

Quipper School And The Reading Comprehension Performance Of Grade 11 Students

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Abstract

The main objective of this study was to determine the effect that Quipper School Instruction may have on the reading comprehension of 52 purposively selected Grade 11 Senior High School students of Jaro National High School enrolled in English for Academic and Professional Purposes (EAPP) for the First Semester, School Year 2017-2018. Employing the quasi-experimental design, the six-week study focused on how technology might usher in the development of the following critical reading skills: differentiating academic from non-academic texts, determining text types through their structure, locating the main idea, critical reading strategies like skimming, scanning, and making inferences, paraphrasing, summarizing and outlining. The instruments utilized to gather data were the validated teacher-made reading comprehension test given both as a pretest and a posttest and the participants' score in Quipper School (QS) exercises readily provided by the researcher as enrichment tasks. A pretest was given to the participants to determine their initial reading comprehension performance. The experimental group was taught with the aid of QS used by the researcher as an online platform in delivering enrichment activities while the control group was taught using the conventional instruction – the Lecture Method. At the post experimentation stage, a posttest was given to the participants in both groups. In order to describe the students' level of performance in reading comprehension, the mean and standard deviation were used. The significance of the difference in the mean scores of the pretests between the two groups, the significance of the difference in the mean scores of the posttests between the two groups, and the significance of the difference in their mean gain performances were determined through the t-test for uncorrelated means. On the other hand, the significance of the difference between the pretest and posttest performances of each group was determined using the Wilcoxon Signed-Rank test set at 0.05 level of significance for a two-tailed test. Meanwhile, all the statistical computations were computer-processed through the Statistical Package for Social Sciences (SPSS) software. It was found out that the experimental group and the control group had a comparable performance in reading comprehension at the start of the experiment. In terms of pretest and posttest of the experimental group, no significant difference was found. However, a significant difference was noted in the pretest and posttest performance in favor of the control group. In fact, the control group showed a higher mean gain performance than the experimental group. Generally, no significant difference was noted between the performance gain in reading comprehension made by experimental group over the performance gain made by the control group.

Chapter 1

Introduction to the Study

This chapter consists of five parts: (1) Background and Theoretical Framework of the Study, (2) Statement of the Problem and Hypotheses, (3) Definition of Terms, (4) Delimitation of the Study, and (5) Significance of the Study.

Part One, Background and Theoretical Framework of the Study, presents the introduction and discusses the rationale for choosing the problem.

Part Two, Statement of the Problem and the Hypotheses, states the objectives for conducting the investigation and the hypotheses of the study.

Part Three, Definition of Terms, gives the conceptual and operational meanings of significant terms used in the study.

Part Four, Delimitation of the Study, specifies the scope and coverage of the study.

Part Five, Significance of the Study, cites the benefits that could be derived from the results of the study.

Background of the Study

With its aim of introducing critical changes necessary to further accelerate, broaden, deepen, and sustain the quality of basic education in the Philippines, the Department of Education has implemented the K to 12 Basic Education Program in 2012. On a bigger scale, the program targets to cultivate a holistically developed Filipino equipped with 21st Century skills. Particularly, it is Information and Communication Technology (ICT) – based, promoting the use of technology for an engaging, effective, and efficient instruction. Among the many competencies and skills that learners must develop are the information, media, and technology skills which pertain to the student's ability to use computers and other technology to improve learning, productivity, and performance (Department of Education, 2012).

Along with the growing focus on technological innovations in education, three current trends can be identified. Firstly, the shift from teacher-centered to learner-centered approach to learning. Secondly, the realization that education is not just about delivery of facts and information, but the cultivation of holistic development of learners. Lastly, the increased use of ICT in the teaching-learning process (Bilbao, Lucido, Iringan, & Javier, 2008).

These current educational reforms in the Philippines are geared towards addressing problems, especially on education outcomes in terms of achievement, participation and completion rates which need urgent attention to improve the quality of basic education in the country. As noted by Sumagaysay (2003), the bottom line of the students' poor academic performance is poor reading comprehension. She added that in our country, this is shown in the academic performance of the elementary and high school students on the basis of the administered national standardized tests and international comparative survey test of scholastic aptitude and achievement.

With the introduction and implementation of the added two years in the basic educational ladder in the Philippines commencing June 13, 2016, Senior High School students are indeed bombarded with immense amount of information inside and outside the class which requires critical reading and reading comprehension. Students who reach this level (Grade 11) are expected to have developed their reading comprehension skills. They are expected to comprehend, analyze, synthesize and evaluate large amounts of information. It is believed that as students go up the educational ladder, more reading is usually

required as subjects become denser and more challenging (The Philippine Star, 2010). The difficulty level simply increases - not the other way around.

This is the reason why this study investigated how technology may aid in improving students' reading comprehension performance which would ultimately pave their way to academic success.

In order for this to materialize, teachers must be comfortable with technology, able to apply it appropriately, and conversant with new technological tools, and resources, and approaches (Keengwe, J., Onchwari, G., & Onchwari, J., 2009). Teachers are the ones who actively shape their students' own actions. If all the pieces are put into place, the teachers may realize that they are empowered to advance their own professional skills through these tools as well.

One of the many technological helps teachers could make use of is the Quipper School (QS). It is an online resource tool providing users with necessary skills and competencies aligned with the national curriculum. In a study conducted by education expert Dr. Ferdinand Pitagan in 2015, QS has been found to have helped improve the students' performance, attendance rate, and assignment submission. A 13% improvement in the National Achievement Test (NAT) score for a class in Valenzuela National High School, Manila has also been attributed to QS. Quipper School provides game-like learning, improves study habits, keeps the interest of the students, and lessens unnecessary time in using social media and computer games. It also saves time for teachers, offers a fun way to learn with a user-friendly interface, and is free (Quipper School, 2015). With proper guidance from the teacher, students may learn in a wholesome and interesting way using this tool as an enrichment.

The study of Pitagan (2015) which focused on Quipper School in Mathematics instruction yielded positive results as stated above. This is the reason why this investigation focused on the effects of Quipper School used as an online platform to deliver enrichment activities in a language class. The researcher wanted to know the impact that technology integration in language teaching might have, particularly on reading comprehension. Moreover, the study wanted to contrast the conventional lecture method and instruction with Quipper School in teaching reading comprehension.

Theoretical Framework of the Study

This study adheres to the theory of Constructivism which states that knowledge is constructed based on what one already knows, and each idea learned facilitates an ongoing intellectual development (Knight, 2002). Constructivism allows the learner to be confronted with and solve difficult problems.

Furthermore, this study is linked to Thorndike's laws of learning, particularly the Law of Exercise which explains that drill or practice helps in increasing efficiency and durability of learning and according to Thorndike's S-R (Stimulus-Response) Bond Theory, the connections are strengthened with trial or practice and the connections are weakened when trial or practice is discontinued. The 'law of exercise', therefore, is also understood as the 'law of use and disuse' in which case connections or bonds made in the brain cortex are weakened or loosened. Many examples of this case are found in case of human learning. Learning to drive a motor-car, typewriting, singing or memorizing a poem or a mathematical table, music, and many others need exercise and repetition of various movements and actions many times (Gandhi, 2010).

Also, the study is supported by Technological, Pedagogical, and Content Knowledge or TPACK which attempts to identify the nature of knowledge required by teachers for technology integration in their teaching, while addressing the complex, multifaceted and situated nature of teacher knowledge

(Koehler, M.J., 2009). The proponents of this model believe that teaching with technology adds a whole new knowledge and expertise.

At the heart of the TPACK framework is the complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK). The TPACK approach goes beyond seeing these three knowledge-bases in isolation. The TPACK framework goes further by emphasizing the kinds of knowledge that lie at the intersections between three primary forms: Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK). It is an approach that looks at the combination of what teachers know, how they teach, and the role of technology in order to better impact students' learning (Common Sense Education, 2015).

Effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic, transactional relationship between these components of knowledge situated in unique contexts. Individual teachers, grade-level, school-specific factors, demographics, culture, and other factors ensure that every situation is unique, and no single combination of content, technology, and pedagogy will apply for every teacher, every course, or every view of teaching.

The TPACK framework also points out that knowledge about certain ways of thinking about, and working with technology, tools and resources can apply to all technology tools and resources. This includes understanding information technology broadly enough to apply it productively at work and in everyday life, being able to recognize when information technology can assist or impede the achievement of a goal, and being able to continually adapt to changes in information technology (Koehler & Mishra, 2009).

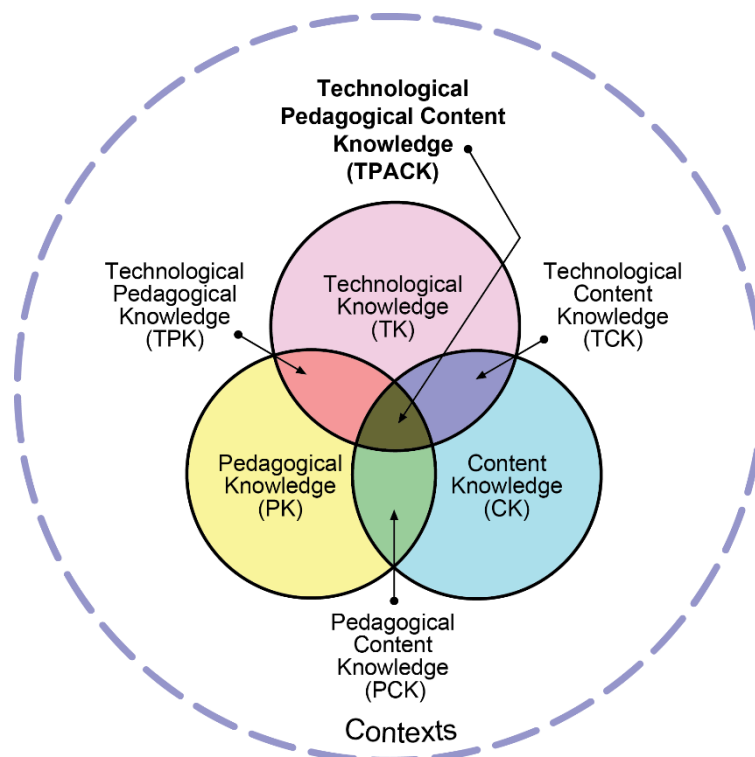


Figure 1. The TPACK framework and its knowledge components adopted from <http://www.matt-koehler.com/tpack/tpack-explained/> retrieved March 7, 2017

Employing this framework, teachers are once again reminded that technology is just a part of great teaching. It is truly an intricate combination of content, pedagogy, and technology that make for innovative teaching and learning. As Puentedura, R. (2015) pointed out: *“It’s important for teachers to evaluate their teaching strategies. Teaching is a continual re-examination of practice to make the best possible use of technology to accomplish one’s goals. Technology can really make a change”*.

Furthermore, he formulated the SAMR Model (S-Substitution, A-Augmentation, M-Modification, and R-Redefinition) in teaching. In the enhancement phase (Substitution and Augmentation), teachers are doing what they already do, incorporating the tools. While in the transformation phase (Modification and Redefinition), students explore more with technology. They take charge of their own education which in turn promotes excitement, ownership, and joy upon figuring out the tasks.

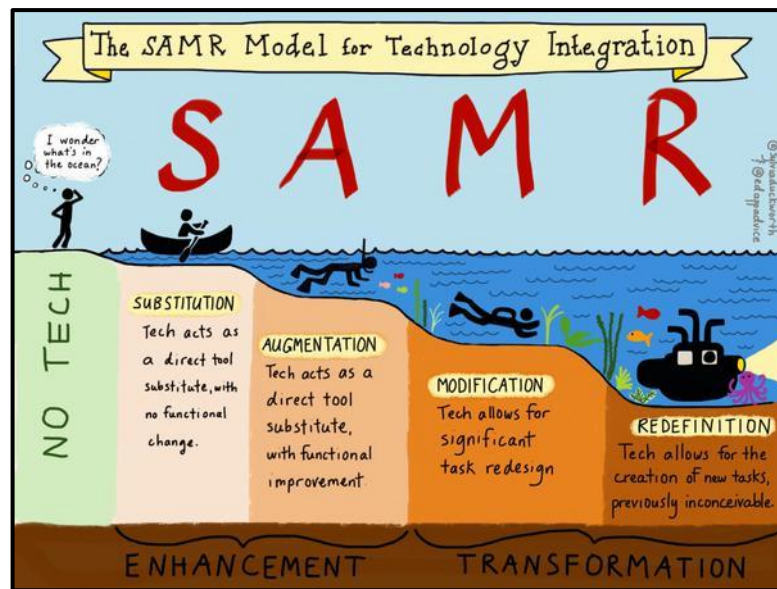


Figure 2. The SAMR Model adopted from <http://hippasus.com/rpweblog/> retrieved March 7, 2017

These theoretical underpinnings have helped the researcher in his study which focused on the usefulness of technology in teaching reading comprehension. He believes that reading is the true backbone of most learning. And as students go up the educational ladder, more reading is usually required as subjects become denser and challenging. In this case, technology could play a crucial part. Additionally, teachers play a significant part in choosing appropriate technology to improve students’ reading comprehension.

The conceptual research framework is graphically illustrated in Figure 3. The researcher would like to see how Quipper School, used as an enrichment tool along with the Conventional Instruction, may have an influence on the Reading Comprehension performance of the respondents.

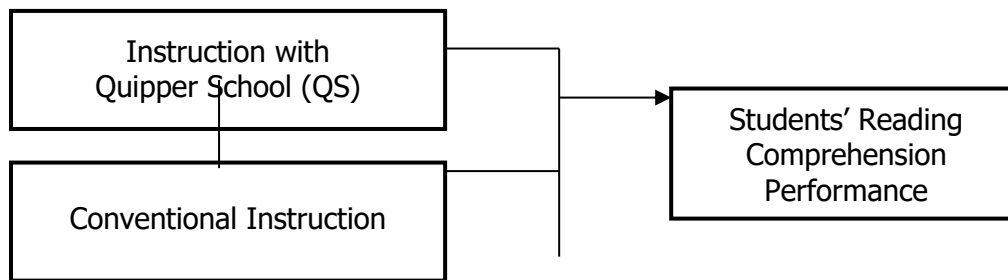


Figure 3. Students' Reading Comprehension performance as affected by teaching methods – Instruction with Quipper School and Conventional Instruction

Statement of the Problem

The study aimed to determine the effects of Quipper School (QS) as an online enrichment tool on the reading comprehension performance of selected Grade 11 Senior High School students of Jaro National High School – Senior High School, Division of Iloilo City.

