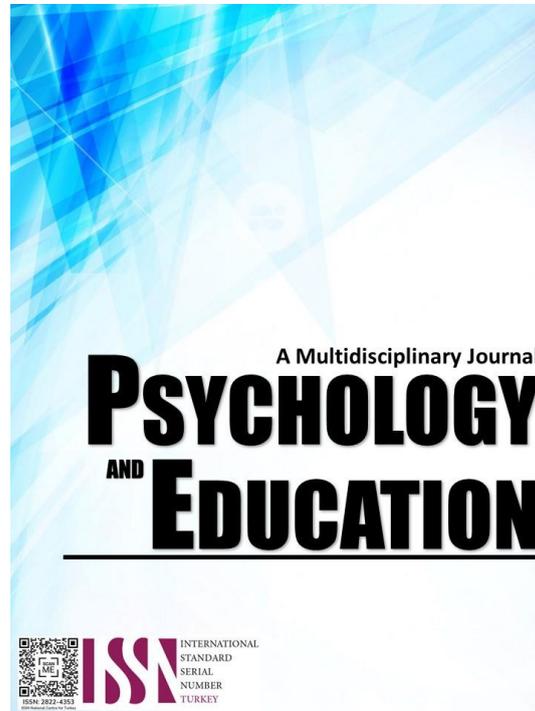


E-STORYBOOK: AN INSTRUCTIONAL ALTERNATE FOR READING



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E-Storybook: An Instructional Alternate for Reading

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Abstract

The study focused on the effect of using Electronic storybooks in teaching Reading among 47 Grade 2 learners of PAREF Southcrest School in Gov. Cuenco Ave., Banilad, Cebu City for school year 2016-2017. Specifically, it looked into the pre- posttest level of performance among the control group: learners exposed to e-storybook paper format and the experimental group: learners exposed to electronic storybooks in teaching reading. Aside from the reading performance of the two groups, a triangulation data from students, teachers and parents were collected to determine different outlook on the benefit of electronic storybooks to learners' performance in the learning process. It was established that the use of Electronic storybook or E- storybook has significant improvement on the experimental group which achieve higher scores compared to the control group. However this significant improvement was only evident in the Noting details in Running record. It was also found that the e- storybooks is a helpful supplementary tool in enhancing a skill particularly in oral reading which later on will support better comprehension. Based on the results of the study, specific reading skills may only be acquired with a well-formulated lesson planning and worksheets. Also, e-storybooks provide multimedia elements that could engage learners' to show high interest and great motivation in this supplementary tool which makes them active participants in the teaching learning process. In effect, most learners tend to consider choosing the use of e-storybooks. While some teachers and parents find e-storybooks helpful reading tools, mindful selection should be considered. Educators and parents should be cognizant of current research when considering which e-storybook hypermedia elements should be available in the e-storybooks so there will be developmentally appropriate alignment with the instructional goals to avoid its distracting features.

Keywords: *e-storybooks, reading motivation, reading achievement, constructivism learning theory, e-learning theory*

Introduction

According to UNESCO, the substantial sign of whether a child is going to succeed at school and at work is whether or not that child reads for pleasure. Children who read for pleasure are expected to do exceptionally better at school than their peers, as stated by a current research from the Institute of Education in UK. The number of young people reading from a tablet or electronic device has now overtaken those who read printed material using a touch screen at home to read stories. The proliferation of technological devices be it in education or at regular household is significantly accelerating. The digital age made it almost impossible even for children to stay away from these technological advances.

Presently, electronic devices have even become the most desired toys of younger generation. A study by global child education specialists, The Michael Cohen Group found that 60 percent of children aged 12 and below engaged on portable screen often, while 38 percent play very often (Rajagopalan, 2015).

The study of Moody et al. (2014), conveyed that e-storybook usage in primary grade classrooms seems to be a growing trend. Educators regard the contribution of reading technologies to primary readers, particularly

to those who have reading difficulties. Even though, studied often to a smaller extent than conventional paper formats, the digital storybook often referred to as electronic storybooks or e-books can be likewise utilized to promote reading or comprehension skills target into a storybook reading activity.

The part of technology in education is essential, and the question is no longer if technology increase learning, but instead how it can be maximized to support learning. Technology is proving to be valuable in support of reading. Better understanding across all areas of the curriculum is possible if there is a proficiency in reading. Without these fundamentals, students will perform poorly not only in reading and writing, but also in areas such as math, science, and social studies.

Valmero (2012) mentioned that in the Philippines, there were approximately 18,000 e-textbooks utilized on the tablet devices of around 7,000 students for school year 2012-2013. This led to the operation of tablet education in various schools, like De La Salle Zobel Santiago Alabang, La Salle Green Hills, Miriam College, and St. Paul Surigao. Audio and video clips were installed in the e-textbooks which allow user interactivity. The great number of advanced features can help educators implement effective instruction for students can appreciate an immersive reading



involvement.

Other schools in the Philippines which applied the same tablet education are St. Dominic Academy in Pulilan, Bulacan; Cavite School of St. Mark in Bacoor, Cavite and Los Banos National High School in Laguna; Adamson University in Manila and Creative Learning School, Inc. in Pasig; St. Roberts International School in Iloilo City, and at some schools in Cebu City: Cebu Normal University, Childlink Learning Center, Marianne Childhood Education Center, Livingstone Christian Academy, and South Hills International School.

In PAREF Southcrest School, it has been observed that most pupils use their tablets and smartphones always after dismissal time either for recreational or for educational purposes. These devices are perceived to be of use mostly for entertainment but others use it for learning. Some students use these devices for reading e-storybooks and ebooks. These electronic storybooks expose children to reading opportunities even if they lack foundational reading skills.

Younger students mostly read downloaded e-storybooks on their devices without knowing if there is a certain skill develop or if there is even learning acquired as long as they get to read something. Although there is a growing popularity in the use of e-storybooks, there is an inadequate documentation to expound the extent to which electronic books develop children's emergent literacy skills.

The researcher would like to find out if there is a deeper understanding on the teaching of reading when e-storybooks and the storybook paper-format are used to both the control and the experimental group. Furthermore, the researcher would like to create a design instruction which will attempt to develop specific comprehension skills through reading e-storybooks. This study determines the extent use of e-storybooks as potential effective approach to foster reading comprehension. Hence, it aims to increase reading achievement among grade two students of PAREF Southcrest School, Inc. through enhancing the reading abilities of students by the use of e-storybooks on the advocacy of implementation of a reading strategy in teaching reading. The result of this study will also serve as one of the basis of appropriate tool or device should the school library purchase in support for teaching reading.

As a beneficial tool in teaching, e-books were used in primary grade classrooms to assist literacy learning (Ertem, 2010), and provided forms of comprehensible input. With the integration of animations, texts,

graphics, sound effects, and other multimedia elements, they bring support to the plot (Chen, Ferdig, & Wood, 2003; Ertem, 2010) so that children can easily grasp the meaning of stories. In study of Lin and Korat (2010), researchers showed that e-books not only enhanced students' reading comprehension but also developed their positive attitudes toward reading.

Despite the limited studies available on e-books, initiatory proof conveyed that children susceptible to reading difficulties can benefit from the supports brought by electronic storybooks (Shamir et al., 2011; Zucker et al., 2009). The options integrated within e-books have tested to be favorable for young children. Furthermore, the researcher would like to find out if e-books promote child engagement, boost vocabulary, facilitate communication, and improve comprehension skills as stated by the studies of De Jong et al. (2006), Moody et al. (2010); and Korat (2010).

