexes. The results show a significant difference in literal reading performance ($U = 3056.5$, $p = .031$) and critical reading performance ($U = 3000.5$, $p = .020$) between male and female students at the 5% level of significance. Ladies outperformed males in both literal and critical reading.

On the other hand, there is no significant difference on the inferential reading performance of female and male students, $U = 3302.0$, $p = .160$. In the study of MAROHOMBSAR (2021), the relationship between the learners' profile and perceived effect of modular approach and their profile showed that the learners' perceptions are not significantly related to their profile. However, the modular approach does not affect their reading attitude and reading proficiency. To address the modular approach problem encountered by the respondents, an Enhanced English Reading Module is hereby recommended.

Table 6. Significant association between Usability of English module and English Performance in Reading

Variables	Test Stat	P-Value	Decision for Ho	Conclusion
Usability of English Module and Reading Performance	-.116	.127	Do not reject Ho	Not significant

Highly significant if p -value is lesser than 0.01
 Significant if p -value is lesser than 0.05
 Not significant if p -value is greater than 0.05

The table showed the significant association between usability of English module and English Performance in Reading. Spearman's rho was used to determine if there is a significant association between usability of English module and English performance in reading. At the 5% level of significance, results showed no significant association between the two variables, $\rho = -.116$, $p = .127$.

It is widely acknowledged that reading strategies are significantly associated to reading comprehension, but language instructors should also recognize the importance of engagement in reading. Engagement is not solely a result of reading strategies; It is a collection of tactics using mental dispositions known as Habits of Mind. including managing impulsivity, empathic listening, rational and flexible thinking, and persistence. These factors are crucial for developing students' problem-solving skills, enabling them to ask the right questions, reflect on available information, and think constructively. Comprehension is the cornerstone of reading and involves extracting meaning from written passages. Modern literacy standards require students to self-modify, self-manage, and self-monitor to become strategic readers who can select information, develop reasoning skills, and incorporate critical reflection while reading. To achieve this, students need to engage in a wide range of reading and writing activities that include effective comprehension techniques. It is vital for language instructors to implement adequate reading strategies that improve comprehension and facilitate critical thinking to understand complex texts. However, developing an effective reading strategy is challenging due to the complex factors that influence reading comprehension, including cognitive, linguistic, and socio-cultural variables. (Alenizi, 2019; Ismail & Tawalbeh, 2015).

Conclusion

The study delved into the pedagogical effectiveness of English modules and eighth-grade learners' English reading performance, considering sex differences. It found high perceived pedagogical usability of the modules but varied reading performance levels across literal, inferential, and critical reading. Gender differences were evident, with females outperforming males in literal and critical reading. However, no significant difference was found in module usability based on sex. Interestingly, there was no direct association between module usability and reading performance, suggesting other factors influence reading outcomes. This underscores the need for comprehensive instructional approaches tailored to diverse learner needs and addressing gender-specific variations in reading instruction. Overall, the study emphasizes the multifaceted nature of improving reading outcomes and provides valuable insights for educational practice and future research.

Based on the analysis and discussion of the study's findings, the following recommendations have been proposed: (1) For English Teachers: There was a need for teachers to formulate alternative plans to solve different issues regarding the learning process of the students for they were involved in the process of teaching. Managing time wisely also aids in dealing with various tasks in school. (2) For School Administrators: To ensure that teachers and parents are aware of what to do and that everyone is protected from the COVID-19 pandemic's effects, school officials must also develop a systematic approach for assessing and certifying modules. When webinars are given to educate instructors with the most up-to-date information about new typical education trends, it also assists educators in responding to the tempo of change. These steps will help our country's educational system retain its commitment to providing high-quality instruction to kids who are viewed as the future of society. (3) English Supervisor. Enhance critical reading skills. As the study revealed that females outperformed males in critical reading, it is recommended to implement targeted strategies to enhance critical reading skills for both genders. Providing additional resources, exercises, and support specifically focused on developing critical reading abilities can help improve overall reading performance. (4) For Department of Education: The researcher also suggests reducing



the number of activities in the modules, providing more examples and explanations for each lesson, home visits, limited face-to-face classes or blended learning, providing colored printed modules, immediate information given by teachers on what to answer in the modules, online consultation with students, responsiveness of teachers through the use of social media platforms, and availability of teachers to answer students' questions. They were encouraged to make it easier for learners to complete their self-learning modules in terms of teaching, material, and activities. (5) Below was the intervention plan that can be used in improving the performance of the students.