More specifically, the study sought answers to the following questions:

1. What are the pretest and posttest performances in reading comprehension of the students taught using conventional instruction?
2. What are the pretest and posttest performances in reading comprehension of the students taught using Quipper School for enrichment?
3. Is there a significant difference in the pretest performances in reading comprehension of students taught using conventional instruction and those taught using Quipper School enrichment?
4. Is there a significant difference in the posttest performances in reading comprehension of students taught using conventional instruction and those taught using Quipper School enrichment?
5. Is there a significant difference between the pretest and posttest performances in reading comprehension of students taught using conventional instruction?
6. Is there a significant difference between the pretest and posttest performances in reading comprehension of students taught using Quipper School enrichment?
7. What are the mean gain performances in reading comprehension of students taught using the conventional instruction and instruction with Quipper School enrichment?
8. Is there a significant difference in the mean gain performances in reading comprehension of students taught using conventional instruction and instruction with Quipper School enrichment?

Hypotheses

In view of the preceding problems, the investigation advanced the following hypotheses:

1. There is no significant difference in the pretest performances in reading comprehension of students taught using conventional instruction and those taught using Quipper School enrichment.
2. There is no significant difference in the posttest performances in reading comprehension of students taught using conventional instruction and those taught using Quipper School enrichment.
3. There is no significant difference between the pretest and posttest performances in reading comprehension of students taught using conventional instruction.
4. There is no significant difference between the pretest and posttest performances in reading comprehension of students taught using Quipper School enrichment.

5. There is no significant difference in the mean gain performances in reading comprehension of students taught using conventional instruction and Quipper School enrichment.

Definition of Terms

To better understand the study, the following terms and acronyms are given their conceptual and operational definitions:

Quipper School (QS)--This tool provides an online resource material and platform created by local subject matter experts which provides excellent content tailor-made for the Philippine setting, analytics that allow teachers to monitor students' progress, and a gamified platform that appeals to young digital natives (Quipper School, 2015).

In this study, the technological advantages and learning materials provided by QS were utilized by the researcher as a digital platform in delivering enrichment activities and materials aligned with the national K to 12 curriculum and are able to meet the core competencies in the subject English for Academic and Professional Purposes (EAPP). These asynchronous enrichment activities were done after class.

Conventional Instruction--Also known as traditional teaching, conventional instruction is described as being teacher-oriented, in a lecture style and is inflexible. Lessons are usually taught by the teacher introducing skills using a blackboard accompanied by a verbal explanation or lecture. Practical work for students is then assigned, followed by feedback from the teacher (Huson, 2018). Additionally, it is often formal, controlled, and autocratic allowing the teacher to direct how, what, and when the students learn (Byrom, 1997; Jonassen, Howland, Moore, & Marra, 2003).

In this study, this term referred to the kind of instruction in which the teacher is the center of the teaching-learning process, and that most of the instruction was done within the four walls of the classroom. Further, the activities given did not utilize the advances of modern technology unlike QS, and are usually with the use of worksheets.

Reading Comprehension--This pertains to the construction of meaning from print or non-print material. It is an interactive process that requires the use of background knowledge, which the reader brings, in combination with the material. Readers connect what they already know with the information in text (Crowell, 2000). Moreover, Hermosa (2002) defined reading comprehension as the ultimate outcome of having read. It is the most important ongoing activity of reading. Without it, we are not able to explain how readers understand and remember texts.

In this study, this term referred to the student's ability to understand the materials used in Quipper School and a variety of texts presented gauged by their scores in every enrichment activity. Meanwhile, in the Conventional Instruction, this term referred to the students' reading comprehension performance through series of exercises in the worksheets given as a form of enrichment.

Performance--This refers to the actual accomplishment as distinguished from potential ability, capacity or aptitude. Additionally, it is defined as the display of intellect or the use of higher thought processes such as memory, perception of meaning, or reasoning. It is also a response in which the truth or the right answer is arrived at through covert behavior (Good, 2005).

For this study, performance pertained to the students' reading performance in terms of their collaborative scores in the subject English for Academic and Professional Purposes as affected by Quipper School and worksheets.

Grade 11 Students--They are the first year students of Senior High School who go through a core curriculum and subjects under a track of their choice (Department of Education, 2012). They are the students in the third stage (Secondary Education) of the compulsory basic education program of the Philippines (Republic Act No. 10533, 2013).

In this study, they were the Grade 11 Senior High School students of Jaro National High School – Senior High School, Division of Iloilo City enrolled in the course English for Academic and Professional Purposes (EAPP) during the first semester of School Year 2017-2018.

Delimitation of the Study

This study investigated the effects of QS as an online enrichment tool on the reading comprehension performance of selected Grade 11 Senior High School students of Jaro National High School in the Division of Iloilo City. A quasi-experimental pretest-posttest control group design which involved two intact sections of Grade 11 students was employed in this study. The participants were enrolled in an English course - English for Academic and Professional Purposes (EAPP) - during the first semester of the school year 2017-2018. Each class was composed of more or less 35 students. Out of this number, 26 students from each class were match-paired, and only scores of these paired Grade 11 students were analyzed based on their pretest results. The topics covered were generally about the students' ability to answer questions on a broad range of basic to complex reading comprehension skills. More specifically, the focus was on the students' ability to differentiate academic to non-academic reading materials, determine academic texts structures in various disciplines, locate the main ideas, skim and scan various texts, summarize the content of academic texts, paraphrase given texts, and outline reading texts in various disciplines. Students' reading comprehension performance was obtained and determined using their pretest and posttest scores. The instruments used in order to measure the reading comprehension performance of the respondents were a content-validated and item-analyzed multiple choice reading comprehension test, worksheets for the class taught using conventional instruction, and online exercises used in a class with Quipper School instruction. The reliability of the test was established through internal consistency with Kuder-Richardson 20 resulting to a high reliability at 0.848. Additionally, the materials were validated by three experts in language teaching and test construction. Unanimously, on a scale of 0-3 (0=not at all, 1=weak, 2=adequate, 3=strong), the materials garnered a score of 3 which when interpreted means "Strong".

The experiment phase was plotted to last for six weeks. During the said period, the control group underwent the conventional way of teaching in their English for Academic and Professional Purposes class. They utilized worksheets as a form of enrichment with topics parallel to those in the experimental group. In contrast, the experimental group received the same instruction plus their exposure to QS. The experimental subjects answered one QS exercise in a week (as their enrichment activity) and an unlimited access to QS materials since all of them have successfully registered in the platform. A total of six exercises was utilized to see the comparable results from the experiment. Further, to ensure that they themselves answered the online exercises, they were made to maintain a journal and were made to answer questions as a form of soliciting their feedback on the use of Quipper School in learning the target reading comprehension skills.

The use of certain descriptive tools and inferential statistical tools were utilized to see and interpret the results which were obtained from this research.

Significance of the Study

This study is deemed significant and beneficial to teachers, supervisors and curriculum makers, school administrators, investors in the field of education, policy makers in the government, researchers, parents, and students. The findings of this study could be used as a reference and guide towards the advancement of teaching, particularly in the field of English language teaching.

Teachers. They might be able to find the materials provided by QS useful to enrich their daily classes. They can as well save time in making examinations since the materials in QS are readily available for everyone's use. However, if they feel that they need more activities to cope with the competencies, they can as well create materials online and utilize QS as a platform in delivering those to their students. The analytics in QS can help direct them on how they can better approach the class and the individual student so as the best teaching-learning practice is achieved.

Supervisors and Curriculum Makers. The findings of this study would let the supervisors/curriculum makers understand the need of, and provide the necessary support to teachers in integrating technology into their classes. It would also provide them with objective feedback to improve the curriculum and make the teaching-learning practice more fun and exciting, thus reducing the number of drop-outs, minimizing the case of absenteeism, improving students' academic performance, and improving the school performance in national examinations on the whole.

School Administrators. The findings of this study may also provide the school administrators, specifically in Jaro National High School, the basis to restructure academic programs to help students improve academically. They may also look into the utilization and implementation of technology-based teaching, particularly in ESL teaching programs, in the school.

Investors in the Field of Education. The findings of this study would give light and a clearer vision to those who want to invest and are investing in the field of education on the allocation of their capital. A significant slice of the budget could be allocated to the purchase of computers, hi-tech educational gadgets, and establishment of high-speed internet connections in order to integrate technology (QS) in schools.

Policy Makers in the Government. This study would serve as a basis of the government policy-makers to further advance the call on modernization of teaching, and take heed of the needs of the 21st Century teachers and learners.

Future Researchers. This study will serve as a basis for other researchers who may want to undertake similar studies on the effect of QS and other technological tools or applications in the academic performance of students. The findings may provide reference literature and device for them to investigate the different aspects of the problem not considered by the present investigation.

Parents. They can track their child's performance since QS provides a unique feature of tracking individual student's performance in all assessments, thereby making them actively involved in their child's learning. However, in this aspect, connectivity is a requirement, and parents need to register as well in QS.

ESL Students. Learners, especially that of English as a Second Language, would greatly benefit from this study since they are the recipients of whatever reforms and improvement that this study may bring into the present educational system.

Directly and more specifically, the findings of this study will reveal a profile which can be used to better impact the teaching and learning of English as a second language. It will, thus serve as a useful

instrument to the curriculum writers, planners, and implementers in the Division of Iloilo City and hopefully in other divisions in Iloilo.

Chapter 2

Review of Related Literature

This chapter presents the literature and studies related to the investigation. It is divided into four parts: (1) Teachers' Roles in the 21st Century Setting, (2) Quipper School in Teaching, (3) Developing Students' Reading Comprehension Skills through Technology-Integration (QS) and (4) the Summary.

Part One, Teachers' Roles in the 21st Century Setting, provides a clearer picture on how teachers should be in handling the modern set of language learners.

Part Two, Quipper School in Teaching, presents how QS might have a positive impact towards the modernization of teaching-learning process, and offers a whole new perspective of looking at the art of language teaching and learning process through technology intervention and integration.

Part Three, Developing Students' Reading Comprehension Skills through Technology Integration, reviews how the incorporation and integration of technology, particularly Quipper School in the classroom may help enhance the students' reading comprehension performance.

Part Four, Summary, synthesizes and discusses how the foregoing theoretical and empirical concepts played part in ascertaining the correlates and relationships of variables involved in the study.

Teachers' Roles in the 21st Century Setting

In a weblog of Graham, S. (2010), it was cited what John Steinbeck wrote to his favorite high school teacher: *"In her classroom our speculations ranged the world. She breathed curiosity into us so that each day we came with new questions, new ideas, cupped and shielded in our hands like captured fireflies. When she left us, we were sad; but the light did not go out. She had written her indelible signature on our minds. I have had lots of teachers who taught me soon forgotten things; but only a few who created in me a new energy, a new direction. I suppose I am the unwritten manuscript of such a person. What deathless power lies in the hands of such a teacher!"*

As cited by Bilbao, et al. (2008), good teaching is difficult to agree upon, but effective teaching can be demonstrated. It is through effective teaching that intended learning outcomes can be achieved.

Teaching and learning in the 21st Century are filled with challenges and opportunities, especially when teaching students for whom English is a new language. In order to prepare students to succeed in the 21st Century, teachers are challenged to teach curriculum essentials in ways that are coherent, relevant, and technologically current. It is not simply a matter of transmitting information and skills (Cummins, 2009).

With so much available on the internet and elsewhere, helping students make sense of large quantities of information, to critically evaluate ideas and assertions, to analyze and solve problems, and to synthesize and communicate their own conclusions and recommendations become a challenge. In addition to helping students think critically and problem-solve effectively, teachers need to promote their ability to work well with others as they do so. These cognitive and social processes depend on effective communication skills, including oral, written, graphic, pictorial, and digital communication. Moreover, we need to create classrooms that offer students opportunities to exercise their creativity and imagination.

Technology changes the roles of teacher and students. The traditional role of a teacher as dispenser of information is challenged, and the teacher's new role is that of a guide—to challenge

students' thinking and encourage reflection in the learning process (Brooks & Brooks, 2001). As a guide, the instructor shares knowledge with the learner (Novak, 2008). Further, the learning environment is more learner-centered, one in which students are encouraged to construct meaning from their experiences with the content (Huba & Freed, 2002).

Needless to say, recent technological advances have affected many areas of our lives - the way we communicate, collaborate, learn, and, of course, teach. Along with that, those advances necessitate an expansion of our vocabulary, producing new terms and definitions such as digital natives, digital immigrants, and, the topic "21st-Century teacher". Teaching in the 21st-Century is an altogether different phenomenon; never before could learning be happening the way it is now -- everywhere, all the time, on any possible topic, supporting any possible learning style or preference. But what does being a 21st-Century teacher really mean?

According to Palmer (2015), the following are the characteristics of a 21st-Century teacher:

Learner-Centered Classroom and Personalized Instructions. As students have access to any information possible, there certainly is no need to "spoon-feed" knowledge or teach "one-size fits all" content. As students have different personalities, goals, and needs, offering personalized instructions is not just possible but also desirable. When students are allowed to make their own choices, they own their learning, increase intrinsic motivation, and put in more effort - an ideal recipe for better learning outcomes.

As explained by Puentedura (2015) in his SAMR Model, students should be given the chance to take charge of their own education. They should be given the chance to explore more with technology. In this sense, a feeling of excitement, ownership, and joy are promoted.

Students as Producers. Today's students have the latest and greatest tools, yet, the usage in many cases barely goes beyond communicating with family and friends via chat, text, or calls. Even though students are now viewed as digital natives, many are far from producing any digital content. While they do own expensive devices with capabilities to produce blogs, infographics, books, how-to videos, and tutorials, just to name a few, in many classes, they are still asked to turn those devices off and work with handouts and worksheets. Sadly, often times these papers are simply thrown away once graded. Many students don't even want to do them, let alone keep or return them later. When given a chance, students can produce beautiful and creative blogs, movies, or digital stories that they feel proud of and share with others.