Research Questions

The study determined the effectiveness of E-Storybooks in teaching Reading among Grade Two Students of PAREF Southcrest. Specifically, answers to the following queries will be sought:

1. What is the pre-post reading comprehension performance of the Grade two students exposed to:
 - 1.1. electronic storybooks; and
 - 1.2. paper format version of electronic storybooks?
2. Is there a significant difference in the pre-post reading comprehension scores of the Grade two students exposed to:
 - 2.1. electronic storybooks; and
 - 2.2. paper format version of electronic storybooks?
3. Is there a significant mean difference in the pre-post reading comprehension scores of the Grade two students exposed to:
 - 3.1. electronic storybooks; and
 - 3.2. paper format version of electronic storybooks?
4. What reading skills are the student proficient and deficient?
5. What is the triangulation data gathered from:
 - 5.1. students
 - 5.2. teachers
 - 5.3. parents

Literature Review

Learning is all about thinking and being actively engaged (Calkins 2001), and research has demonstrated that learning to read is a life-altering process (National Endowment for the Arts 2007). As



we shift to more digital resources, it is important to consider how e-books can best support student learning and the life-altering processes of learning to read. Certainly, students' brains are becoming different and gravitate to communicative media inspiration to participate in learning (Caine et al. 2005). E-books are one of the essential tools for learning that demands student involvement. E-books are appealing when presented with animations, the use of approximations is encouraged as learners attempt various responses, and feedback on the appropriateness of their reaction is provided.

A number of recent studies have displayed advantage from the use of technology education. Larson and Marsh (2005) stated that it can help bridge the gap between home and school literacies when teachers integrate technology such as electronic books into the literacy classroom. Students who enjoyed technology in their daily lives may be more likely to remain engaged in books that are presented in an interactive digital format. Exposing children to electronic books at a young age will also help them become familiar with technology and obtain functional twenty-first century skills that will help them throughout their lives.

As students work with vocabulary selection, puzzles, or even recall questions, they are able to think through their selection, and their approximation is either affirmed or the correct response is given. Thus, their own thinking is validated or corrected. Learners take responsibility for their learning with e-books when choice is involved; they expect to be successful because they are given control of their responses as they employ problem-solving skills and see what works for them. For example, TumbleBooks, an e-book subscription promotes choice and responsibility as students decide whether the book is read to them, the text format moves, or the pacing is altered. These features allow readers to determine how to take responsibility for their own needs as readers (Polanka, 2010).

Based on the studies of Korat, Shamir, (2004) and Zucker et al, (2009), electronic storybooks are found to be engaging not only because it simulate the reading or listening encounter to a story but also because these books feature technological enhancements which helps the learners gain qualitative reading experience from that with conventional printed books. Electronic books compose a combination of multimedia elements, such as animated visuals and background sound effects that animate the on-screen text. Also, most e-books contain interactive hypertext with multimedia characteristics such as animations that can be used by the child with

one click or screen tap. Basically, hotspots may be for enjoyment yet certain elements such as a dictionary function can contribute assistance anytime. There is unexpectedly little homogeneity in format of electronic picture storybooks as it integrate various digital components across currently convenient storybook app.

The first way that electronic books improve students' comprehension is that they remove the requirement for students to pay attention on decoding and fluency. Text-to-speech narration allows children to focus on creating meaning from the word rather than expending energy on word solving. The words can be read to students, or they can look up vocabulary words that they do not know how to pronounce to help them better understand what they are reading (Zucker et al, 2009).

Once students are motivated to read, it is important that they remain engaged in the reading material. Electronic books have been shown to be extremely engaging, keeping the attention of the students for sustained periods of time (Larson, 2010; Moody, 2010). Reading involvement is a predictor of children's acquired emergent reading skills, and has been related with short and long term results in reading (Moody et al, 2010). Preschool students showed high levels of engagements with electronic books in a study by Roskos et al. (2011) by smiling, gazing intently, and contemplating as they read. The study conducted by Roskos et al., (2011) measured facial features, motor behaviors, student control of the touch screen and attention indicated by directional eye gaze towards the screen and found that students were constantly looking at the electronic books and manipulating them by page turning, pointing to words and finger tracking.

When a fluent narrator reads the words on the page with correct intonation and emphasis, it reduces the load on the working memory, which benefits the children's potential to regain information and make conclusions from the text (Grimshaw et al., 2007). This supportive feature allows students to read and comprehend difficult text at higher reading levels than they would be able to using traditional print books. Another way that electronic books aid students in comprehending text is that they extend an eminent repertoire indicating better comprehension than traditional printed texts (Pearman & Lefever-Davis, 2006).

Electronic books integrate multiple senses through sound effects, tactile features and visual animations that dramatize word and story meanings to reinforce



concepts and vocabulary and give the story multiple layers of meanings (De Jong and Bus, 2002). Pearman (2008) provides an example of a student from her study who explained that he anticipated something will occur on the page that he was reading because music played and created a sinister mood.

A US academic evaluation analyzed 30 researches in the significance of e-books on decoding and comprehension with children aged 4 to 11 published between 1997 and 2007 conveyed that the use of e-books had a favorable influence on comprehension (the effect was small, but statistically significant) but did not appear to help decoding. The literature reviews also concluded that e-books were likely to be most valuable when educators take part in the teaching-learning process.

A review of UK researches in the effect of technology on English achievement by Becta in 2010 also confirmed that technology could help enhance literacy results. One study found that multimedia e-books could promote cooperative learning among children, those exposed to e-books in peer tutoring earned notably more in aspects of phonological awareness and emergent reading skills than a control group. Others concluded that multimedia e-books were like a personal tutor in terms of the development observed in the vocabulary of children aged 5 to 6.

Melinis (2011) remarked that exploring the use of electronic books in the literacy classroom was significant because the students of today are growing up in an increasingly technological world. Most children are surrounded by electronics from birth, and have never known life without the Internet. Many students spend time at home engaged in technological activities such as watching television or DVDs, using smart phones, listening to CDs, and playing video games. Therefore, it is important for educators to keep up to date with the digital age to support them.

Electronic devices, such as e-readers, iPods and iPads, were depicted as a 'game changer', supporting important academic features especially for assisting students develop necessary literacy skills (Falloon, 2013). We are increasingly placing less reliance on printed texts to provide the knowledge and skills required to become equipped readers. Books are being replaced by electronic-texts and rather more depressingly by the worksheet. Clearly, e-readers and e-books have become widely recognized with a marked transition to substitute paper textbooks with e-textbooks.

The digital features of electronic books also help

provide the context of the story for the reader. Animations and pictures provide a rich, eye-catching setting, which help students visualize where and when the story takes place, and assists them in building or activating more complete schemas of stories (Bus, de Jong & Verhallen, 2006). Sound effects and movements make students feel like they are right in the story, experiencing the events alongside the characters. Pearman (2008) stated that in one instance, forty-five of her second grade learners explained the plot of the story after reading an on-screen text while barely twenty-eight mentioned the setting after reading a traditional text with static pictures. The animated images of electronic books stick better in the students' minds than non-moving pictures; building mental representations and making the books come alive so that students are drawn into the character's world, creating an exciting reading experience.

The final way that electronic books support development of word reading skills is that they encourage fluency. The narration tool present in most electronic books serves as a model to demonstrate proper intonation, phrasing, and reading speed. Students can echo what they hear to practice fluent reading at a proper pace and with appropriate expression. They can also chorally read along with the narrator. Some e-books highlight the words in phrases, to encourage students to chunk text rather than read word by word. Electronic books also provide more incentive for sustained and repeated readings than traditional books because students want to interact with their animations, hotspots and special features. The more students are reading, the more they will improve their fluency.

Pearman and Lefever-Davis (2006) explain that CD-ROM storybooks often feature narrators who read with different voices for each character, which makes reading more fun and engaging than when they read it on their own. Electronic books have options such as —read to me or —read by myself, which allow students opportunities to listen to books, and then read them on their own to promote fluency. Students may also seek out a print version of an electronic book to explore at home or away from the computer, which increases fluency.