Intervention Plan in English

Action Steps	Objectives	Targets	Responsible Parties	Timeline	Resources Needed	Expected Outputs
Pre-Implementation Stage						
1. Conduct student assessment	To identify students' current reading abilities and levels.	Determine the reading proficiency level (e.g., literal, inferential, critical) of each students.	Teachers, Reading Specialists	Month 1	Assessment tools, student records	Lists of students who undergo reading remediation, Reports on reading diagnosis
	To determine students' strengths and areas for improvement in reading.	Identify specific reading skills or sub-skills (e.g., vocabulary, comprehension, fluency) in which students excel or need additional support.				
	To gather data for individualized instructional planning.	Collect information on students' learning preferences, interests, and reading strategies to tailor instruction to their needs. Provide activities that accommodate different learning styles (e.g., visual, auditory, kinesthetic) and cater to students' individual interests.				
	To meet the diverse learning needs and preferences of students.					
2.Design differentiated activities	To address students' varying reading abilities and levels.	Develop activities that are appropriately challenging and scaffolding to support students at different proficiency levels.	Teachers	Months 2-3	Reading materialsICT	Reading Proficiency is properly measured
	To promote engagement and motivation in reading.	Design activities that are interactive, relevant, and connected to students' personal experiences, fostering a sense of ownership and enthusiasm for reading that align with their interests and preferences.				



3. Provide explicit instruction	To ensure clarity and understanding of key reading concepts and skills.	Clearly define and explain reading concepts such as decoding, fluency, comprehension strategies, and literary elements.	Teachers	Months 4-6	Lesson plans, instructional aids	Reports or Results of Reading Progress
4. Implement gender-responsive strategies	To provide step-by-step guidance in acquiring specific reading skills.	Break down reading skills into manageable steps, providing explicit instruction on strategies and techniques for decoding, comprehension, and analysis.	Teachers	Months 4-9	Gender-inclusive materials	Pictures, Gender equality and inclusivity
5. Provide professional development	To model effective reading strategies and processes.	Demonstrate proficient reading behaviors, such as making predictions, asking questions, making connections, and visualizing, guiding students' reading comprehension.	School Administrators	Ongoing	Workshops, training materials	Performance of Teachers
	To promote gender equality and inclusivity in the classroom.	Create a classroom environment that values and respects the diverse gender identities and expressions of all students.				
	To address gender-based stereotypes and biases in teaching materials and practices.	Select and use instructional materials that challenge traditional gender roles and provide examples and representations of diverse gender identities and experiences.				
	To create learning opportunities that engages and empowers all students.	Design activities and assignments that are relevant and meaningful to students, irrespective of their gender, and promote their active participation and contribution.				
	To enhance educators' knowledge and understanding of research-based instructional practices.	Provide training sessions and resources that familiarize educators with evidence-based instructional strategies, teaching methodologies, and the latest research in the field of education.				
	To improve educators' ability to differentiate instruction based on students' diverse needs.	Equip educators with strategies and techniques for effectively differentiating instruction to address students'				