Learn New Technologies. In order to be able to offer students choices, having one's own hands-on experience and expertise will be useful. Since technology keeps developing, learning a tool once and for all is not an option. New technologies are new for the novice and experienced teachers alike, so everyone can try using them any time.

Go Global. Today's tools make it possible to learn about other countries and people first hand. Of course, textbooks are still sufficient, yet, there is nothing like learning languages, cultures, and communication skills from actually talking to people from other parts of the world.

Unfortunately, with all the tools available, we still learn about other cultures, people, and events from the media. Teaching students how to use the tools in their hands to "visit" any corner of this planet will hopefully make us more knowledgeable and sympathetic.

Be Smart and Use Smart Phones. Once again, when students are encouraged to view their devices as valuable tools that support knowledge (rather than distractions), they start using them as such.

Different students have different needs when it comes to help with new vocabulary or questions; therefore, there is no need to waste time and explain something that perhaps only one or two students would benefit from. Instead, teaching students to be independent and know how to find answers they need makes the class a different environment.

Blog. Blogging is important to both student and teacher. Even beginners of English could see the value of writing for real audience and establishing their digital presence.

This skill is reinforced in the Redefinition phase of the SAMR Model stressing out that technology allows the creation of new tasks previously inconceivable.

Go Digital. Another important attribute is to go paperless. Organizing teaching resources and activities on one's own website and integrating technology bring students learning experience to a different level. Sharing links and offering digital discussions as opposed to a constant paper flow allows students to access and share class resources in a more organized fashion.

Collaborate. Technology allows collaboration between teachers and students. Creating digital resources, presentations, and projects together with other educators and students will make classroom activities resemble the real world. Collaboration should go beyond sharing documents via e-mail or creating PowerPoint presentations. Many great ideas never go beyond a conversation or paper copy. Collaboration globally can change our entire experience.

Use Twitter Chat. Participating in Twitter chat is the cheapest and most efficient way to organize one's own personal documents, share research and ideas, and stay current with issues and updates in the field. We can grow professionally and expand our knowledge as there is a great conversation happening every day, and going to conferences is no longer the only way to meet others and build professional learning networks.

Connect. Connect with like-minded individuals. Again, today's tools allow us to connect with anyone, anywhere, anytime.

Project-Based Learning. As today's students have an access to authentic resources on the web, experts anywhere in the world, and peers learning the same subject somewhere else, agree that teaching with textbooks is very "20th-Century". Today's students should develop their own driving questions, conduct their research, contact experts, and create final projects to share to all using devices already in their hands. All they need from their teacher is guidance.

Build Your Positive Digital Footprint. It might sound obvious, but it is for today's teachers to model how to appropriately use social media, how to produce and publish valuable content, and how to create sharable resources. Even though it is true that teachers are people, and they want to use social media and post their pictures and thoughts, we cannot ask our students not to do inappropriate things online if we ourselves do it. Maintaining professional behavior both in class and online will help build positive digital footprint and model appropriate actions for students.

Code. While this one might sound complicated, coding is nothing but today's literacy. As a pencil or pen were "the tools" of the 20th-Century, making it impossible to picture a teacher not capable to operate with it, today's teacher must be able to operate with today's pen and pencil, i.e., computers. Coding is very interesting to learn - the feeling of writing a page with HTML is amazing. Even though there are many ways to go, just like in every other field, a step at a time can go a long way.

Innovate. Expand your teaching toolbox and try new ways you have not tried before, such as teaching with social media or replacing textbooks with web resources. Not for the sake of tools but for the sake of the students. Using TED talks, the activities based on those videos, students have been giving

a very different feedback. They love it. They love using Facebook for class discussions and announcements. They appreciate novelty, not the new tools, but the new, more productive and interesting ways of using them.

Keep Learning. As new ways and new technology keep emerging, learning and adapting are essential. The good news is: it is fun, and even 20 minutes a day will take you a long way.

As mentioned by Kim (2016), in this highly connected and rapidly changing world, there is no doubt that teachers play a key role in successfully integrating ICT into education. Hence, we teachers should never stop learning to cope with the ever-growing and changing trends in education.

Given all the benefits technology can bring, let us never forget that the technologies used in class are only tools that can mediate and enhance learning. They constitute a means to an end, not the end in itself. In fact, Lloyd, M., Downes, T., & Romeo, G. (2015) mentioned in their study that twenty-first Century teachers need the technical, pedagogical, and content skills to use information and communication technologies (ICT) to create meaningful learning experiences for their students.

As the educational system moves further into the new millennium, it becomes clear that the 21st Century classroom needs are very different from the ones in the 20th Century. In the 21st Century classroom, teachers are facilitators of student learning and creators of productive classroom environments in which students can develop the skills they will need in the workplace. The focus of the 21st Century classroom is on students experiencing the environment they will enter as 21st Century workers. The collaborative project-based curriculum used in this classroom develops higher order thinking skills, effective communication skills, and knowledge of technology that students will need in the 21st Century workplace. The interdisciplinary nature of the 21st Century classroom sets it apart from the 20th Century classroom. Lectures on a single subject at a time were the norm in the past and today, collaboration is the thread for all students learning.

The 20th Century teaching strategies may no longer be relevant. Teachers must embrace new teaching strategies that are radically different from those employed in the 20th Century classroom. The curriculum must become more relevant to what students will experience in the 21st Century workplace (Veira, 2015).

With these realizations, Quipper School may be considered as one of the many good online tools in promoting the 21st Century teaching-learning process. Using this online learning resource will surely save time for the teachers since the learning materials are readily provided. Analytics are also accessible in QS. These show how students perform in the online tasks which are related to what is delivered in an actual classroom. QS also promotes independent learning since students are given enough time to do their tasks at their pace. They also have the opportunity to redo their tasks for skill(s) mastery. Students master specific topics, layering their knowledge whilst enjoying Quipper School's engaging social and gamified features. To sum up, Quipper School unites and empowers teachers and students online, increasing knowledge and improving results. Teachers may choose from thousands of preloaded topics or create personal educational content. Teachers create assignments for classes, groups or individuals and get instant feedback on student performance. This makes it easy to spot strengths and weaknesses of an individual student and the whole class in general. Indeed, Quipper School promotes 21st Century skills which are vital in order for students to cope in the actual 21st Century workplace.

Teaching-learning process is based on direct interaction between the students and the teacher. To perform this task effectively and efficiently the teacher needs to be proficient in interpersonal skills (Malik, 2012). The effective communication skills of the teacher make her comprehensible. The self-

confidence and instant decision-making enable him to resolve conflicts instantly. He also needs to be always patient and motivating; excellent at collaborative work which involves students in some practical work. He has to have good command of his language and spoken style, and he must be able to present intellectually convincing arguments. He always uses his knowledge positively and wisely and above all, respects emotions of the students, and creates a democratic atmosphere in the classroom.

Effective teachers have positive disposition towards knowledge. They have command of at least three broad knowledge bases dealing with subject matter, human development and learning and pedagogy. These skills are reflected in their teaching practice.

According to Belasco (2000), current teachers are reflective practitioners. They produce higher level thinking in the students so that they are able to analyze and synthesize. Effective teachers have a repertoire of effective practices. Repertoire is a word used mainly by the musicians in the theaters for operas and reading numbers, etcetera a person is prepared to perform. It is obvious that more experienced people and experts have more diverse repertoire than the new inexperienced ones. Effective teachers possess a repertoire of teaching practices known to stimulate students' motivation. They have a variety of activities and teaching techniques to make learning fun for the students. They plan their lessons based on strategic thoughts that involve the conscious selection and use of tools of thought from their repertoire. Their skills include making children self-motivated. Teachers are not restricted to the few practices; instead they have a pool of new ideas and techniques to handle the hands-on situations. They are not bound to only the prescribed methods of teaching and problem solving. They are vigilant enough to judge students' problems that are academic as well as emotional, and tries to resolve them on the spot. A teaching approach is superior when it is selected at the appropriate time on a specific group of learners.

Vai (2010) examined the characteristics of those teachers who are currently adopting the framework for 21st Century Skills and attempted to understand the personal and professional barriers for those who are not adopting. The initial survey identified survey participants who both philosophically believed in the 21st Century teaching reform and also included 21st Century classroom practices in their instruction. This study analyzed the data to identify those characteristics of adopting teachers and also identified six reoccurring themes as obstacles in implementation. The results of the study indicate many, if not all, participants believe in the reform change, though only some are putting these standards into practice in their classroom. Obstacles evaluated included lack of understanding and basic skills, lack of resources and time, pressure with high-stakes testing, and lack of parent, student, and teacher buy-in and support.

Wilborn (2013) studied teachers' self-efficacy in instructing 21st Century learning skills in a high school core curriculum. This study examined the impact of three highly qualified teachers' attitudes toward instructing the Common Core State Standards 4C's (critical thinking, collaboration, communication, creativity) within a 21st Century skills framework. Data were collected through survey, four classroom observations, and a stimulated recall interview. The study's findings revealed major themes regarding teachers' attitudes towards 21st Century skills instruction, learning accountability, learning culture, and students' learning styles. The findings revealed minor themes with reference to critical thinking, real-world learning, brain-compatible learning and deep understanding of the curriculum content.

In the information technology age, it can be hard to get a grip on the evolving roles of teachers. On one hand, it seems that the roles of teachers have grown immensely; they are now expected to be

tech-savvy, computer literate and at the cutting edge of education. On the other hand, it seems that technology makes the traditional roles of the teachers largely obsolete. This, however, is not quite true; rather, teachers must keep their traditional devotion to students and hands-on interaction while teaching students how to navigate their 21st Century world (Lee Flamand, eHow Contributor in Veira, 2015).

Times have changed. But has the classroom changed? The new roles of the teacher in the 21st Century classroom require changes in teachers' knowledge and classroom behaviors. If students are to be productive members of the 21st Century workplace, they must move beyond the skills of the 20th Century and master those of the 21st Century. Teachers are entrusted with mastering these skills as well and with modeling these skills in the classroom.

Quipper School provides a great venue for teachers to explore the online world and incorporate technology in the teaching-learning process. Furthermore, this online teaching-learning resource seeks to promote the 21st Century skills like independent learning, collaborative learning, and innovative teaching and learning through technology integration, particularly in the field of language teaching. This will help prepare the learners to navigate through the complex world of 21st Century workplace.

According to Ansari et al. (2013), the task of the teacher in the present time is not just to impart content-based conceptual knowledge. Rather a teacher of today has to deal with net generation who are equipped with information, communication, related knowledge and skills. In teaching and dealing with such type of generation, the teacher will need some special skills and the image of the teacher has then been changed from traditional to transformational.

Quipper School (QS) in Teaching

Technology plays an integral role in delivering instruction to learners (Bilbao, et al., 2008). It offers various tools of learning from which the teacher can choose, depending on what he sees fit with the intended instructional setting.

While technology can play an important role in restructuring teaching and learning practices, teachers must take a leading role in designing appropriate learning environments that effectively incorporate technology to help their students learn well with technology. Computer technology, as tools, could empower students with thinking and learning skills, and help students interact with complex materials (Gibbons & Fairweather, 2002). However, computers alone cannot realize many educators' vision for technology to improve education (Oppenheimer, 2003). In addition, technology by itself cannot change the nature of classroom instruction unless teachers are able to evaluate and integrate the use of that technology into the curriculum (Geisert & Futrell, 2000). Even so, teachers who practice sound pedagogical practices and value technology in learning can inspire students to learn well with technology tools.

Due to the advancement in information technology, instructional materials designed and developed using multimedia have provided exciting potential learning opportunities, making their pedagogical effects on learning and teaching worth examining.

One of the primary drivers in education is the adoption of new learning methods. Over the past decade, the adoption of innovative learning approaches has increased in the ASEAN. Some schools in Indonesia and the Philippines have adopted an e-learning platform known as Quipper School. The platform allows students to attend online classes, source study materials, and take online quizzes and assignments. This influenced the adoption of mobile-learning and education apps to a large extent.

The K-12 schools in the country are emphasizing on delivering learning content with rich multimedia. A growing number of instructors are incorporating active learning methods that include

project-based learning, inquiry-based learning, and experiential learning to improve the learning experience of students and enhance student performance assessments.

In the learning of 21st Century skills, the teacher is becoming more of a facilitator of knowledge rather than the dominant content expert. Nonetheless, the teacher will still actively guide learning experiences.

How does Quipper School work? Quipper School is an online learning service based in London, United Kingdom and is now in the Philippines. Quipper School Philippines is a free comprehensive educational service for teachers and students. It is an online educational tool that lets teachers enhance their students' learning ability in Science, Mathematics and English which are the core subject areas of learning. Quipper School Philippines is equipped with the curriculum that is based on and aligned with the K-12 program of the Department of Education of the Philippines.

Quipper School as a simple, effective supplementary learning tool gives teachers a platform to recreate their real-life classes online, set study tasks in the form of bite-sized topics that help their students to progressively build knowledge, and receive simple, digestible analytics pointing out their students' progress as they work through the curriculum.

To summarize, the Quipper School method works in three simple steps. Firstly, teacher sets tasks online. Secondly, students complete their tasks, or work on any other part of the curriculum independently. And lastly, as students work, teachers receive instant feedback on student performance.

With the recent growth of technology integration in language classes, creativity in using technology tools in teaching-learning process seems to be in demand. In a lecture in April 2015 to English teachers in the Division of Iloilo City, Berboso mentioned that creativity, one of the four most important 21st Century skills cited by the Department of Education, means trying new approaches to get things done which promotes innovation and invention.

Language teachers seem to agree that media *can* and *do* enhance language teaching, and thus in the daily practice of language teaching we find the entire range of media – from nonmechanical aids such as household objects, flashcards, and magazine pictures all the way up to sophisticated mechanical aids such as video cameras and computers – assisting teachers in their jobs, bringing the outside world into the classroom, and, in short, making the task of language learning a more meaningful and exciting one (Murcia, 2006).