Although, there is an immense quantity of studies about the advantage of multimedia e-books for assisting emergent reading, there were only few researches pointing on the function of e-readers and tablet devices to enhance literacy skills in educational set up. Issues were also brought up which pinpoints to what extent of this reading innovation will be useful to



early childhood learners. Studies on reading improvement using these devices versus traditional print should be look at. The challenge is to gather an adequate researches and studies that will support the effectiveness of the said device. Lastly, an investigation on whether such digital technologies are able to assist learners with reading difficulties in the demands of this modern times. (Underwood and Farrington, 2014).

Korat and Shamir (2008) in a similar study manipulated the level of support by including three conditions in e-book exposure. Children were exposed to either 'read and play', 'read story only', or 'read with dictionary' in three meetings across low and middle SES groups of 5 to 6 year olds. In comparison to a control group, systematic gains in word meaning were found across all three experimental groups. Moreover, Korat and Shamir found that those children from low SES backgrounds made the greatest gains in word reading across the 'read with dictionary' and 'read with play conditions' indicating how levels of interactivity can support literacy gains.

While there appear to be some advantages in using multimedia e-books for improving phonological skills, there is also growing evidence that e-books can also lead to improvements in children's whole-word/sight-word reading. There is a suggestion that whole-word multimedia application software could be helpful to learners in acquiring emergent literacy skills especially those who are at risk in reading. In their initial research, Karemaker, Pitchford, and O'Malley (2010a) carried out a systematic comparison between the multimedia software, Oxford Reading Tree (ORT) for Clicker, and traditional ORT big books, with a group of 61 5-year-old typically developing readers. Both interventions were given a five 1-hour sessions per week. Post-intervention scores found greater gains in grapheme awareness, rhyme awareness, segmentation skill, word recognition, word naming, and following the children's exposure to the ORT for Clicker intervention. Similar gains in word-recognition scores at post-test were associated with the Clicker intervention rather than the big books intervention can also be found for struggling readers.

Technology-assisted instruction assessed the impact of dual type of technology utilization for beginning reading instruction: computer-assisted tutoring and brief phonics and vocabulary videos presented during class discussion. The two applications were found to improve learners' reading performance particularly in their comprehension level. Learners who were exposed to technology gained higher score compared to the

learners who undergone similar teaching in reading without the assistance of technology. The results explain positive feedback about technology's possible benefit to educators' lessons.

Integrating multimedia element into discussions and tutoring periods help to create comprehensible ideas significant to learners, knowing that learners keep visual and auditory features offered along better than they retain either type of content alone. This research also substantiate the outcomes on involvement: learners who actively participate in their learning have higher reading potential than do passive learners (Chambers, et al. 2008).

Ebooks are used in schools in different ways. Students used it either for recreational fiction reading or in making research works. Ebooks can be shared in classroom using technical app. Willows Community School, Los Angeles area were successful on using ebooks and ebook apps in the classroom. Teachers were found to present ebooks to the whole class for vocabulary activity on a huge scale, or to utilize graphic visuals to construct clear picture of the lesson among learners. Language educators use ebooks to present to the entire class to work with translations. Also, it is convenient because most ebooks are accessible in different languages. Students have also begun using the 'sample' function of an ebook to try an unfamiliar author out while at school or from home; if the student is intrigued then they may check out the ebook, or seek out the print version if they prefer that format. The ebook as an exploratory tool could increase the 'browsability' of the collection (Leverkus 2013).

There are various devices available for reading these Ebooks ranging from e-readers to desktop computers. Today, most Ebooks are formatted for e-readers, smartphones, MP3 touch players (including the iPod touch), tablets, laptops, and desktop computers. Some schools have adopted a 1 to 1 (1:1) computer program in which every student has a computer or tablet to use. Schools that desire to implement these programs have a wide range of laptops and computer tablets to choose from. In a 1:1 environment ebooks and e-textbooks would be a good addition to the library collection because each student has a device for reading these products. Another school technology program is Bring Your Own Device (BYOD).

Students bring in their own laptops, tablets, or other devices for schoolwork. Some BYOD programs stipulate what types of devices students may bring to school. Providing devices for students who do not



have access to a device at home is important for a BYOD program to be successful. It is also important to provide e-readers for students who do not have access to devices. Libraries in schools that have not adopted a 1:1 computer program should circulate some devices for students to access vendor and free ebook websites. More information about BYOD and 1:1 programs can be found in chapter 6. The least-expensive e-readers on the market right now are the basic Kindle and the NOOK Simple Touch. Both of these are dedicated ebook readers.

Ebook platforms like 3M Cloud, OverDrive, and Baker & Taylor now download ebooks to the NOOK, Kobo, and Sony e-readers. OverDrive, and Project Gutenberg have an AZW format option for downloading their ebooks to the basic Kindle. Most vendors offer ebooks with ePub or PDF formatting languages that can be read on many devices including the Kindle Fire, but not the basic Kindle because it only reads AZW formatting. More information about vendor formatting languages can be found in chapter 1. The next tier of devices consists of small tablets like the Kindle Fire, NOOK Tablet, and Nexus 7. These devices easily connect to most ebook collections. They also link to app stores and the Internet. Small tablets can be the best product for schools that want to have computers in the classroom but cannot afford the pricier tablets and laptops (Leverkus, 2013).

Although electronic books have been shown to be motivating and engaging, researchers such as Jones and Brown (2011) believe that print books should not be disregarded. Electronic books should be used in the literacy classroom to supplement traditional print books because both offer important learning experiences. Contrary to many studies (Larson, 2010; Moody et al., 2010; Verhallen & Bus, 2010; Shamir & Korat, 2007; de Jong & Bus, 2003).

Jones and Brown (2011) compared reading engagement between electronic and traditional books in a third grade classroom and found that electronic book format has no significant improvement in reading enjoyment or engagement. Students did specify an option for e-books because of the wide variety of titles to choose from, and the amenities such as dictionaries, word pronunciation, automatic page turning and narration, but the format in which books were delivered (electronic versus traditional) as to how the characters, theme and setting of the book aligned with the personal preferences of the readers. Whether students are more engaged and motivated by electronic books or not, their reading experience is changed through their use. Electronic books have a place in the

classroom beside traditional print books because of the ways that they support literacy learning.

Methodology

This chapter presents the logical assumptions underpinning this research as well as introduces the research strategy, respondents, locale and the empirical techniques applied.

Research Design

A quasi-experimental method was used to examine the use of electronic storybooks in teaching reading to the Grade 2 students of PAREF Southcrest School in Cebu City. This study used a standardized comprehension tool.

Research Environment

This experimental study was conducted in PAREF Southcrest School in Cebu City, Cebu, Central Visayas. PAREF Southcrest School for girls is one of the PAREF Schools in the Philippines. PAREF holds the principle that character education begins at home and affirms the complementary role of the school in the education of children. PAREF Southcrest is one of the many schools in the Philippines and abroad inspired by the philosophy that the home is the first school and the parents are the primary educators of their children. It promotes a positive learning environment that facilitates the practice of virtues such as excellence, service, responsibility, respect, friendship, hard work and love for God. It provides a well-rounded school experience while maintaining a personalized attention for each child. This school is located at Governor Cuenco Avenue, Banilad, Cebu City.

Research Respondents

The subjects in the study were 47 Grade 2 students of PAREF Southcrest School in Cebu City. There were 24 students for the experimental group who all belonged to Grade 2A and 23 students for the control group who were from Grade 2B. In order to make sure that two groups are similar in their English reading proficiency, all participants in the two classes took a reading proficiency pretest before the experiment to make sure that these factors would not affect the result of the study.