		varying learning styles, abilities, and backgrounds.			developed.
	To strengthen educators' knowledge and skills in assessment and data analysis.	Provide professional development opportunities that enhance educators' capacity to administer and interpret formative and summative assessments, analyze data, and use assessment results to inform instruction.			
	To ensure equitable distribution of resources among schools and classrooms.	Allocate resources, such as funding, materials, and technology, in a fair and equitable manner to provide all students and teachers with the necessary tools and opportunities for success.			
6. Allocate resources	To enhance instructional resources and materials.	Allocate resources to update and expand the range of instructional resources and materials available to teachers, including textbooks, digital resources, manipulatives, and supplementary materials.	School Administrators	Ongoing	Budget, instructional materials
	To provide professional development opportunities for educators.	Target: Allocate resources to support ongoing professional development programs and activities for educators, including workshops, conferences, training sessions, and mentoring programs.			Successfully implement the program, Availability of budget allocated for the program
1. Utilize formative assessment	To gather ongoing information about students' learning progress and understanding.	<p style="text-align: center;">During Implementation Stage</p> Implement formative assessment strategies to regularly assess students' knowledge, skills, and misconceptions throughout the learning process.			



	To provide timely feedback to students	Use formative assessment data to provide specific and constructive feedback to students, guiding them in their learning journey and helping them identify areas for improvement.	Teachers	Ongoing	Assessment tools, rubrics	Result of formative assessment
	To identify students' strengths and weaknesses.	Utilize formative assessment results to identify individual students' strengths and areas that require additional support, tailoring instruction accordingly.				
2. Foster collaborative learning communities	To promote a culture of collaboration and shared learning among students.	Create a classroom environment that encourages students to work together, share ideas, and collaborate on group projects and discussions.				
	To develop students' communication and interpersonal skills.	Provide opportunities for students to engage in collaborative activities that require effective communication, active listening, and respectful interaction with their peers.				Good and harmonious relationship with parents and community
	To enhance critical thinking and problem-solving skills through collaborative learning.	To enhance critical thinking and problem-solving skills through collaborative learning. Target: Design collaborative learning tasks that require students to analyze information, think critically, and solve problems together, fostering higher-order thinking skills.	School Administrators	Ongoing	Professional learning community	
1. Monitor and evaluate	Post-Implementation Stage					
	To assess the effectiveness of instructional strategies and teaching methods.	Regularly collect data and feedback on instructional practices to determine their impact on student learning outcomes and make informed decisions for improvement.				
	To monitor students' progress and growth.	Continuously track and assess students' academic performance, learning gains, and individual progress to identify areas				



		of strength and areas that require additional support or intervention.				
	To evaluate the alignment of curriculum and instructional materials with learning objectives and standards.	Conduct regular reviews and analysis of curriculum documents, instructional materials, and assessments to ensure they are aligned with intended learning outcomes and educational standards.	School Administrat or	Ongoing	Data Collection tools	Reduced of numbers of non-readers Result of Post- test
2. Engage parents and community	To foster effective communication and collaboration between parents and educators.	Establish regular channels of communication, such as parent-teacher conferences, newsletters, and digital platforms, to keep parents informed about their child's progress, upcoming events, and opportunities for involvement.				
	To promote a shared responsibility for student success between parents, educators, and the community.	Encourage parents, educators, and community members to actively participate in supporting students' learning and well-being, emphasizing the importance of collaboration and shared responsibility.				Good and harmonious relationship with parents and community,
	To involve parents in decision-making processes related to their child's education.	Provide opportunities for parents to contribute their insights and perspectives in decision-making forums, such as school advisory councils or parent-teacher associations, to ensure their voices are heard and considered.	Teachers, Parent Liaison	Ongoing	Workshop materials, community resources	100% participation of parents and community
3. Conduct long-term research and evaluation	To monitor the effectiveness of instructional strategies and interventions over an extended period.	Conduct longitudinal research to assess the long-term impact of specific instructional strategies, programs, or interventions on student learning outcomes and academic achievement.				



To evaluate the sustainability and scalability of educational initiatives.	Conduct long-term evaluations to determine the sustainability and scalability of educational initiatives, programs, or interventions, assessing their viability and potential for broader implementation.	Research Team	Ongoing	Data collection tools, research resources	Sustainability of the program
To identify trends and patterns in student performance and educational outcomes.	Analyze longitudinal data to identify trends, patterns, and changes in student performance, learning outcomes, and educational disparities over an extended period, informing targeted interventions and policy decisions.				Sufficient funding

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