When Masa Watanabe, Quipper School's CEO, visited Africa 20 years ago, he was devastated by the fact that if you are born into a poor country, you cannot get proper education. But with the advent of mobile technologies and the internet, he became sure that he could deliver the best education to anyone in the planet.

Released in the Philippines last January 2014, QS has since then provided an avenue for more than 600,000 students and 50,000 teachers to access English, Mathematics, Science and Technology materials among others. The lessons and quizzes are totally aligned with the National K to 12 Basic Education Curriculum. Department of Education Division Offices in Quezon, Pasay, Marikina, Cavite, Manila, Muntinlupa, and Bacolod have officially adopted it as their learning management system.

In a study conducted by Pitagan (2015) on the exposure of students to Quipper School (QS), the students were divided into three groups, one of which had no exposure to Quipper School, one with intermittent exposure, and one with constant exposure. The trial was run for a series of classes to see if introducing QS to the classroom had any effect on students learning outcomes. The result of the study revealed that the group with constant exposure to QS scored higher than the other two groups, and that a

greater number of students passed their exams (80% for the group with constant exposure to QS, compared to 52% for the group with no exposure). Results further revealed that the students who were exposed to Quipper School also had the highest level of attendance, reaching an average of 90% compared to the other two groups, which had attendance rates of 83-84%. Assignment submission rates also soared by over 10% compared with the group that had no QS exposure. The study showed that Quipper School has a significant impact on improving student learning outcomes, and will be followed up with a more extensive study that will be run simultaneously in multiple schools for further analysis.

Moreover, in QS's National Principals' Conference in April 2015, all were convinced that QS is a good technological intervention in teaching and learning of Mathematics. In a study conducted in four district schools in the National Capital Region (NCR) in 2015, the principal of Southern District School believes that QS should be used in all classes in the school because it would greatly help improve the performance of students. He also said that QS was utilized for the National Achievement Test review for Grade 10 students, which raised their rank from being one of the lowest to being one of the highest in 2015. This is supported by the principal from Northern District School pointing out that QS is a very good platform in ensuring smooth flow of lessons and quality contents. The principal from Eastern District School also said that adopting ICT into teaching and learning is an effective tool. She believes that Quipper School will be a big help in increasing the students' achievement and is very much willing to let her teachers start and/or continue to use QS. The Capital District School's principal further believes that ICT would be very helpful in the learning process of the students. He said that QS will enhance the teaching pedagogy of the teachers and provide experiential learning to the students.

Both the pilot and NCR findings suggest that students with constant or intermittent exposure to QS are more likely to foster higher mean scores, higher passing rate in tests, and higher attendance rate. Although students who have constant or intermittent exposure to QS are more likely to submit assignments, it is important to consider the availability of equipment both inside the school and outside. Moreover, although there is lack of facilities and access to technology, students, teachers and principals are all convinced that QS is a very helpful tool for teaching and learning; they are also very satisfied with the features of the QS platform.

However, these findings are contradicted by an exploratory study of Abidin, Z., Mathrani, A., Parsons, D., Suriadi, S. (2015) which aimed to investigate the preparedness of teachers in integrating mathematics subject content with mobile technologies. The findings showed that teachers mostly do not know about mathematical literacy, indicating that the concept of mathematical literacy needs to be promoted. Further, it was found out that most schools prohibit the use of mobile devices in classrooms as they are wary of inappropriate use of mobile devices which may harm students' mental health and distract them from learning. The study finds this to be the most common cause for teachers' reluctance in using mobile learning.

Nonetheless, with the global problem of teachers such as lack of time and poor use of ICT, Quipper School has come to be a great news. QS can let teachers cut down on manual tasks and focus on improving results. It provides a rich content aligned with the national K to 12 curriculum. Its basic functions are free. And it is a fun way to learn since it is gamified, plus it gives a user-friendly interface. Moreover, QS lets teachers monitor students' progress, gives freedom for teachers to create their content, and students can learn anytime, anywhere. Not only does QS cater to the students' needs in English, it also provides enrichment activities and assessments in other tool subjects like Science and

Technology, Mathematics, Social Studies, Filipino, and ICT. The contents are developed by the local content editors, and among them are retired teachers and education-related professionals.

The study of Ounis (2016) sought to unveil the teachers' conceptions regarding the implementation of ICT at the tertiary level. An interview was held at the Higher Institute of Languages in Gabes with 25 high school language teachers of English who were included in this study through random sampling. The findings revealed that most of the informants held positive attitudes towards the implementation of ICT. They mainly alluded to the perceived positive effects not only on their own EFL teaching practices but also on their students' learning processes and strategies. Despite the merits that are achieved through ICT, this study aimed also to pinpoint to a number of challenges that still have to be dealt with.

Education, both public and private, is shifting to "Mobile", and the Philippines, as well as other South East Asian countries, is leading this trend. The whole world is watching us, and it is a great opportunity for the teachers, students, and government in the Philippines to showcase what is possible in mobile learning (Quipper School, 2015).

Each of us, educators can bring about this learning revolution in our respective classes. All we need is an innovative spirit, flexibility, imaginative mind, and a strong will and passion to teaching.

The cited literature and studies helped the researcher conceptualize the present study.

Developing Students' Reading Comprehension Level through Technology Integration

Roskos & Neuman (2014) attempted to highlight a number of best practices in reading that can be implemented in the classroom. The researchers closely worked with teachers in professional development to bring e-books and technology to the classroom, recognizing the enormous potential that these books can have on children's motivation to read and focus on vocabulary development and its linkage to conceptual development and comprehension.

The following reading practices are dynamic, ever growing, and based on powerful evidence of children's achievement as we continue to grapple and to improve reading instruction for all in the 21st Century.

Children need explicit instruction in vocabulary development. As most reading professionals recognize, vocabulary plays a fundamental role in learning to read. As learners begin to read, they follow the printed vocabulary encountered in texts into oral language. Understanding text, therefore, depends on how a child is able to translate letter-sound correspondences into known words and comprehensible concepts. Word knowledge (e.g., oral language) seems to occupy an important middle ground in learning to read.

Vocabulary, or the labels that we use, are merely the tip of the iceberg. Rather, these words relate to a network of concepts that children develop earlier. They enable children to build knowledge network connections between concepts that are meaningful and enduring in their longer-term memory and are primary in comprehension development. They become the background knowledge that we know needs to be activated when children are trying to make sense of new ideas. Teaching words in meaningful semantic clusters enhances children's reading development.

Children need to develop knowledge through text. Early in our years in the reading profession, we used to hear the common phrase, "I do not care what the child reads, as long as he or she reads." But now we know that this is a bit of a misnomer. We do care what children read. Having children engage in books of high quality introduces them to new words, ideas, and events outside of

their daily experience. Even in the very early years, children gain a tremendous storehouse of knowledge through their interactions with books.

We need efforts to increase children's exposure to information texts as these have now taken center stage. Studies suggest that the information genre may elicit more cognitively demanding teaching interactions around vocabulary than narrative.

Although we applaud the attention to information books, it would be wrong to discount the enormous amount of information that children acquire through narrative and storybooks as well. Conveyed through rich characters, events, and plots sequences, these stories can often convey information in ways that spark children's imagination and thought processes not possible through information texts. Therefore, it is important to consider multiple genre and how these different genres may contribute to children's knowledge and desire to learn.

Rereading helps children to reinforce, deepen, and consolidate learning from reading. More rigorous English language arts standards worldwide are revitalizing the longstanding but too often overlooked instructional technique of rereading. As an integral part of the directed reading lesson, rereading typically occurs toward the end of the lesson for the purpose of extending comprehension of content. Students were guided to reread excerpts for new purposes, such as investigating a concept, generalizing, and thinking critically or creatively, *after* reading and discussion.

Children's motivation to read is enhanced through digital texts. The transition from paper textbooks to digital textbooks is at full throttle. It is unstoppable and will advance at a swift pace into the immediate future. Using digital textbooks in reading instruction, therefore, is no longer an *if-no-maybe* proposition. It is a best practice that can personalize student learning, increase relevant instructional time, and support differentiation to meet students' specific needs. Digital textbooks provide teachers with opportunities to apply proven practices (the best ones) more often with all students that in turn increase student opportunities to engage in meaningful and appropriate learning experiences.

Because teachers have access to timely data (embedded in digital textbooks), the ability to connect students with the content and activities that meet their individual learning styles and needs, they can personalize learning for more students at any given time and ensure that all students are reaching their full learning potential.

Children need to pay attention to syntax to strengthen comprehension. Attention to syntax or sentence structure has not been a high-priority best practice for many years, although parsing sentences as an aid to comprehension has a long history in reading instruction. To read complex, challenging texts, students must become familiar with increasingly complex sentences of written language. They need to cultivate a syntactic awareness of sentence structures used in the more formal language of books. Written text requires more words than talk; it uses more conventions; it is more precise; it is more abstract.

Drawing students' attention to the sentence structures and conventions of written language and illuminating differences between speech and writing helps them to grasp the elaborated structures of written language and learn from reading. Teaching students how to parse sentences for meaning is not a new instructional technique, but doing so more deliberately with greater intensity and frequency definitely is, thus affirming its enduring worth as a best practice.

Quipper School is a leader in providing free content and assessment tool in the Philippines. It shares the vision of a comprehensive technology integration across grade levels in all subject areas. It is learner-centered and constructivist in nature. All the resources utilized in QS are anchored at the national

K to 12 curriculum of the Department of Education. Quipper School provides a comprehensive systems of effective assessment and evaluation based on user analytics which could be integrated to the grading system when appropriate. In the field of language teaching, especially in teaching reading comprehension, Quipper School can increase students' motivation level to read more since QS is a gamified platform. For each correct answer to assigned tasks, they can get coins with corresponding points. This may make them want to read more and master the skills and competencies taught. Quipper School students are also allowed to work at their own pace since the time set by their teacher is ample enough for them to accomplish the task(s). In the QS lectures, language competencies are identified at the outset, making the students fully aware of the target skills. As they go along with the lecture, QS provides them study notes feature for them to write their notes on. They may be able to use their notes as they answer the exercises. In the test, they may be asked to choose, identify, match, categorize, organize, and classify information. This gives students time to think more and are likely to get a correct answer since the information is presented in a comprehensive manner. A real-time feedback is then sent to both the student and the teacher in their QS page. This QS feature gives teachers quick access to know the strengths and weaknesses of students, thereby focus on improving instruction, particularly that of reading comprehension.

The study of Cornel (2001) pointed out that students' lack of adequate comprehension skills in the English language remains one of the biggest problems in the Philippine education today. It is not that learners fail to accurately recognize and pronounce words written or spoken in English, but it is that they fail to grasp or comprehend what they hear or read.

Comprehension is still the ultimate block in teaching-learning performances, the teachers' bugbear and the students' crossroads. In fact, students' poor comprehension is one of the causes of their poor performance in achievement tests. While students who have a strong foundation in reading and received encouragement at home can excel in school (Yubane, Kanda, & Tabichi (2007).

On the other hand Ozdemir (2009) stressed that reading is fundamental in getting knowledge as all the lessons and learning activities are mostly based on the power of comprehensive reading; indeed, it is really necessary to read comprehensively. In addition, reading comprehensively really affects a learner's education and his life as a whole. Learning in any lesson depends on understanding of the learning instrument of that lesson; thus, a learner who cannot read comprehensively finds it difficult for him/her to be successful in his or her lessons.

Furthermore, Ono, Day, & Harsch (2004) emphasized that reading has the potential to help English language learners become better readers and make improvements in other aspects of their English skills.

According to Al- Khateeb (2010) reading comprehension is considered the real core for the reading process; and a big process around which all other processes are centered.

Comprehension is the peak of the reading skills and the basis for all reading processes. It is viewed by some researchers as the ultimate objective of the reading process, since he who does not comprehend what he reads is considered as if he has not read.

The course of day-to-day living involves reading and understanding what you have read. From the very simple traffic signs to labels of basic commodities and medicines or just simply following directions at home, offices, and schools and even in business or social interactions, reading still remains an essential tool in mastering these common human activities (Cornel, 2001).

How is traditional, in-class reading different from online reading? The following list was put together through a crowd-sourcing effort by Hodgson (2010).

Traditional (in school)	reading	Online reading
Texts are mostly narrative (e.g. novels, short stories, plays, poems).		Texts are mostly informational.
Reading takes place mostly in whole-class or small group reading activities; readers can be grouped together by level.		Reading is more individualized, often with one student at one computer.
Writers/sources are typically deemed authoritative by virtue of being published.		Because it is easy for anyone to publish online, authority of information typically merits more evaluation.
Information typically consists only of text, sometimes with images.		Hyperlinks, images, audio, and video are usually part of the reading experience.
Information typically flows sequentially (from the first word of the book to the last).		Information can flow non-sequentially (one word might lead via hyperlink to an entire new piece of reading).
Reading is focused on one page at a time — choice of the reader is limited.		Reading can be interactive (reader response possibilities, potentially limitless decisions about where to go with the text, etc.).

An experimental study was conducted by Bhatti (2013) to examine which of the two methods of teaching reading skills, (an instructor-led class vs. computer-assisted language learning (CALL) aided secondary students in improving the literal, inferential, and evaluative levels of reading skills. The research study included two randomly selected groups of ninth-grade students of a public sector secondary school. Participants' reading skills were measured by pre- and post-tests by a panel of three examiners. A paired one-tailed t-test was used to analyze test scores. Results show that CALL was 35%

more effective than the traditional instructor-led class. Although the study suggests that CALL provides a more conducive learning environment for teaching reading, it must be used effectively.

Working on the learners' comprehension is probably the most difficult task for language or reading teachers. It is because teaching comprehension is teaching interrelated skills and knowing the learners' individual personalities. In this sense, teachers must be aware that they are not just program implementers or knowledge facilitators but designers of instruction who can bridge the gap between the learners and the body of knowledge (Walcutt, Lampert & McCracken, 1974 in Cornel, 2001).