Table 1 shows the composition of respondents in both the control and experimental group. It also projects the



time and schedule for the conduct of the study.

Table 1. *The Respondents of the Study*

Section	No. of Learners	Schedule/Time
2-A (Experimental Group)	24	Twice a week 50 minutes per session December 19 January 3, 4, 10, 11, 17, 18, 24, 25, 26
2-B (Control Group)	23	Twice a week 50 minutes per session December 19 January 3, 4, 9, 10, 16, 17, 23, 24, 25

Research Instrument

The reading materials were from TabTale's Interactive App which provided numerous educational stories. With a rich and high-quality portfolio that includes original and licensed properties, TabTale produced digital adventures that entertain, challenge, and engage families all over the world.

The five stories chosen from the TabTale Interactive Apps were The Tortoise and the Hare, The Fisherman and the Golden Fish, The Ant and the Grasshopper, Jack and the Beanstalk and Pinocchio. The stories were assessed and analyzed by the electronic book selection criteria suggested by Shamir and Korat (2006). The electronic storybooks were chosen as teaching materials in this study because they met the following criteria: (1) clear story structure, (2) reading options (forward and backward buttons), (3) technical features (animation and sound).

A guide to use an iPad was directed. Each student had an iPad at hand. The iPad were distributed in the manner in which the chosen story of the day was accessible at one tap. Learners were to choose from the following options displayed in home menu, 'Read it Myself,' 'Read To Me,' or 'Auto play.' These buttons allowed learners to control and launch buttons on specific functions.

The chosen electronic storybooks provided certain features such as (1) *story box arrow* which learners were guided by the narrator in reading using highlighted words, (2) *microphone icon* which allowed students to record, read, and listen to themselves (3) *arrow buttons* which navigated learners to previous and next slides, (4) *pause button* which served a dual function of stop and repeat, (5) *hotspots* among characters and things which created additional sound effects and special movements at learners one tap, (6)

home button which allowed learners to return to the main menu, and lastly, (7) *game option* which learners could shift to story related games such as puzzle, counting, jigsaw puzzle, paint, and match it.

The five electronic storybooks used as teaching materials for the experimental group were the same as those used for the control group. For the control group, an exact print version of the Interactive App stories were provided. The images were printed in a short-sized bond paper with a landscape format. Each slide was printed in full color coverage good for one page. The paper format of e-storybooks were arranged and compiled in a short-sized clear book.

The main instrument in the study was the Pre-Posttest that was given to both control and experimental group. The Ohio's Diagnostic Assessments – Grade 2 Reading Screener served as the pre-posttest. The researcher designed lesson plans were relevant and appropriate to the constructivism theory of John Dewey (1933) and the E-Learning Theory of Mayer, Moreno, and Sweller (2007). To determine how well students were able to enhance a specific comprehension skill, validated worksheets such as Story Map, Sequence Chain Graphic Organizer, Venn Diagram, Character Chart, Comprehension Questionnaire, Multiple Choice Test, Following Directions Activity Sheet and Interview Questionnaire were given.

The Motivational Questionnaire which was also a validated tool served as a tool to record on what the students experience on their reading class. They were also asked to write about what they feel about their reading class. Lastly, an Interview Questionnaire was given to teachers and parents. This instrument intended to point out and explain in few sentences their opinion on the benefit of e-storybooks in teaching reading and on how it could support student learning.

Procedure

At the onset, a permission to conduct the study in the PAREF Southcrest School was made. The permission from the Executive and Academic Directors was made to have a formal introduction and to discuss the intentions of the study. After given permission and approval for the researcher to conduct the study, administering of pretest has started. Two classes taught by the researcher was assigned into an experimental and a control group. In order to make sure that two groups were similar in their English reading proficiency before the intervention, all participants in the two classes took reading proficiency pretest before



the experiment. The experimental group received an e-storybook reading program for 10 sessions. After reading each e-storybook, students answered worksheets depending on the skill focus on the said selection. The students were expected to enhance specific comprehension skills, noting details, sequencing of events, and following instructions. After the reading program, Ohio Diagnostic Assessments – Grade 2 Reading Screener were assessed and results were compared in the results in pre- and posttests. There would be a comparison of results obtained from an experimental group against the control group, with the use of e-storybooks in teaching Reading the independent variable whose effect was tested. Once the data was gathered, the researcher analyzed and concluded through statistics.

Results and Discussion

This section answers the questions that have been posed in this study. The results were presented and statistical analyses were given to validate the research hypotheses that were formulated.

The Pre-test Performance Level of Grade 2 Students

Table 2 presented the pretest reading performance of both the control and experimental groups. It showed how each group’s mean score together with its standard deviation fared against the passing score which was 70% of the total number of items in the pretest. The items were categorized according to Ohio Diagnostic Assessment Reading Screener 2 levels of assessment.

Table 2. *The Pretest Performance Level Among Grade 2 Students in Reading*

Assessment Levels	Control Group Pretest Reading Performance			Experimental Group Pretest Reading Performance			Description
	Mean Score	SD	%	Mean Score	SD	%	
Noting Details (Literature Text)	2.826	0.834	70.65%	2.542	0.779	63.55%	Needs Improvement
Following Directions	2.696	0.926	67.40%	2.333	0.702	58.32%	Needs Improvement
Sequencing of Events	2.174	0.834	72.47%	1.833	0.963	61.10%	Fair
Reading One, Two, and High Frequency Words	4.783	1.313	79.72%	4.833	1.373	80.55%	Very Satisfactory
Noting Details (Running Record)	6.652	1.229	83.15%	6.667	1.341	83.34%	Very Satisfactory
Totally	19.131	3.555	76.52%	18.208	3.223	72.83%	Satisfactory

Table 2 revealed the pre-test reading performance level of Grade 2 students in the control and experimental group. This result indicated the pretest performance level of achievements in noting details,

following directions, sequencing of events, reading one, two, and high-frequency words, and noting details in the running record.

In noting details skills on literature text, the control group fared a satisfactory level which implied that the learners were able to demonstrate understanding of the central message of a lesson. On the other hand, the experimental group fared in the level of the needs improvement that indicated the learners’ difficulty in describing, contrasting and comparing characters, settings, and major events in a story using key details.

In following direction skills, the control group achieved a Fair level while the experimental group received an achievement that was in the range of Needs Improvement level. This deficient ability among the experimental group was observed most especially when answering test questions. Most often, some of these learners were observed to have the tendency to carelessly answer an exam without following instructions. This result may also contribute to the fact that learners had less exposure to answering worksheets focusing on directional skills.

In sequencing of events skills, the control group received an achievement in the range of satisfactory level while the experimental group obtained an achievement in the range of fair level. As indicated, the learners from the control and experimental group were able to describe its characters, settings and events in order using illustrations and details in the story.

In reading one, two, and high frequency words skills, the control group got an achievement level of satisfactory while the experimental group obtained an achievement level of very satisfactory. The result showed that the learners from both the control and the experimental group had acquired foundational skills in phonics specifically in reading one-syllable words, two-syllable words and high frequency words. This implied that learners were able to analyze words appropriate to their level.

In noting details particularly in running record, both the control group and the experimental group got an achievement level equivalent to very satisfactory. The result indicated that both the control and experimental groups had the level of accuracy and fluency in reading enough to support comprehension.

In totality, both the control group and the experimental group got an achievement level of satisfactory. This further meant that some students understood the skills which included noting details, following directions, sequencing of events, reading one-syllable words,



reading two-syllable words, and reading high frequency words.

Attributed to this satisfactory result is the fact that the students had encountered these skills in their reading subject. Although, they had encountered these skills, the learners still lack the mastery of the skill in each level of assessment which needed further improvement. What they studied in the early preceding quarters were just simple and prerequisite reading skill. As gleaned from the results of the pretest, the level of reading performance of both the control and experimental groups are comparable; and this similarity of result specifies that the entry points of both groups before the treatment were of the same level. Therefore, the conduct of the experiment was devoid of bias.

The Post-test Performance Level of Grade 2 Students

Table 3 depicted the post-test performance level of both the control and experimental groups. It explained how each group’s mean score together with its standard deviation fared against the passing score in the posttest after the treatment was given.

Table 3. *The Posttest Performance Level Among Grade 2 Students in Reading*

Assessment Levels	Control Group Posttest Reading Performance				Experimental Group Posttest Reading Performance			
	Mean Score	SD	%	Description	Mean Score	SD	%	Description
Noting Details (Literature Text)	3.522	0.665	88.05%	Very Satisfactory	2.917	0.881	72.92%	Satisfactory
Following Directions	3.478	0.593	86.95%	Very Satisfactory	3.125	0.741	78.13%	Satisfactory
Sequencing of Events	2.870	0.3444	95.65%	Outstanding	2.708	0.550	90.26%	Outstanding
Reading One, Two, and High Frequency Words	4.478	1.410	74.63%	Satisfactory	5.208	1.062	86.80%	Very Satisfactory
Noting Details (Running Record)	6.435	1.441	80.43%	Very Satisfactory	7.542	0.658	94.28%	Outstanding
Totally	20.783	3.167	83.13%	Very Satisfactory	21.500	2.431	86.00%	Very Satisfactory

Looking at Table 3, the mean score of the control group’s ability in noting details increased to a very satisfactory level. The learners were able to grasp properly the basic reading skill of explaining characters, settings, and major events in a story using key components, retelling stories and demonstrating understanding of central message and differentiating the experiences of individuals in a storyline. Also, it is reflected that the control group’s ability in following directions increased to a very satisfactory level. This implied that the learners exposed to paper format version of e-storybook had an advance level on this skill. This result indicated that learners were able to recognize the focal idea and subject in a word which is a prerequisite skill in identifying steps on how to

perform a certain task.

In Reading one-syllable, two-syllable and high-frequency words level, the control group obtained a satisfactory level which implied that the Grade 2 students in control group were still able to analyze and decode words with the same level of achievement during pretest. There is a need for further mastery on the said skill to take one step higher to very satisfactory level.

In noting detail skills on fluency in reading, the control group got a very satisfactory level. This implied that learners were able to describe key ideas using visuals and word descriptions. The learners in the control group manifest fluency and accuracy in reading which supports comprehension.

These skills are very essential for the learners to foster better comprehension. The rest of the levels have increased beyond the passing score. This indicated that reading using the paper format version of the e-storybooks helped the learners meet the level of understanding required to be able to answer a very satisfactory number of items correctly in the posttest.

Also, it was evident that the learners exposed to paper format version of the e-storybook took a great leap in enhancing the learners’ skill in sequencing events to top it to an outstanding level. This implied that the learners in the control group master the skill of sequencing events. This could be contributed to the fact that most learners developed focus and pattern in the comprehension worksheets provided. A learner from the control group shared, “*Our class today is happy after we read we follow important things to do and answered it. It is good to finish all the activities so we learn.*” This supported the theory of John Dewey who considered children as intrinsically active self-regulating learners who grasp information in return to synergy with environmental stimuli; understanding therefore, is built up gradually through learners’ active cooperation and involvement.

Meanwhile, the experimental group obtained an outstanding level in both sequencing of events and in noting details by running record. In addition to this favorable performance, the experimental group reached the level of very satisfactory in the skill of reading one-syllable, two-syllable words, and high frequency words which indicated that their performances were more enhanced. The experimental group had a progress in their noting details and following directions skill which was advised to be improved during the pretest. The other levels were



satisfactory. As a whole, the findings indicated that the posttest performance level in Reading among Grade 2 learners of the experimental group is very satisfactory. This further explained that the learners in the experimental group were rated as very satisfactory.

In totality, students were able to grasp the target reading skills such as noting details, following directions and sequencing of events and, in turn, determine the process in having the correct answer. This could be credited to their motivation in reading using e-storybooks. Their active involvement in reading the e-storybooks helped them to remember and apply learned foundational skills in reading and integrate it to appropriate content for better comprehension. It is through the e-storybooks that they were intrinsically assisted to acquire the necessary skills for them to answer and perform activities that will improve their reading achievement. It provided them an engaging environment conducive to learning. This result is similar to the study of Korat, Shamir (2004) and Zucker et. al (2009) which confirms that electronic storybooks provide technological enhancements which helps the learners gain qualitative reading experience from that with conventional printed books. When they are more involve and focus, they achieve specific reading skills.

Moreover, this was supported with the study of Larson (2010) and Moody (2010) which confirmed that once students are motivated to read, it is important that they remain engaged in the reading material. Electronic books have been shown to be extremely engaging, keeping the attention of the students for sustained periods of time. The e-storybooks increased students' Reading ability particularly in the skill of sequencing events and in noting details by reading fluently and accurately in running record. With the use of e-storybooks, students were more engaged in the learning process thus improving their Reading ability.

Summary Table of the Pretest and Posttest Performance Level Among Grade 2 Students in Reading

Table 4 illustrated the summary table of the pretest and posttest performance of grade 2 Students in Reading. This manifested if improvement on specific reading skills were evident or not.

Table 4. Summary Table of the Pretest and Posttest Performance Level Among Grade 2 Students in Reading

Assessment Level	Control Group			Experimental Group		
	Pretest Score (SD)	Posttest Score (SD)	Description	Pretest Score (SD)	Posttest Score (SD)	Description
Noting Details (Literature Text)	2.826 (0.834)	3.522 (0.665)	Significantly Improved	2.542 (0.779)	2.917 (0.881)	No Significant Improvement
Following Directions	2.696 (0.926)	3.478 (0.593)	Significantly Improved	2.333 (0.702)	3.125 (0.741)	Significantly Improved
Sequencing of Events	2.174 (0.834)	2.8696 (0.3444)	Significantly Improved	1.833 (0.963)	2.708 (0.550)	Significantly Improved
Reading One, Two, and High Frequency Words	4.783 (1.313)	4.478 (1.410)	No Significant Improvement	4.833 (1.373)	5.208 (1.062)	Significantly Improved
Noting Details (Running Record)	6.652 (1.229)	6.435 (1.441)	No Significant Improvement	6.667 (1.341)	7.542 (0.658)	Significantly Improved
Totally	19.000	20.870	Significantly Improved	18.292	21.458	Significantly Improved

Pretest and Posttest Difference of Grade 2 Students in Reading of the Control Group

Table 5 displayed the significant difference in the pretest-posttest of the control group. This illustrated an idea whether the control group benefited from the use of the e-storybook paper format in the teaching-learning process or not.

Table 5. The Pretest and Posttest Difference Among Grade 2 Students in Reading of the Control Group

Assessment Level	Pretest Score (SD)	Posttest Score (SD)	Mean Difference	t-value	P-value
Noting Details (Literature Text)	2.826 (0.834)	3.522 (0.665)	0.696		
Following Directions (Info Text)	2.696 (0.926)	3.478 (0.593)	0.782		
Sequencing of Events (Literature Text)	2.174 (0.834)	2.8696 (0.3444)	0.6956	3.60 **	0.002
Reading One, Two, and High Frequency Words (Foundational Skill)	4.783 (1.313)	4.478 (1.410)	0.305		
Noting Details (Running Record)	6.652 (1.229)	6.435 (1.441)	0.217		
Totally	19.000	20.870	2.6956	3.60	0.002

Table 5 manifested that the control group, achieved a positive mean difference from the pretest to posttest. In totality, the pre-posttest mean difference of the control group had significantly improved. This finding indicates that the learners' scores in the posttest were higher compared to their scores in their pretest. This result could be credited to students' exposure on the e-storybook paper format and the varied activities found in the curtailed lesson plan for the control group. These lesson plans served as a guideline to activities that targeted to enhance specific comprehension skills with corresponding worksheets to be answered. To quote student's regard with the use of e-storybook



paper format, “Our class today is happy after we read we follow important things to do and answered. It is good to finish all the activities for us to learn,” The activities in the curtailed lesson plan created a positive impact for them to focus and acquire reading skills the traditional way. It was observed that learners manifested familiarity on the discussion pattern in the reading session. This insight supported the John Dewey’s constructivist theory which claimed that knowledge is actively constructed by the students so they see the pattern of their guided activities.