The study of Gillaco (2014) determined the reading profile of all Jose Rizal Memorial School Grade IV pupils enrolled during the S.Y. 2013-2014 through their level of word recognition and level of reading comprehension which were the bases in designing a reading program. The data on word recognition were observed through pronunciation and oral reading speed using the Dolch's Basic sight words while the reading comprehension was through answering questions right after their silent reading. Based on the standard set by the Philippine Informal Reading Inventory (PHIL-IRI), the respondents were with mastery in reading the basic sight words; only few miscues were identified. In terms of reading comprehension, majority of the respondents were considered under the instructional level which means that they would still benefit from further reading instructions since they are not pupils who refuse or withdraw themselves to read. They can read with assistance and with proper guidance and soon are expected to be independent readers.

For reading comprehension to succeed, reading teachers must provide an environment or instructional situations that will give students an opportunity to experience and use the language (Hayes, 1991 in Cornel, 2001).

Ness (2009) identified the frequency of reading comprehension instruction in middle and high school social studies and science classrooms and explore teachers' perceptions of and beliefs about the need for reading comprehension instruction. In 2,400 minutes of direct classroom observation, a total of 82 minutes (3%) of reading comprehension instruction was observed. The qualitative findings reveal that teachers did not feel qualified or responsible for providing explicit instruction on reading comprehension. Teachers pointed to the pressure to cover content in preparation for state standardized tests as barriers to providing reading instructions.

An exploration of the relationship between motivation and reading comprehension in tenth grade English/language arts students was conducted by Knoll (2000). The participants were given a short story to read and then a short test for motivation and a reading comprehension quiz were administered. Both assessment tools were then scored and the results analyzed, using the Pearson r to measure the significance of the coefficient. The results of correlation (0.73) between motivation and reading comprehension indicates that there is indeed a strong relationship between the two variables. This strong relationship seems to indicate that a focus upon the motivation of students with low reading scores would be beneficial to those individuals.

Readiness for, and achievement in, reading also depend on the pupil's motivation. Lack of interest is an important cause of poor reading. To achieve in reading, the child must want to learn (Hermosa, 2002). This is when the reinforcement theory comes to life. According to this theory, there are three types of reinforcement: positive reinforcement, negative reinforcement, and punishment. On the one hand, the frequency of a behavior increases if an individual is positively reinforced (rewarded) for the behavior, or if an unpleasant condition is removed or reduced in intensity (negative reinforcement). On the other hand, the frequency of behavior decreases if the individual is punished for

it. If a previously reinforced behavior is no longer reinforced, its rate of occurrence decreases; the desired behavior is extinguished (Stipek, 2001).

Fortran & Mangrum (2002) have reduced the many factors that contribute to a student's motivation to four core factors. Considering these core factors in lesson planning increases the probability of motivating students. PARS is an acronym for these factors, a mnemonic device for remembering the strategy.

P (Purpose). Students acquire more meaning from what they read if they have a purpose for reading. Purpose defines the specific information and understanding they are to look for as they read.

A (Attitude). Students acquire a positive attitude toward reading if their teachers have positive attitudes toward their students. Negative attitudes and punishment cause students to withdraw from teachers, their subject areas, and their assignments.

R (Results). Providing students with feedback on their performance is one way to teach them what they should and should not do the next time they face a similar situation.

S (Success). Every student needs to find some success in every lesson you teach and in every assignment you make. Accumulation of successes increases motivation for future assignments.

PARS is a useful acronym and mnemonic device for remembering the four core factors in motivating children to read and learn.

Another investigation was conducted by Hameed (2012) to determine the effect of the directed reading thinking activity through using cooperative learning on English secondary stage students' reading comprehension. The experimental group was composed of 22 students and the control group was composed of 20 students. The teaching program was based on a strategy which included the direct reading thinking activity through using cooperative learning designed to teach four units to the experimental group. The same units were taught to the control group through the traditional strategy. The result of the study revealed that there is a significant difference at ($\alpha = 0.05$) in the reading comprehension in favor of the experimental group, due to the instructional strategy.

In the light of the above researches, it is but fitting to say that for language learners to be genuinely interested in the class and be able to learn and extend their fullest potentials, they have to be provided with interesting and challenging materials and an environment promoting the 21st Century skills.

Saturia (1995 in Baluran, 2003) claims that if an educational technology employed in the classroom can make the learners actively involved in their own learning through interaction with the teacher, other learners, with the technological software and hardware and their environment, then it can produce optimal learning. It is in this kind of educational technology that if repeatedly employed in Philippine classrooms, then quality in education should not be far behind. Further, this claim is also supported by Au (1981 in Baluran, 2003) saying that learning takes place during the time the student is actively engaged with a complex, realistic instructional context.

Summary

The foregoing review of literature and related studies amalgamated the critical points discussed by the different authors. The cited theoretical and empirical concepts served as the researcher's focal reference in ascertaining the correlates and/or relationships of variables that are involved in the study.

Due to the advancement in information technology, instructional materials designed and developed using multimedia have provided potential learning opportunities. Examining their effects on learning and teaching, particularly in teaching reading comprehension is something worthwhile.

The study of Cornel (2001) stressed out that students' lack of proper comprehension skills in English language is still one of the biggest problems in the Philippine education today. This is also echoed in Sumagaysay's study in 2003. Further, Yubune, E., & Kanda, A., & Tabuchi, R. (2007) also mentioned that students who excel in school are those who have strong foundation in reading.

Knoll (2000) states that there is a strong relationship between students' motivation and reading comprehension. This is supported by Hermosa (2002), and Fortran & Mangrum (2002).

Optimal learning can be achieved through the use of educational technology in the classroom. It can make the learners actively involved in their own learning through interaction with the teacher and with other learners (Saturia, 1995 in Baluran, 2003). This is supported by Au (1981 in Baluran, 2003) and Murcia (2006) mentioning that media make the task of language learning a more meaningful and exciting one.

In the study of Bhatti (2013), the results show that Computer-Assisted Language Learning (CALL) was 35% more effective than the traditional instructor-led class. CALL also provides a more conducive learning environment for teaching reading.

The study of Pitagan (2015) revealed that the group with constant or intermittent exposure to Quipper School (QS) is more likely to foster higher mean score scores, higher passing rate in tests, and higher attendance rate than those who have zero exposure to it. Ounis (2016) also supported these findings revealing that most of the informants held positive attitude towards the implementation of ICT.

However, despite the merits that are achieved through ICT, Abidin, Mathrani, Parsons & Suriadi (2015) found out that most schools prohibit the use of mobile devices in classrooms as they are worried about the inappropriate use of mobile devices which may harm students' mental health and distract them from learning.

With all the benefits technology can bring, let us remember that technologies used in class are only tools that can mediate and enhance learning. They constitute means for an end, not the end in itself (Parker, 2008). Moreover, for the students to be genuinely interested in the class and be able to learn and extend their fullest potentials, they have to be provided with interesting and challenging materials and an environment promoting the 21st Century skills.

Chapter 3

Research Design and Methodology

This chapter includes two parts: (1) Research Design, and (2) Methodology.

Part One, Research Design, includes the discussion of the research design that guides the collection, measurement, and analysis of data.

Part Two, Methodology, includes the description of the participants, instruments, intervention, data collection procedure, and data analysis procedure.

Research Design

This study determined the effect of Quipper School (QS) as an online supplementary tool on Grade 11 students' reading comprehension performance. To achieve the aim of this study, a quasi-experimental pretest-posttest control group design was employed. Such design was applied because random assignment is quite impossible when intact groups are involved (Fraenkel & Wallen, 2009). The matching-only pretest-posttest control group design specifically suits the research since the 65 participants were matched on certain variables. In this study, the 52 Grade 11 students were matched according to sex and scores in the pretest.

According to Fraenkel & Wallen (2009), although matching is not a substitute for random assignment, it provides adequate control of sources of invalidity. The assignment as to which group be under instruction with Quipper School and Conventional Instruction (Lecture-Discussion Method) was done randomly through a toss coin. The entire class, rather than individual participant was randomly assigned the treatment. After which, the individuals receiving one treatment were matched with individuals receiving the other treatment. The design of this study is shown in Figure 4.

In this study, both the experimental and control groups took the pretest. Then, both of the groups received the same instructions through a Lecture-Discussion method. However, the former was exposed to instruction with Quipper School given in a form of enrichment activities which were done after the class, while the latter was exposed to Conventional Instruction approach in which enrichment activities were given in the form of worksheets done after the class as well. Posttests then followed for both groups after the interventions.

Methodology

Participants. The participants of the study were the Grade 11 Senior High School students of Jaro National High School in the Division of Iloilo City. They were enrolled in English 11 courses, particularly in the subject English for Academic and Professional Purposes (EAPP) during the first semester, school year 2017-2018. Out of the four sections enrolled in the course, two sections composed of more or less 35 students each were chosen primarily because of the three reasons: (1) the two sections utilized only one room, (2) the schedule of classes was successive, and (3) only one teacher (the researcher himself) handled the two classes. Since this study applies the matching participants, 65 students were matched according to sex and their scores in the pretest. Only 26 of those pairs were considered as matched and were included in the results of the study.

Data Gathering Instruments. The study involved a researcher-made test adapted from various sources which underwent content validation, item analysis, and reliability testing. The same instrument was utilized for both the pretest and posttest. The only difference was the arrangement of the items and also the arrangement of the choices in the multiple-choice questions. The test underwent a content validation by the three experts in English and was pilot-tested to Grade 11 Senior High School students who were not participants of this study.

The teacher-made reading comprehension test was adapted from the National Achievement Test (NAT) Reviewers (Abasta, E., Bañaga, E., Diana R., Gagarin, E., Maraggun, L. (2011), Basig, M., Alfonte, A. (2012), Alferoz, M. & MSA Math Tutoring Center (1998). Generally, the 40-item test measures the students' ability to answer questions about a broad range of basic to complex reading comprehension skills. More specifically, the focus was on the students' ability to differentiate academic to non-academic reading materials, determine academic texts structures in various disciplines, locate the main ideas, skim and scan various texts, summarize the content of academic texts, paraphrase given texts, and outline reading texts in various disciplines. For the present research, the test was used to see the control and experimental subjects' comparable reading comprehension level in English, particularly in reading comprehension, as influenced by the utilization of Quipper School.

To determine the students' reading comprehension performance, the following arbitrary scale and description was formulated and used.

Scale	Description
32.00 – 40	Very High
24.00 – 31.99	High
16.00 – 23.99	Average
8.00 – 15.99	Low
0 – 7.99	Very Low

The face and content validity of the teacher-made reading comprehension test as well as the worksheets and QS online exercises were determined by the three experts in language teaching assigned. They were considered due to their expertise in literature, English language teaching, reading, and test construction. Unanimously, on a scale of 0-3 (0=not at all, 1=weak, 2=adequate, 3=strong), the materials garnered a score of 3 which when interpreted means “Strong”.

To achieve reliability, the test used in the study was pilot-tested and was item-analyzed. In fact, its internal consistency was established through Kuder-Richardson 20 resulting to a high reliability at 0.848.

Intervention

This study employed two teaching strategies, namely: Instruction with Quipper School (QS) and Conventional Instruction (Lecture-Discussion Method). Both classes were taught with the same topics. They were also taught by the same teacher (the researcher himself). The teaching strategy used was the only difference in teaching the two groups. Each of the two groups was taught during their class hours (1:00-3:00 PM, Monday and Tuesday for the Quipper School class and 9:00-11:00 AM, Wednesday and Thursday for the lecture-discussion class) for a total of 4 hours per week in each class. A total of six weeks of a 2-hour period class was spent for the actual lessons. All participants in the Quipper School group attended an orientation on how to register and use the platform prior to the experimentation period. Also, an orientation was conducted for the conventional group on how the class should be conducted.

There were six detailed lesson plans prepared for the control group and the experimental group. The lesson plans were based upon the Curriculum Guide (CG) of the Department of Education for the subject English for Academic and Professional Purposes (EAPP). The lesson plans were validated by three experts in English language teaching. Since the use of QS was a new teaching strategy to the researcher, three of the lesson plans were pilot-tested to two other classes in English 11 which was observed by the panel.

Data Gathering Procedure

At the outset of the experimentation and for ethical considerations, a letter of consent was secured first from the parents and/or guardians of the participants. The participants were also given a letter of assent before the actual experimentation. After which, a day orientation was set for the experimental group to be aware of the platform – Quipper School – and for them to register online. The control group was also oriented on the use of worksheets as their enrichment activity. Each participant from the experimental group was guided to register online to secure a Quipper School account. Before the intervention, a pretest was administered to both the Quipper School class and the lecture-discussion group to measure their initial performance in reading comprehension. The test was given separately to

both groups in different sessions. After the intervention, the same set of tests was given to students separately.

Before the implementation of the experiment, lesson plans used for both the Quipper School and the lecture-discussion approach were implemented first to two other English 11 classes where a teacher-observer noted down important items to be emphasized, eliminated, enhanced, and improved in the plan. The observers used a guide during the observation.

The instrument used in the study was pilot-tested for reliability testing (internal consistency) utilizing the Kuder-Richardson 20 and was item-analyzed. In this multiple-choice test, every correct answer gained one point.

Data Analysis Procedure

The following descriptive and inferential statistical tools were utilized in the study:

Mean. The obtained mean scores were used to describe the pretest and posttest performance of the participants in Reading Comprehension.

Standard Deviation. To determine the homogeneity and heterogeneity of the students in terms of their pretest and posttest performances in Reading Comprehension, this statistical tool was used.

t-test for independent samples. This was used to see the significance of the differences between the pretest performances, posttest performances, and mean gain performances of the two groups under study.

The significance of the difference between the pretest performances of the two groups were determined to establish the point of comparability of the two groups.

Wilcoxon Signed-Rank test. This is a non-parametric test used to determine the significance of the difference between the pretest and posttest performances of each group.

All tests were set at 0.05 alpha for a two-tailed test.

Statistical computations were availed of through the use of Statistical Package for Social Sciences (SPSS) software.

Chapter 4

Results and Discussions

This chapter deals with the results of the study. It consists two parts: (1) Descriptive Data Analyses, and (2) Inferential Data Analyses.