The Pre-test and Post-test Difference Among Grade 2 Students in Reading of the Experimental Group

Table 6 reflected the pre-test and post-test differences between the experimental group. It showed whether the experimental group profited from enjoying the e-storybooks in the teaching-learning process or not

Table 6. *The Pretest and Posttest Difference Among Grade 2 Students in Reading of the Experimental Group*

Assessment Level	Pretest Score (SD)	Posttest Score (SD)	Mean Difference	t – value	P – value
Noting Details (Literature Text)	2.542 (0.779)	2.917 (0.881)	0.375		
Following Directions	2.333 (0.702)	3.125 (0.741)	0.792		
Sequencing of Events	1.833 (0.963)	2.708 (0.550)	0.875	5.35	0.000
Reading One, Two, and High Frequency Words	4.833 (1.373)	5.208 (1.062)	0.375		
Noting Details (Running Record)	6.667 (1.341)	7.542 (0.658)	0.875		
Totality	18.292	21.458	3.292	5.35 **	0.000

Table 6 showed that the experimental group achieved an affirmative mean difference from the pretest to posttest in some levels like sequencing of events and noting details in reading fluently and accurately. This finding indicated that the students’ scores in the posttest were higher compared to their scores in the pretest. This result may be credited to the student's exposure to e-storybooks and curtailed lesson plan for the experimental group which incorporates target comprehension skills. Exposing them to e-storybooks gave them an enthusiasm to learn the lesson to be discussed. To highlight student’s motivation, “I learned the moral in the story today and I used the technique: read it myself and read it to me which I always feel excited every time we use an iPad.” The e-storybooks gave them the opportunity to be more involved and motivated. Oftentimes, the learners from the experimental group were observed to be eager to

learn every time they were given the opportunity to use it for reading especially since they could control on its different functions.

This conforms to the study of Pearman and Lefever-Davis (2006) that CD-ROM storybooks often feature narrators who read with different voices for each character, which makes reading more fun and engaging than when they read it on their own. Electronic books have options such as —read to me or —read by myself, which allow students opportunities to listen to books, and then read them on their own to promote fluency. Moreover, the e-storybooks provide animations which makes it more attractive and interesting to students. This is supported in the study of Korat, Shamir, (2004) and Zucker et al, (2009) which confirmed that electronic books usually contain a combination of multimedia elements, such as animated visuals and background sound effects that animate the on-screen text. Also, most e-books contain interactive hypertext with multimedia characteristics such as animations that can be used by the child with one click or screen tap.

The Mean Gain Difference of Grade 2 Students in Reading Between the Control and Experimental Group

Table 7 illustrated the significant difference in the mean gain performance in reading between the control and the experimental group.

Table 7. *The Mean Gain Difference of Grade 2 Students in Reading Between the Control and Experimental Group*

Assessment Levels	Tests	Control Group		Experimental Group		t – value (P – value)	Decision
		Mean Score	Mean Difference	Mean Score	Mean Difference		
Noting Details (Literature Text)	Pretest (SD)	2.826 (0.834)		2.542 (0.779)			
	Posttest (SD)	3.522 (0.665)	0.696	2.917 (0.881)	2.333	0.345	
Following Direction	Pretest (SD)	2.696 (0.926)		2.333 (0.702)			
	Posttest (SD)	3.478 (0.593)	0.782	3.125 (0.741)	3.125	0.792	
Sequencing of Events	Pretest (SD)	2.174 (0.834)		1.833 (0.963)			0.70 (0.524) No Significant Difference
	Posttest (SD)	2.869 (0.344)	0.695	2.708 (0.550)	2.708	0.875	
Reading One, Two, and High Frequency Words	Pretest (SD)	4.783 (1.313)		4.833 (1.373)			
	Posttest (SD)	4.478 (1.410)	0.305	5.208 (1.062)	5.208	0.375	
Noting Details (Running Record)	Pretest (SD)	6.652 (1.229)		6.667 (1.341)			
	Posttest (SD)	6.435 (1.441)	0.217	7.542 (0.658)	7.542	0.875	
Totality	Pretest (SD)	19.000 (3.555)		18.292 (3.223)			
	Posttest (SD)	20.870 (6.357)	2.685	21.458 (2.431)	21.458	3.262	

As gleaned from Table 7, the total difference in the



mean gain of both the control and the experimental group were not significant which implied that both the control and the experimental group increased in their reading performance. The control group improved in their reading performance with the use of the paper format version of e-storybook while the experimental group improved with the use of the e-storybooks. The increase of performance for both groups was almost equally distributed at some level of assessment making it to no significant difference. The control group was observed to improve using the traditional way of reading using the e-storybook paper format. As the learners from the control group read along, it was noticeable how they intently focus on the provided printed colorful images found in the reading material. This resulted to an increase of achievement of the control group displayed in areas of following directions and noting details in literature which required full concentration. Similarly, in the study of Hay (2005), the control group has achieved a significant increase in their performance using the traditional way. This implied that skill acquisition among students is possible if there is guidance and appropriate learning material supplemented.

The experimental group improved in areas of sequencing events and noting details in running record. This result maybe contributed to the fact that learners from the experimental group were able to control certain features from e-storybooks which enhanced primarily on reading fluently and accurately through modelling. This implied that learners from the experimental group experienced an interactive reading session from choosing options which allows narrator’s assistance in reading or by clicking on buttons to practice reading through recording. This conforms to the study of Pearman, et. al (2006), which mentioned that electronic books have options such as – read to me or – read by myself which allow students opportunities to listen to books, and then read them on their own to promote fluency.

Through gaining these prerequisite skills, they were able to show more capabilities in reading. The students were able to understand the importance of reading in support to better comprehension. To quote student’s positive regard on e-storybooks, “*Our class is good I always see surprising things and I can move things and read a lot and it feels like I am already big. I enjoyed it very much.*”

The result of the study made by Hsien-Chih Ou of National Pingtung University in Taiwan about reading comprehension on conventional story book and electronic storybook confirmed that electronic

storybook has no significant effect on student’s reading comprehension. The outcomes of the study manifest that the students exposed to picture books gained higher scores in reading comprehension than those who were exposed to electronic storybooks. This findings explain the design of the audio and visual effects in electronic books were able to assist students to comprehend the reading material more. However, due to the varied audio and visual aids available, some learners were distracted. This led to neglecting the content of the storyline and degenerating the opportunity to read with better understanding.

The Reading Skills that Grade 2 Students are Proficient and Deficient in Control Group

Table 8 outlined the reading skills of control group. The findings answer the main question posed in the study which was to determine what reading skills were the Grade 2 students proficient and deficient.

Table 8. *Reading Skills that Grade 2 Students are Proficient and Deficient in Control Group*

Assessment Levels	Control Group				Description
	Mean Score	SD	Posttest	Rank	
Noting Details (Literature Text)	3.522	0.881	88%	2	
Following Directions	3.478	0.870	87%	3	
Sequencing of Events	2.869	0.956	96%	1	Proficient
Reading One, Two, and High Frequency Words	4.478	0.746	75%	5	Deficient
Noting Details (Running Record)	6.435	0.804	80%	4	

Table 8 showed the percent gains from the pre-test to the posttest of Grade 2 learners exposed to e-storybook paper format. The control group had remarkably improved in sequencing of events. This result could be caused by the fact that most comprehension worksheets given focus on sequencing of events. The repetitive exposure of both control and experimental group to these worksheets enhanced this particular comprehension skill.

Among the comprehension skills obtained by the control group, sequencing of events ranked the highest. This skill was the control groups’ most proficient. The worksheets for the said skill is curtailed



Table 9. Reading Skills that Grade 2 Students are Proficient and Deficient in Experimental Group

Assessment Levels	Experimental Group				
	Mean Score	SD	Posttest	Rank	Description
Noting Details (Literature Text)	2.917	0.729	72%	5	Deficient
Following Directions	3.125	0.781	78%	4	
Sequencing of Events	2.708	0.903	90%	2	
Reading One, Two, and High Frequency Words	5.208	0.863	86%	3	
Noting Details (Running Record)	7.542	0.943	94%	1	Proficient

in the lesson plans on the following selection, the Tortoise and the Hare, The Fisherman and the Golden Fish, Pinocchio, and Jack and the Beanstalk. This implied that students were able to describe characters, settings or events using visuals and key elements in a story. To quote a student of her experience in control group, “I like reading because of the colored pictures in each page. Pictures are everywhere and nice we were told what to do before answering. I feel I know more after the lesson.”

Among the comprehension skills obtained by the control group, the foundational skill in reading one-syllable, two syllable, and high frequency words rank lowest. This skill was their most deficient. This implied that the learners from the control group had minimal exposure on activities that can assist reading fluency through modelling.

Through the use of e-storybook paper format, the learners from the control group were observed to only focus more on story key details than in oral reading which was inevitable especially if there is no options left to model reading. It was observed that despite the time allotment for reading session, most learners from the control group automatically finish reading the chosen selection without reading it again to practice further oral reading. Although it was rated final in rank, it belonged to the bracket of satisfactory level. This meant that the students had the prerequisite skill to recognize and use grade-level appropriate phonics and analyze texts in decoding words and to know and read irregularly spelled words. This further suggests that comprehension skills can be only achieved if the foundational skills are mastered.

The Reading Skills that Grade 2 Students are Proficient and Deficient in Experimental Group

Table 9 outlined the reading skills of experimental group. The findings answer the main question posed in the study which was to determine what reading skills were the Grade 2 students proficient and deficient.

Table 9 outlined the percent gains from the pre-test to the posttest of Grade 2 learners exposed to electronic storybooks. The experimental group had remarkably improved in sequencing of events. This result could be caused by the fact that most comprehension worksheets given focus on sequencing of events. The repetitive exposure of both control and experimental group to these worksheets enhanced this particular comprehension skill.

Among the comprehension skills acquired by the experimental group, noting details in running record rank the highest. This indicated the evident progression of the student’s capability to take note details when they read with fluency and accuracy. This finding corresponded to the improvement of their ability to read text orally with accuracy, appropriate rate, and expression on successive readings. This implied how learners maximize their control on the options provided by the e-storybooks like read it to me, read it myself and auto play. It was observed that learners from the experimental group manipulated certain features while reading such as story box arrow, microphone icon, side arrow buttons, pause button, hotspots, and home button.

Through guided activities, noting details in running record is the skill the experimental group is most proficient. The electronic storybooks provided hypermedia elements which enable students to operate the story by tapping or clicking on hidden hotspots as they appear on (a) characters or objects and (b) words appearing in the text. The characters and objects’ activation intends to supplement understanding of the storyline by means such as conversation between the lead characters as well as voice and audio effects.

It was evident that learners from the experimental

group found electronic storybooks to be highly visual and engaging which makes it interesting for student's to read. This further conformed to the students' shared insights that, *"Our class is good I always see surprising things and I can move things and read a lot and it feels like I am big already. I enjoyed it very much."* In addition, another student shared that, *"I like our class today because our reading has animations and it makes me understand the story better and I find it fun to read."* It was observed that learners from the experimental group enjoyed exploring different options and features as they read along. Microphone icon was one of the many buttons they used. Learners were given option to record reading session manually. This provided opportunities for learners to self-check on the possible errors committed in reading. Also, hotspots were part of the many features learners from the experimental used as they read along. Their control in tapping these hotspots were merely evidence on how fascinated they were in the animations and sound effects provided by e-storybooks every reading session.

This was supported by the study De Jong, et al. (2002) which confirmed that electronic books integrate multiple senses through sound effects, tactile features and visual animations that dramatize word and story meanings. Among the comprehension skills acquired by the experimental group, the noting details rank the lowest. Worksheets about the selection, Jack and the Beanstalk and the Ant and the Grasshopper were designed to enhance their noting detail skills still the result were inevitable. Noting details is their most deficient. Although, it is in the final rank, it belongs to the bracket of satisfactory level.

The students have the prerequisite skill to describe characters, setting and major events in a story but have a difficulty retelling story in details. In this case, a student may appear excellent in reading. Almost convincing enough to think that comprehension already took place but what learners executed was merely plain reading without understanding. This implied that educators and parents should be cognizant of the current research when considering which e-storybook features should be present in the e-storybooks so there will be developmentally appropriate alignment with the instructional goals to avoid its distracting features.

At one point while conducting the study, some learners from the experimental group were caught tapping controls and features on a repeat mode which is completely unnecessary. A student from the experimental group was found preoccupied on clicking

the *grasshopper* image several times while reading, 'The Ant and the Grasshopper.' Once the image was clicked or tapped, this activated the hotspot which made the grasshopper illustration move and produced additional sound effects.

Linda Balsiger, a literacy and learning specialist and certified speech-language pathologist mentioned that *"many children who appear to have basic decoding skills suffer from poor reading comprehension. Some children may have excellent decoding skills but are not actively processing the material they read through, techniques such as wondering, predicting, clarifying, linking ideas, and relating material to their own life experiences may be applied."*

The meta-analysis study of Takacs et. al (2014) claimed no difference between the benefits of multimedia components integrated in stories and reading traditional story materials while communicating with an adult. This suggested that multimedia elements like animated visuals, background music and audio effects provided similar scaffolding on understanding the story and word acquisition as an adult.

Triangulation Data Gathered from Students, Teachers, and Parents

Developing a love for reading in the early years is a lifelong lasting gift that ripples on so many levels. Not only to the degree of development on an imaginative scale but also in the development of the foundational literacy skills. Reading provides a growth of knowledge, a pleasurable hobby and the development of critical thinking. The generation of digital natives are using technology in collaborative ways that will revolutionized learning. Electronic storybooks are only one of these inventions. To check on their insights and opinions about e-storybooks, the researcher gathered data from students, teachers and parents.

Students

1. *"My class today is happy because we read a story and the characters are moving. The story is fun and everything moves when I press it and it has games to play after I read and the stories have wonderful teaching lessons to learn and they are like books. It looks like I am in the story. I feel like I am there and I enjoy the wonderful tales in the story. I enjoy it very much because it is like a TV that I can read it myself and control it."*
2. *"I like our reading because there is sound effects*

and also I am excited every time I use iPad.”