Part One, Descriptive Data Analyses, presents the description of the participants' pre-experimental and post-experimental scores.

Part Two, Inferential Data Analyses, shows the significance of the differences in the mean scores of the control group and experimental group. Moreover, it reveals the difference in their mean gain performances.

Descriptive Data Analyses

The descriptive statistics employed in the analysis and interpretations were the mean (M) and the standard deviation (SD).

Pretest and Posttest Performances of the Control Group

Table 1 shows that the pretest performance of the respondents taught using the conventional instruction was Average ($M = 22.38$, $SD = 4.64$). However, after the period of experimentation, their posttest results became High ($M = 25.03$, $SD = 3.68$).

This indicates that better learning took place as a result of instruction. This is supported by Bilbao’s statement (2008) that better learning can be demonstrated, and intended learning can be achieved through effective teaching.

Moreover, this reaffirms the reinforcement theory cited by Stipek in 2001 which stipulates that if an individual’s behavior is positively reinforced, better results are achieved.

Table 1

Pretest and Posttest Performances of the Control Group

Conventional Instruction	<i>M</i>	<i>SD</i>	Description
Pretest	22.38	4.64	Average
Posttest	25.03	3.68	High

Note: 32.00-40, Very High; 24.00-31.99, High; 16.00-23.99, Average; 8.00-15.99, Low; 0-7.99, Very Low

Pretest and Posttest Performances of the Experimental Group

As can be gleaned from Table 2, the pretest performance of the respondents taught using Quipper School was Average ($M = 20.65$, $SD = 5.02$). Their posttest results also pegged at Average ($M = 22.30$, $SD = 4.98$).

The results further show that there was a slight increase in students’ reading comprehension performance by 1.65 as indicated by their pretest and posttest mean scores.

This implies that the students, after having been exposed to instruction with Quipper School, have shown minimal improvement in their reading comprehension performance.

As cited by Bilbao, et al. (2008), technology plays an integral role in instruction delivery to the students. However, as mentioned by Oppenheimer (2003), technology by itself cannot change the nature of classroom instruction. Teachers still need to guide learning experiences.

Table 2

Pretest and Posttest Performances of the Experimental Group

Instruction with Quipper School	<i>M</i>	<i>SD</i>	Description
Pretest	20.65	5.02	Average
Posttest	22.30	4.98	Average

Note: 32.00-40, Very High; 24.00-31.99, High; 16.00-23.99, Average; 8.00-15.99, Low; 0-7.99, Very Low

Inferential Data Analyses

The significance of the differences between the mean scores of the control group and the experimental group were also determined in this study.

For this purpose, the *t*-test for uncorrelated means and the Wilcoxon Signed-Ranks test were employed. All inferential statistics were processed through the Statistical Package for Social Sciences (SPSS) software.

Difference in the Pretest Performances of the Control Group and the Experimental Group

The result of the *t*-test for uncorrelated means shown in Table 3 reveals no significant difference ($t(50) = 1.289, p = 0.203$) in the pretest performances between the control group and the experimental group.

This means that the respondents in both groups have almost the same performance in reading comprehension, i.e., they are comparable prior to the interventions.

This implies that using the two methods for both groups in teaching reading comprehension can yield comparable performance.

Table 3
Difference in the Pretest Performances of the Control Group and the Experimental Group

Category	<i>M</i>	Mean Difference	<i>df</i>	<i>t</i> -value	<i>P</i>	Confidence Interval
Control	22.57					
Experimental	20.65	1.73	50	1.289	0.203	-0.96 4.42

Difference in the Posttest Performances of the Control Group and the Experimental Group

The result in the *t*-test for uncorrelated means in Table 4 shows that there was a significant difference ($t(50) = 2.246, p = 0.029$) in the posttest performances between the respondents taught using conventional instruction and those taught using Quipper School.

This means that the control group and the experimental group are not the same in their performance in reading comprehension.

This implies that using conventional instruction and utilizing Quipper School in teaching reading comprehension to students results in a different performance. This further implies that using conventional instruction as a teaching method contributes to students’ better performance in reading comprehension.

This result contradicts the findings of an experimental study conducted by Bhatti in 2013. In the study, the two methods (an instructor-led class versus computer-assisted language learning or CALL) were examined in teaching literal, inferential, and evaluative levels of reading skills. The results of the study showed that CALL was 35% more effective than the traditional instructor-led class.

This might have been the case since in teaching reading comprehension to students using Quipper School, reading is more individualized, with one student at one computer. Reading is interactive using audio and images, and information flowed non-sequentially which the students might not have been used to.

Table 4

Difference in the Posttest Performances of the Control Group and the Experimental Group

Category	<i>M</i>	Mean Difference	<i>df</i>	<i>t</i> -value	<i>P</i>	Confidence Interval
Control	25.03	2.73	50	2.246*	0.029	0.28 5.17
Experimental	22.30					

**p* < .05

Difference between the Pretest and Posttest Performances of the Control Group

The result of the Wilcoxon Signed-Rank test in Table 5 shows that there was a significant difference (*Z* = 2.828, *p* = 0.005) between the pretest and posttest performances of the control group.

This means that the students in the control group taught using conventional instruction have significantly improved in their performance in reading comprehension.

This likewise implies that the conventional instruction helped students perform better in reading comprehension.

As cited by Au (1981 in Baluran, 2003), learning takes place during the time the student is actively engaged in realistic instructional context.

Table 5

Difference between the Pretest and Posttest Performances of the Control Group

Variables	Ranks	<i>N</i>	<i>Z</i> -value	Mean Rank	Sum of Ranks	<i>p</i>
Posttest - Pretest	Negative Ranks	5 ^a	2.828*	10.30	51.50	0.005
	Positive Ranks	19 ^b		13.08	248.50	
	Ties	2 ^c				
	Total	26				

* *p* < .05 Note: a. posttest < pretest; b. posttest > pretest; c. posttest = pretest

Difference between the Pretest and Posttest Performances of the Experimental Group

The result of the Wilcoxon Signed-Rank test in Table 6 shows that there was no significant difference (*Z* = 1.734, *p* = 0.083) between the pretest and posttest performances in reading comprehension of the students taught using Quipper School.

This means that regardless of the method (instruction with Quipper School) employed by the teacher, the performances of the students in reading comprehension reflected in their pretest and posttest did not significantly improve.

The result opposes the study of Pitagan (2015) showing that Quipper School has a significant impact on improving students' learning outcomes in Mathematics instruction.

Despite the merits that are achieved through ICT, this study also sought to pinpoint a number of challenges that still have to be dealt with as far as language teaching, particularly teaching reading comprehension is concerned. As mentioned by Flamand (eHow Contributor in Veira, 2015), teachers

must keep their traditional devotion to students and keep hands-on interaction. The teaching-learning process is based on direct interaction between the students and the teacher (Malik, 2012).

Table 6

Difference between the Pretest and Posttest Performances of the Experimental Group

Variables	Ranks	N	Z-value	Mean Rank	Sum of Ranks	of p
Posttest - Pretest	Negative Ranks	8 ^a	1.734	11.19	89.50	0.083
	Positive Ranks	16 ^b		13.16	210.50	
	Ties	2 ^c				
	Total	26				

Note: a. posttest < pretest; b. posttest > pretest; c. posttest = pretest

Mean Gain Performances of the Control Group and Experimental Group

Table 7 reveals the mean gain performances of the two groups. As shown, the control group has 2.65 mean gain while the experimental group has 1.65 mean gain.

This means that the control group has performed better than the experimental group as far as reading comprehension is concerned.

This implies that employing conventional instruction as a teaching method may yield a better result in teaching reading comprehension to students. For reading comprehension to succeed, reading teachers must provide an environment or instructional situation that will give students an opportunity to experience and use the language (Hayes, 1991 in Cornel, 2001).

Table 7

Mean Gain Performances of the Control Group and Experimental Group

Category	Pretest	Posttest	SD	Mean Gain (Posttest - Pretest)
Control	22.38	25.03	3.71	2.65
Experimental	20.65	22.30	4.60	1.65

Difference in the Mean Gain Performances of the Control Group and Experimental Group

The result of the t-test for uncorrelated means in Table 8 reveals no significant difference in the mean gain performances in reading comprehension between the control group and experimental group ($t(50) = 1.061, p = 0.294$).

This indicates that although both groups gained significantly after the intervention, their reading comprehension performances remain comparable, though the control group achieved a higher gain than the experimental group.

This further reveals that instruction using Quipper School is as beneficial as conventional instruction in teaching reading comprehension.

Technology only constitutes a means to an end, not the end in itself. As mentioned by Belasco in 2000, effective teachers are not bound to only the prescribed methods of teaching and problem solving. They are vigilant enough to judge students' problems that are academic as well as emotional, and try to resolve them on the spot.

Table 8

Difference in the Mean Gain Performances of the Control Group and Experimental Group

Category	Mean Gain	Mean Gain Difference	<i>df</i>	<i>SD</i>	<i>t</i> -value	<i>p</i>
Control	2.65	1.00	50	3.71	1.061	0.294
Experimental	1.65			4.60		

Chapter 5

Summary, Conclusions, Implications, and Recommendations

This chapter comprises four parts, namely: (1) Summary; (2) Conclusions; (3) Implications, and (4) Recommendations.

Part One, Summary, restates the main points of the problem, essential methods, and concrete findings as vital aspects of the study.

Part Two, Conclusions, draws justifiable inferences from the tangible outcomes of the investigation as related to existing principles and preceding researches.

Part Three, Implications, clarifies relationships between the findings of the present investigation and the existing related theories and practices.

Part Four, Recommendations, advances feasible ways of undertaking supplementary explorations in view of the findings and conclusions of the present study.

Summary

The study aimed to determine the effects that Quipper School (QS) as an online enrichment tool may have on the reading comprehension performance of selected Grade 11 Senior High School students of Jaro National High School – Senior High School, Division of Iloilo City.

More specifically, this study sought answers to the following questions:

1. What are the pretest and posttest performances in reading comprehension of the students taught using conventional instruction?
2. What are the pretest and posttest performances in reading comprehension of the students taught using Quipper School for enrichment?
3. Is there a significant difference in the pretest performances in reading comprehension of students taught using conventional instruction and those taught using Quipper School enrichment?
4. Is there a significant difference in the posttest performances in reading comprehension of students taught using conventional instruction and those taught using Quipper School enrichment?
5. Is there a significant difference between the pretest and posttest performances in reading comprehension of students taught using conventional instruction?
6. Is there a significant difference between the pretest and posttest performances in reading comprehension of students taught using Quipper School enrichment?
7. What are the mean gain performances in reading comprehension of students taught using the conventional instruction and instruction with Quipper School enrichment?
8. Is there a significant difference in the mean gain performances in reading comprehension of students taught using conventional instruction and instruction with Quipper School enrichment?

Furthermore, this study attempted to prove the following hypotheses:

1. There is no significant difference in the pretest performances in reading comprehension of students taught using conventional instruction and those taught using Quipper School enrichment.
2. There is no significant difference in the posttest performances in reading comprehension of students taught using conventional instruction and those taught using Quipper School enrichment.
3. There is no significant difference between the pretest and posttest performances in reading comprehension of students taught using conventional instruction.
4. There is no significant difference between the pretest and posttest performances in reading comprehension of students taught using Quipper School enrichment.
5. There is no significant difference in the mean gain performances in reading comprehension of students taught using conventional instruction and Quipper School enrichment.

This quasi-experimental study was undertaken to investigate the effect(s) that Instruction with Quipper School may have on the students' performance in reading comprehension among the Grade 11 Senior High School students of Jaro National High School, Division of Iloilo City during the first semester of school year 2017-2018. The participants of the study were the 52 purposively selected Grade 11 Senior High School students who were enrolled in the course English for Academic and Professional Purposes (EAPP). The students came from two separate classes which the researcher personally handled. One class was assigned as the control group (Conventional Instruction) and the other as the experimental group (Instruction with Quipper School). The participants' reading comprehension performance was gauged based on the test given before and after the intervention. The instrument used in the study was the validated Reading Comprehension Test covering crucial reading skills. The test evaluated a broad range of basic to complex reading comprehension skills. Essentially, the focus was on the students' ability to differentiate academic to non-academic reading materials, determine academic texts structures in various disciplines, locate the main ideas, skim and scan various texts, summarize the content of academic texts, paraphrase given texts, and outline reading texts in various disciplines.

The present study lasted for six weeks, during which both groups underwent treatment on the same scheduled days covering the same lessons/topics.

The data gathered in the study were subjected to statistical tests availed through the Statistical Package for Social Sciences (SPSS) software.

To describe the students' reading comprehension performance, the mean and standard deviation were used. The significance of the differences in the mean scores of the control group and experimental group, as well as the difference in their mean gain performances were determined through Wilcoxon Signed Rank test and *t*-test for uncorrelated means. The 0.05 alpha level for two-tailed tests was used.

The following were the findings of the experiment:

1. Before the control group was subjected to Conventional Instruction (Lecture Method), their level of performance in reading comprehension was Average. However, after exposing them to the intervention, they improved their performance to High level.
2. Before the experimental group was taught using Quipper School, their level of performance was Average. After exposing them to the intervention, their level of performance remained to be Average.
3. The result of the study showed that there was no significant difference in the pretest scores between the control group and the experimental group.

4. On the other hand, the result of the study indicated that there was a significant difference in the posttest scores in favor of the control group.

5. Further, the study showed that there was a significant difference between the pretest and posttest scores of the control group.

6. Contrastingly, the study revealed that there was no significant difference between the pretest and posttest scores of the experimental group.

7. The study further revealed that the control group had a higher mean gain compared with the experimental group.

8. Generally, no significant difference was noted between the performance gain in reading comprehension made by experimental group over the performance gain made by the control group.

Conclusions

In view of the foregoing findings of the study, the researcher has drawn the following conclusions:

Instruction with Quipper School (QS) and Conventional Instruction (Lecture-Discussion Method) can both improve students' performance in reading comprehension. As indicated in the study, instruction with Quipper School turned out to have no significant difference in the performance of the students in reading comprehension as compared with Conventional Instruction. This could have been due to the fact that not all students have their own computers; therefore, hands-on learning was quite limited. In fact, in teaching reading comprehension to students using Quipper School, reading is more individualized, with one student at one computer. Reading is interactive using audio and images, and information flowed non-sequentially with which students might not have been used to.