3. *“I like our class today because our reading has animations and it makes me understand the story better and I find it fun to read.”*

4. *“I learned today the moral in the story and I use the read it myself and read it to me which I always feel excited every time we use an iPad.”*

5. *“Our class is good I always see surprising things and I can move things and read a lot and it feels like I am big already. I enjoyed it very much.”*

6. *“Our class today is nice because we learn a lot from the story and do the activities easily like numbering (sequencing of events). We already have an iPad at home and it helps us be smarter because there are more animations. I always feel excited when I use an iPad.”*

7. *“I like our class in reading because I love looking at the moving and talking pictures and it is like I am inside the storybook. I just think of it and I get the right answers.”*

Teachers

1. *“Considering how young people seem to be growing and advancing with technology, I think electronic storybooks are just the right tools to encourage learners to read. Nowadays, electronic devices have more appeal to them and I think by tapping their interest, making them read will become easier.”*

2. *“Based on my observation, my nieces are able to focus more and retain the stories a lot easier with the help of electronic storybooks. Young ones are more visual and auditory learners.”*

3. *“The benefit of electronic storybooks in teaching reading is that there is an element of convenience in the part of the teacher. It can support student learning because it involves a lot of the students’ senses while reading which is necessary in building comprehension. Young learners can read on their own because electronic storybooks allow them to listen to how a word is pronounced and they can read along the way through audio modeling.”*

4. *“Electronic storybooks are beneficial to readers in a way multi-media features of storybooks enhances readers’ auditory comprehension on the stories’ plot and scenes respectively. Also, readers stimulate in deeper understanding of the story’s context through the narrative strategy. Moreover, these electronic storybooks also develop readers’ listening skills which is very essential for literacy engagement.”*

5. *“Electronic storybooks offer student another way of learning and enjoyment. It’s like a talking book or a cartoon-like book to them.”*

6. *“With the aid of these graphical features such as the use of images and audio quicker comprehension is expected.”*

7. *“Electronic storybooks keep students’ attention longer. It also diminishes the need to read, thus engaging non-readers.”*

8. *“I believe that electronic storybooks can support student learning because it enhances students’ imagination of the varied scenes and promotes better understanding of the context in juxtapose to printed storybooks. With the repetition of narration, students will be able to listen to unfamiliar words and to enrich their vocabulary context within the specified story.”*

9. *“I believe if handled well, electronic storybooks can be an effective tool to support learning. As teachers, we have to know the best ways that our students learn. In this age, they are learning on the use of technology which would be convenient especially for both visual and auditory learners. However, precautions need to be taken in the use of gadgets. I wish they don’t overtake real books.”*

10. *“Students can become more engaged and more motivated in the stories that they will read with the help of electronic storybooks but the reading session should be properly facilitated by the teacher to avoid the abuse of using an electronic device.”*

11. *“The students should be monitored always to make sure that they are learning instead of doing other things on it.”*

12. *“In using electronic devices in teaching, teacher supervision and proper planning is highly demanded to achieve the desired learning objectives.”*

Parents

1. *With the generation that we have now, I believe it can assist student learning. I believe that if more senses are used then children will be able to retain what they experience, in this case, what they read. They’ll be able to associate more with what they are doing/reading.”*

2. *“Young learners could easily visualize and understand the electronic storybook. They can remember it since they were able to see not just merely pictures but moving pictures. It is beneficial since it’s portable and the stories have colorful graphics to help the child develop his interest in reading. There is also*

an option to be read aloud.”

3. *“I believe electronic storybooks would benefit the learners. The youth today is so much into ‘techy’ gadgets so having electronic storybooks would be of benefit in terms of interest and the desire and love for reading. They are making visual easier for them to appreciate the story through e-storybook but having this new technology would mean close monitoring in terms of usage in the part of the parents.”*

4. *“I think e-storybooks can support student learning as long as the student stays focused. With one click, the storybook could easily be changed to games as social media, so it could be a little distracting. Plus, kids are almost always on their gadgets nowadays, so why not read e-storybooks instead? It’s definitely a millennial thing.”*

5. *“Electronic storybooks can help kids up to a certain age. The stage wherein their attention span is still short, the electronic storybooks can help. However, it has come to a point when kids need to learn and concentrate without the effects/ sounds and animations of an electronic storybook because the real world is not all about animation.”*

6. *“21st century learners have interest on electronics. Electronic storybooks could definitely catch their attention and would stir their interest to learn. They can even learn something on their own but parents should always check if strong parental controls on the device are switch on to make sure of their children’s safety.”*

7. *“I think e-storybooks would be entertaining and grab the attention of young learners but truth to be told, I think that’s the only advantage. I think they reflect the great creativity of adult creators but I think they can’t replace the personal growth that comes from the interpersonal connection that takes place when an adult reads to a child. I can’t really go into a detail here, but I remember reading recently how a computer cannot replace an adult simply because a computer is not a person. A child learns more about being human, moreover grows more on all levels (intellectually and spiritually above all), from person-to-person contact than person-to-screen. Moreover, a storybook with animation will not really teach children to read, and I actually think it might limit the children’s imagination, because it provides images for them instead of having them come up with themselves. I don’t think we should say complete ‘NO’ to e-storybooks, but all things considered I don’t think they should be the main source of literature for young*

children.”

8. *“In this modern times, where gadgets and smartphones are available to our young learners, I think e-storybooks can support student learning because it provides interactive images. It is handy. It is colorful. It is less hassle for us parents because we can just download appropriate reading selection online. I am not trying to sales talk here but in reality, these devices has its own power to support not just kids but also educators and might as well include parents like me who are not creative enough to read animatedly to our kids. This tool will make them become more engaged and motivated especially for those who are not fond of reading. We have to consider that there are cases that we have to push our kids to the extent that they will start to love reading or else it will affect all the other subjects in school just because they lack the ability to read. I grew up without interest in reading books. I’m speaking on behalf of those who are not interested in reading at all. When I was younger, I see books as a boring material. Lucky are the generation of today for they have all these interesting things. So I told myself, my goal for my children is to support them by providing tools to stir up their imagination and interest. Why not use technology on its advantage? It’s just one click away!”*

The rise of technology adaptation in our society and in our schools, the way in which a story can be introduced is dramatically changing. This led to the different opinions shared among learners, teachers, and parents on electronic storybooks in reading. Students viewed electronic storybooks as an educational and enjoyable reading material. This was also expressed by some teachers and parents who shared similar opinion to this reading tool. However, it was a general concern that guided learning experience must be provided and strong parental precautions should be maximized to constitute a qualitative reading experience among learners.

Conclusion

Based on the findings of the study, the electronic storybooks in teaching reading is a helpful supplementary tool in enhancing a skill particularly in reading fluently and accurately which later on will support better comprehension. Through the use of electronic storybooks, specific reading skills maybe acquired with a well-formulated lesson planning. Also, learners show high interest and great motivation in this

supplementary tool which makes them active participants in the teaching learning process. The e-storybooks and the e-storybook paper format facilitate learners' understanding which increased their Reading performance. The result of the study affirms to John Dewey's Constructivism Learning Theory from Mayer, Sweller, and Moreno's E-Learning Theory where children viewed as inherently active self-regulating learners who construct knowledge in response to interactions with environmental stimuli. In order to facilitate the flow experience, in which learners are able to construct their own learning through the reading of electronic storybooks. These electronic storybooks promotes effective learning since it all features the cognitive science principles.

From the findings and conclusion drawn from the study, the following recommendations are suggested.

(1) E-storybooks can be twinned with the conventional teaching for more effective learning. (2) There should be constant monitoring on student's reading activity to properly facilitate the learning objectives. (3) Provide more activity worksheets to meet the desired comprehension skill align with the Reading competencies. (4) Formulate a well-designed learning guide which uses e-storybooks that could cater those who have reading disability

The researcher suggests to conduct a study on the following: (1) E-storybooks: An Instructional Tool among Students with Reading Disability. (2) E-storybooks in Promoting Reading Fluency Among Grade One Students. (3) Use of E-storybooks in Teaching Reading: A Longitudinal Study

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