Unlike in the control group where printed worksheets were utilized as a form of enrichment, connectivity has affected students' accomplishment of the assigned tasks in the experimental group; some of them complained that they had low scores due to slow internet connection in their area making them unable to finish the tasks given.

Furthermore, the use of computer particularly the QS platform restricted teacher's intervention, hence some crucial concepts and critical reading comprehension skills were not fully grasped by the students. Also, instruction with Quipper School over Conventional Instruction did not have significant impact to the students' reading comprehension performance due to the fact that the students in the experimental group were a mixture of those who have advanced computer skills and knowledge and those who just have the basic computer skills in which navigating the platform might have been a difficult task.

Although Quipper School is highly technological, entertaining, rewarding, fun, and highly interactive, it has been found out in the present investigation to be as effective as the Conventional method (Lecture-Discussion Method) in teaching the English language, particularly reading comprehension. With the use of printed worksheets and other instructional materials with the presence of a teacher, the Lecture-Discussion Method has been proven to still be an effective method in students' learning in a language class.

In the cultural aspect, it can be inferred from the findings that Filipino students can learn more and perform better academically if there is a face-to-face interaction with a teacher. Although technology may aid in learning, better performance in school is not guaranteed without the teacher's

direct instruction. To maximize the usefulness of ICT in teaching-learning process, further introduction and training both for the students and teachers alike may still be necessary.

Students can learn and develop their language skills through a variety of ways and methods. The researcher thus concludes that a combination of conventional and innovative ways in teaching language arts, particularly reading comprehension skills could yield positive results; no single method can be more effective above the rest. This conclusion is supported by the studies of Hayes (1991 in Cornel, 2001), Sauria (1995 in Baluran, 2003), Oppenheimer (2003), Belasco (2001), Au (1981 in Baluran, 2003), Parker (2008), Malik (2012), Abidin, et.al., (2015), and , Flamand (in Veira, 2015) which pointed out the effectiveness of the combination of conventional and innovative methods in teaching.

Implications to Theories and Practice

The findings in this present study have led to certain implications for theory and practice in relation to the use of technology to improve students' reading comprehension performance.

Due to the advancement in information technology, instructional materials designed and developed using multimedia have provided potential learning opportunities. Examining their effects on learning and teaching, particularly in teaching reading comprehension is something worthwhile.

As what had transpired in the present investigation, instruction using Quipper School can be as beneficial as the conventional instruction in teaching reading comprehension skills. Although the results imply that using conventional instruction and utilizing Quipper School in teaching reading comprehension to students result to a different performance, it might have been the case since in teaching reading comprehension to students using Quipper School, reading is more individualized with one student at one computer. In QS, reading is more interactive using audio, images, and information which flowed non-sequentially. These might have led the students to confusion since most of them have little exposure to online reading.

Although technology integration has been found out to be beneficial in the teaching-learning process, this study also aims to point out several challenges that still need to be addressed especially in language teaching. With all the benefits modern advances can bring, technologies used in class are only tools that can mediate and enhance learning. They constitute means for an end, not the end in itself (Parker, 2008). Moreover, for the students to be genuinely interested in the class and be able to learn and extend their fullest potentials, they have to be provided with interesting and challenging materials and an environment promoting the 21st Century skills.

As mentioned by Belasco (2000), effective teachers are not bound to only the prescribed methods of teaching and problem solving. They need to be more vigilant to judge students' problems that are academic as well as emotional, and try to resolve them on the spot. This is supported by Hayes (1991 in Cornel, 2001) stating that for reading comprehension to succeed, reading teachers must provide an environment or instructional situations that will give students an opportunity to experience and use the language.

Finally, the finding that there was no significant difference in the performance of the students who utilized Quipper School in learning and those who utilized Conventional Instruction in learning the core reading comprehension skills further implies that Lecture-Discussion Method (Conventional Instruction) still plays a great part in students' learning particularly in a language class where reading comprehension skills are to be developed. Traditional practices still have their place in the curriculum and in instruction. Indeed, some critical reading comprehension skills do not really need technological

interventions and are best learned in the classroom where a teacher is directly available. Quipper School should not be viewed as an outright replacement for classroom instruction. It should be developed and implemented with thoughtful considerations in order to yield remarkable results in students' performance and in the teaching-learning process as a whole.

Recommendations

In order to realize the impact of this research investigation based on the findings, conclusions, and implications, the following recommendations and suggestions are advanced:

The findings of this study that Conventional Instruction resulted to students' better performance in reading comprehension may provide supervisors and curriculum makers with objective feedback to improve the curriculum highlighting teachers' roles in the teaching-learning process in 21st Century educational set-up. Through this, common problems like increased number of drop-outs, absenteeism, unsatisfactory students' academic performance and school performance may be addressed. They should also consider harnessing teachers' innovative craft by sending them to seminars in their chosen fields. In the same manner, this study may further provide the school administrators, specifically in Jaro National High School, the basis to restructure academic programs to help improve students' academic performance. To achieve this goal, they may look into the utilization and implementation of technology-based teaching, particularly in ESL teaching programs, in the school. Since it was found out in the present investigation that instruction with Quipper School did not significantly change students' performance in reading comprehension, the school administrators may consider upgrading the school facilities, especially the computer laboratory that it may be provided with fully functional computer units and faster internet connection. Through this, optimal learning may be achieved thereby promoting the 21st Century skills where digital literacy is emphasized.

Although the findings revealed that integrating Quipper School as a form of enrichment to teaching reading comprehension skills did not make a significant difference on students' performance in a language class, language teachers might still be able to find the materials provided by Quipper School useful to enrich their daily classes. However, in order for them to fully take advantage of the benefits of Quipper School, they should conduct in-service trainings and attend webinars regarding the platform's features conducted by Quipper School team. This way, they may be able to better approach the class and the individual student so that the best teaching-learning practice is achieved through careful technology intervention in instruction. Further, since the study revealed that the students who were under Quipper School Instruction remained at an Average level even after the intervention, teachers may also suggest to the school head to have a "Quipper School time" daily so that students will be exposed to the platform's usefulness in education. If the subjects they teach are not readily available in QS, they may also devise their own instructional materials online maximizing the platform's capabilities to aid learning.

To the investors in field of education, the general findings of this study that technology integration (through Quipper School Instruction) did not yield a significant impact on students' performance in reading comprehension may give direction for them to apportion a significant percentage of the budget to help put up infrastructures with functional computers and high-speed internet connections in order to appreciate and see the power of integrating technology in instruction especially in government high schools where it is most needed.

This study might as well serve as a basis of the government policy-makers to further advance the call on modernization of teaching, and that they would take heed to the needs of the 21st Century

teachers and learners. They may provide teachers with more opportunities to advance and harness their craft through the integration of technology in the teaching-learning process.

Through the findings that Conventional Instruction was proven to be an effective teaching method in a language class, parents may realize how big an impact they have on their child's learning by consistently tracking their child's academic performance and progress. They could view their child's learning as a cooperative and collaborative effort among them, the students, the school, and the government. The overall findings of the present investigation could also give light to students for them to study hard and put emphasis on reading comprehension since it is considered as one of the keys towards social transformation. They may also view the latest advantages of technology like Quipper School as their potent tool to meet the 21st Century academic and social expectations that will ultimately lead them to future success in life.

Moreover, future researchers who might perhaps undertake similar studies on the effect of Quipper School and other technological tools or applications on the academic performance of students may venture on an investigation on the use of Quipper School not only in English courses but in other subjects as well. They may investigate the different aspects of the problem not considered by the present investigation.

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APPENDICES

Appendix A

Letter to the Validators

(Date)

Dear Sir/Madam:

I am a graduate student of West Visayas State University and am currently writing a thesis entitled "**Quipper School and the Reading Comprehension Performance of Grade 11 Students**" for which I have constructed a Reading Comprehension Test for the pretest and the posttest, a set of lesson plans, and exercises for both the Quipper School instruction and conventional instruction which will be assessed in a form of worksheets.

In this regard, I am asking for your invaluable help by going over and assessing the validity of these instruments.

Attached is the copy of the statement of the problem and specific research questions for your reference.

Thank you in anticipation for your kind assistance.

Very truly yours,

Renante E. Fernandez
Candidate
M.A.Ed. Language Teaching (English)

Noted:

Ma. Asuncion Christine V. Dequilla, PhD
Adviser

Hilda C. Montañó, EdD, RGC
Dean

Appendix B

Letter to the School Principal

May 15, 2017

Belinda V. Dinopol, PhD
School Principal IV
Jaro National High School

ATTENTION: Corazon A. Juele
Assistant Principal II
Senior High School Department

Dear Dr. Dinopol:

Greetings!

I am a graduate student of West Visayas State University and am currently writing my thesis entitled 'Quipper School and the Reading Comprehension Performance of Grade 11 Students'. I would, therefore, like to ask permission from your good office to allow me to handle the two upper sections of Grade 11 as the respondents of my study. The conduct of the study is plotted to last between June and August of the first semester, school year 2017-2018.

I have purposively chosen the said sections since their attendance and behavior in class are a crucial factor for the success of the study. Rest assured that this undertaking will not hamper the regular class routine since I will be conducting a 'real' class, and will maintain records of their class performance.

Thank you so much in anticipation for your kind approval.

Very truly yours,

Renante E. Fernandez
Candidate
M.A.Ed. Language Teaching (English)

Noted:

Ma. Asuncion Christine V. Dequilla, PhD
Adviser

Hilda C. Montañó, EdD, RGC
Dean

Action Taken: Approved
 Disapproved

Belinda V. Dinopol, PhD
School Principal IV

Appendix C

Letter to the Respondents

June 22, 2017

LETTER OF ASSENT (STUDENT)

This is to signify that I, _____, assent to be one of the participants of the study conducted by MR. RENANTE E. FERNANDEZ, West Visayas State University, College of Education, Graduate School. The study is entitled: **"Quipper School and the Reading Comprehension Performance of Grade 11 Students"**.

I am well aware that my regular class will not be hampered since the class will be handled and treated like a regular one. Moreover, my scores from all assessments in the specified duration will be properly recorded and will serve as a basis for the computation of my grade for a particular quarter.

Further, I signify that I will do my utmost to do whatever that is asked of me for the whole duration of the study.

Concurred:_____
Signature over Printed Name_____
Year and Section_____
Date

Appendix D

Letter to the Parents

June 22, 2017

LETTER OF CONSENT (PARENT)

This is to express my consent that my son/daughter, _____, of Grade 11 Gozan be one of the participants of the study being conducted by MR. RENANTE E. FERNANDEZ, West Visayas State University, College of Education, Graduate School. The study is entitled: "**Quipper School and the Reading Comprehension Performance of Grade 11 Students**".

I am fully aware that my child's regular class will not be disadvantaged since the class will be handled and treated like a regular one. Moreover, it is of my knowledge that the scores from all assessments in the specified duration will be properly recorded and will serve as a basis for the computation of my child's grade for a particular quarter.

Further, I signify that I will support my child to perform his/her utmost in doing whatever that is asked of him/her for the whole duration of the study.

Concurred:_____
Signature over Printed Name_____
Date

Appendix E

Letter to the Panel Members for a Class Observation

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

July 12, 2017

Hilda C. Montaño, EdD, RGC
Dean, College of Education
West Visayas State University
Luna Street, Lapaz, Iloilo City

Dear Dr. Montaño:

Greetings!

I am a graduate student of West Visayas State University and am currently writing my thesis entitled 'Quipper School and the Reading Comprehension Performance of Grade 11 Students'.

In line with the conduct of my study, I would like to invite the following people who serve as my panel members, to wit:

1. Ma. Asuncion Christine V. Dequilla, Ph.D.
2. Elvira L. Arellano, Ph.D
3. Fina Felisa L. Alcudia, Ph.D.
4. John Eric V. Juaneza, Ed.D.

The above-named will be observing the class of Grade 11 Arnon (ABM) which I have purposively chosen to be the respondents of my study. The venue of the said activity will be in Jaro National High School, New Senior High School Building (4th floor) on July 19, 2017 (Wednesday) at 9:00-11:00 A.M. Moreover, an online navigation and orientation about Quipper School will be conducted at WVSU-CTE at 2:00 P.M. of the same date.

The observations, suggestions and constructive comments as to how I should go along with the study will be of great help towards the success of this endeavor.

Thank you so much in anticipation for your kind approval.

Very truly yours,

Renante E. Fernandez
Candidate
M.A.Ed. Language Teaching (English)

Noted:

Ma. Asuncion Christine V. Dequilla, PhD
Adviser

Belinda V. Dinopol, PhD
School Principal IV
Jaro National High School

Action Taken: Approved
 Disapproved

Hilda C. Montaño, EdD, RGC
Dean

Appendix F

Letter to the Outside Expert for a Class Observation

July 17, 2017

Raul F. Muyong, EdD
SUC President III
Iloilo Science and Technology University
Burgos Street, La Paz, Iloilo City

Dear Dr. Muyong:

Greetings!

I am a graduate student of West Visayas State University and am currently writing my thesis entitled 'Quipper School and the Reading Comprehension Performance of Grade 11 Students'.

In line with the conduct of my study, I would like to invite Dr. John Eric V. Juaneza, Associate Dean, College of Education, ISAT U, who serves as my outside expert, for a class observation.

The above-named will be observing the class of Grade 11 Arnon (ABM) which I have purposively chosen to be the respondents of my study. The venue of the said activity will be in Jaro National High School, New Senior High School Building (4th floor) on July 19, 2017 (Wednesday) at 9:00-11:00 A.M. Moreover, an online navigation and orientation about Quipper School will be conducted at WVSU-CTE at 2:00 P.M. of the same date.

The observations, suggestions and constructive comments as to how I should go along with the study will be of great help towards the success of this endeavor.

Thank you so much in anticipation for your kind approval.

Very truly yours,

Renante E. Fernandez
Candidate
M.A.Ed. Language Teaching (English)

Noted:

Ma. Asuncion Christine V. Dequilla, PhD
Adviser

Belinda V. Dinopol, PhD
School Principal IV
Jaro National High School

Action Taken: Approved
 Disapproved

Raul F. Muyong, EdD
SUC President III

Appendix G

Reading Comprehension Test

NAME: _____ GRADE & SECTION: _____ DATE: _____
SCORE: _____

READING COMPREHENSION TEST

General Directions: Read each of the following selections/items carefully. Then answer the questions asked by choosing one of the possible options. Write the letter that corresponds to your answer on your answer sheet.

For number 1

One of the root causes of air pollution in Asia is the region's rapidly growing population. Air pollution, along with other environmental hazards, will get better only when the urgent need for environment is instilled in the consciousness of every individual and is manifested in our everyday actions.

Until every citizen realizes that air pollution is their direct responsibility, children will continue to suffer and clean air acts and other anti-pollution laws will merely be another flash in the pan.

We have the power in our own hands! If one person can make a difference, imagine what the largest continent in the world can do when it works together.

-Readers Digest

Read the following passage then answer the question that follows.

1. According to the selection, which can be a good start of humanity's fight against pollution?
A. direct responsibility C. clean air acts and anti-pollution laws
B. consistent advertisement D. instilled consciousness in every action

For number

Read the following passage then answer the question that follows.

2. The temperature is at its normal level when
A. the greenhouse gases like carbon dioxide are not present in the air.
B. the heat will bounce back from the Earth's atmosphere.
C. the heat of the sun is trapped by certain gasses.
D. there is an increasing amount of greenhouse gases in the atmosphere.

For number 3

Read the following selections then answer the question that follows.

3. What is the mood of the selection?
- A. fear
 - B. anger
 - C. surprise
 - D. sympathy

Appendix H

Lesson Plans



DEPARTMENT OF EDUCATION
Region VI-Western Visayas
Division of Iloilo City
JARO NATIONAL HIGH SCHOOL
SENIOR HIGH SCHOOL DEPARTMENT
Fajardo Extension, Jaro, Iloilo City



Week 1 Lesson Plan (English for Academic and Professional Purposes)

Dates:	June 7 & 8, 2017	June 5 & 6, 2017
Class schedules:	9:00-11:00 A.M. Wednesday & Thursday	1:00-3:00 P.M. Monday & Tuesday
Grades and Sections:	Grade 11 Arnon (ABM)	Grade 11 Gozan (GA)
I. OBJECTIVES	By the end of the session, students should have: A. gained knowledge about academic and non-academic texts; B. differentiated the two types of texts by structuring a Venn diagram and by classifying text samples; and C. compiled appropriate sample materials for both academic and non-academic.	
II. SUBJECT MATTER	A. Topic: Reading Academic Texts: <i>Differentiating academic from non-academic texts</i> B. Code: CS_EN11/12A-EAPP-Ia-c-2 C. Content Standard: The learner acquires knowledge of appropriate reading strategies for a better understanding of academic texts. D. Performance Standard: The learner produces a detailed abstract of information gathered from the various academic texts read. E. Learning Competency: The learner differentiates language used in academic texts from various disciplines. F. References: Barrot, J. & Sipacio, P. (2016). <i>Communicate today: English for academic and professional purposes for senior high school</i> . Quezon City: C&E Publishing, Inc. Hewings, M. (2012, February). Defining English for academic purposes. [Video file]. Retrieved from https://www.youtube.com/watch?v=29nizxc8k5k G. Instructional Materials: multi-media, video snippet, handouts (self-audit), & samples of expected outputs: Venn Diagram & cut-out materials of academic and non-academic texts	
III. PROCEDURE	A. Activity: 1. Show some texts randomly. 2. Let the students classify the materials whether formal or informal. 3. Initially get their opinions to differentiate those. B. Analysis: 1. Introduce the two types of texts by showing them the video snippet. Instruct them to note down some significant information.	

	<ol style="list-style-type: none"> 2. Using their initial answers in the warm-up activity and their observations from the video, ask representatives to orally distinguish academic from non-academic texts. 3. Discuss each type of texts focusing especially on the unique features of each. 4. Encourage class interaction.
	<p>C. Abstraction:</p> <ol style="list-style-type: none"> 1. Let them objectively answer the self-audit portion on page 3 of the reference book. 2. Interpret their scores.
	<p>D. Application:</p> <ol style="list-style-type: none"> 1. Group them into five groups. 2. Show them the actual materials. 3. As a group, let them classify the materials whether academic or non-academic. 4. Ask each group to justify their answers.
IV. EVALUATION	<p><i>Pair work</i> Short bond paper 10 points</p> <p>Make a Venn diagram citing the similarities and differences of academic and non-academic texts. You may refer back to your notes for your answer.</p> <p>Output Number 1: Short Bond Paper 20 points</p> <p>Look for at least 5 sample materials for academic and non-academic. Cut them out and paste them on a short bond paper.</p>
V. ASSIGNMENT/ ENRICHMENT	
<p>Conventional Instruction</p> <p>Worksheet Number 1</p> <p><i>Directions:</i> Read the following materials carefully. Decide whether they are academic or non-academic. Write your answer on the blank before the number. (10 points)</p> <p>_____ 1. Children who play video games tend to develop selfish behavior (Anderson & Bushman, 2001). Video games teach the player to be dependent and since the child is often left alone while playing on a game console, he or she can develop selfish behaviors.</p>	<p>Instruction with Quipper School</p> <p>Activity Number 1</p> <p><i>Directions:</i> Read each item carefully. Decide whether it is academic or non-academic. Tick your choice. An explanation will be given/provided once an item is answered incorrectly. (10 points)</p> <p>1. Children who play video games tend to develop selfish behavior (Anderson & Bushman, 2001). Video games teach the player to be dependent and since the child is often left alone while playing on a game console, he or she can develop selfish behaviors.</p>

<p>_____ 2. This news is from California. People are paddle boarding. A helicopter flies to them. It warns them. There are 15 sharks around them. They are the great white sharks. The helicopter tells the people to exit the water calmly.</p> <p>_____ 3. Here are answers to the most frequently asked questions about writing for Marketing News.</p> <p>* How long should my article be? A thousand words, tops.</p> <p>* Will you edit my article? You bet.</p> <p>* Will I get to see it before you publish it?</p> <p>No, our production schedule doesn't allow for author review-no exceptions.</p>	<p>2. This news is from California. People are paddle boarding. A helicopter flies to them. It warns them. There are 15 sharks around them. They are the great white sharks. The helicopter tells the people to exit the water calmly.</p> <p>3. Here are answers to the most frequently asked questions about writing for Marketing News.</p> <p>* How long should my article be? A thousand words, tops.</p> <p>* Will you edit my article? You bet.</p> <p>* Will I get to see it before you publish it?</p> <p>No, our production schedule doesn't allow for author review-no exceptions.</p>
<p>_____ 4. A certain study that was done at a Minneapolis-based national institute for media indicated that kids can get addicted to video games and exhibit social phobias. The interactive quality of virtual games is quite different from passively viewing movies or television.</p> <p>_____ 5. A lake can be viewed as the most attractive and expressive characteristic of a landscape. In India there are some natural lakes that lies in the Himalayan region and in the flood plains of the Indus, Ganga and Brahmaputra. These lakes with various dimensions possess different names that are summarized in Table 1. However during the last 1000 years a large number of man-made water bodies were constructed in the western and peninsular India (Gopal et al., 2010).</p>	<p>4. A certain study that was done at a Minneapolis-based national institute for media indicated that kids can get addicted to video games and exhibit social phobias. The interactive quality of virtual games is quite different from passively viewing movies or television.</p> <p>5. A lake can be viewed as the most attractive and expressive characteristic of a landscape. In India there are some natural lakes that lies in the Himalayan region and in the flood plains of the Indus, Ganga and Brahmaputra. These lakes with various dimensions possess different names that are summarized in Table 1. However during the last 1000 years a large number of man-made water bodies were constructed in the western and peninsular India (Gopal et al., 2010).</p>
<p>_____ 6. Christmas is one of those holidays which means very different things to different people. It can be a spiritual time, a family time, a time for giving, a time for partying or a time for just over-eating... Most people (in those countries where it is the main religious festival of the year) find something to enjoy about Christmas, whether they are Christians or not. But hasn't Christmas in the consumer age become just a bit too big? And a lot too commercial?</p>	<p>6. Christmas is one of those holidays which means very different things to different people. It can be a spiritual time, a family time, a time for giving, a time for partying or a time for just over-eating... Most people (in those countries where it is the main religious festival of the year) find something to enjoy about Christmas, whether they are Christians or not. But hasn't Christmas in the consumer age become just a bit too big? And a lot too commercial?</p>

<p>7. MANILA, Philippines – As clashes broke out between the military and terrorist groups in Marawi City, some of the country's famous personalities took to social media to ask their followers to pray for the Lanao del Sur capital and the country.</p> <p>8. In the span of a little over three years, from 2005 to 2008, the Facebook users count increased by over 20 times in size. In 2005, Facebook.com took its first steps, with a mere 3.5 million members (Arrington 2005), further growing steadily as more college networks were added to eventually encompass them all.</p> <p>9. While most people consider The Poor Traveler a budget travel blog, Yoshke Dimen and Vins Carlos didn't intend it to be one. The Poor Traveler started out as a journal of two awkward dudes who always find themselves getting ripped off, whose time is always wasted getting lost, whose trips are always spoiled by the rain, and whose bowel movement always gets in the way. A BBC feature and 130,000 FB likes later; they still make a lot of mistakes. Poor them. But they're hoping their readers would learn from them.</p> <p>Advice for newbie bloggers: Never stop learning. Follow Yoshke and Vins: Facebook Twitter Instagram</p> <p>10. MANILA — Electronic cigarettes and vaporizers, although not covered by the newly signed Executive Order No. 26, may still be regulated in the future, according to the Department of Health (DOH).</p> <p>“We will just make a separate issuance, like an FDA (Food and Drug Administration) order,” said Health Secretary Paulyn Ubial in an interview.</p>	<p>7. MANILA, Philippines – As clashes broke out between the military and terrorist groups in Marawi City, some of the country's famous personalities took to social media to ask their followers to pray for the Lanao del Sur capital and the country.</p> <p>8. In the span of a little over three years, from 2005 to 2008, the Facebook users count increased by over 20 times in size. In 2005, Facebook.com took its first steps, with a mere 3.5 million members (Arrington 2005), further growing steadily as more college networks were added to eventually encompass them all.</p> <p>9. While most people consider The Poor Traveler a budget travel blog, Yoshke Dimen and Vins Carlos didn't intend it to be one. The Poor Traveler started out as a journal of two awkward dudes who always find themselves getting ripped off, whose time is always wasted getting lost, whose trips are always spoiled by the rain, and whose bowel movement always gets in the way. A BBC feature and 130,000 FB likes later; they still make a lot of mistakes. Poor them. But they're hoping their readers would learn from them.</p> <p>Advice for newbie bloggers: Never stop learning. Follow Yoshke and Vins: Facebook Twitter Instagram</p> <p>10. MANILA — Electronic cigarettes and vaporizers, although not covered by the newly signed Executive Order No. 26, may still be regulated in the future, according to the Department of Health (DOH).</p> <p>“We will just make a separate issuance, like an FDA (Food and Drug Administration) order,” said Health Secretary Paulyn Ubial in an interview.</p>
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VI. INSTRUCTIONAL DECISION

Conventional Instruction

<i>Class:</i>	Grade 11 Arnon (ABM)
Number of students who passed:	
Number of students present:	
Total:	
Mastery Level:	
Instructional decision:	

Instruction with Quipper School

<i>Class:</i>	Grade 11 Gozan (GA)
Number of students who passed:	
Number of students present:	
Total:	
Mastery Level:	
Instructional decision:	

Prepared by:

RENANTE E. FERNANDEZ
 Teacher III – SHS
 Subject Teacher

Appendix I
Worksheets

DEPARTMENT OF EDUCATION
Region VI-Western Visayas
Division of Iloilo City
JARO NATIONAL HIGH SCHOOL
SENIOR HIGH SCHOOL DEPARTMENT
Fajardo Extension, Jaro, Iloilo City



NAME: _____ GRADE & SECTION: _____ DATE: _____
SCORE: _____

WORKSHEET NO. 1**Differentiating Academic from Non-Academic Texts**

Directions: Read the following materials carefully. Decide whether they are **academic** or **non-academic**. Write your answer on the blank before the number. (10 points)

- _____ 1. Children who play video games tend to develop selfish behavior (Anderson & Bushman, 2001). Video games teach the player to be dependent and since the child is often left alone while playing on a game console, he or she can develop selfish behaviors.
- _____ 2. This news is from California. People are paddle boarding. A helicopter flies to them. It warns them. There are 15 sharks around them. They are the great white sharks. The helicopter tells the people to exit the water calmly.
- _____ 3. Here are answers to the most frequently asked questions about writing for Marketing News.
- * How long should my article be? A thousand words, tops.
 - * Will you edit my article? You bet.
 - * Will I get to see it before you publish it?
- No, our production schedule doesn't allow for author review-no exceptions.
- _____ 4. A certain study that was done at a Minneapolis-based national institute for media indicated that kids can get addicted to video games and exhibit social phobias. The interactive quality of virtual games is quite different from passively viewing movies or television.
- _____ 5. A lake can be viewed as the most attractive and expressive characteristic of a landscape. In India there are some natural lakes that lies in the Himalayan region and in the flood plains of the Indus, Ganga and Brahmaputra. These lakes with various dimensions possess different names that are summarized in Table 1. However during the last 1000 years a large number of man-made water bodies were constructed in the western and peninsular India (Gopal et al., 2010).

- _____ 6. Christmas is one of those holidays which means very different things to different people. It can be a spiritual time, a family time, a time for giving, a time for partying or a time for just over-eating... Most people (in those countries where it is the main religious festival of the year) find something to enjoy about Christmas, whether they are Christians or not. But hasn't Christmas in the consumer age become just a bit too big? And a lot too commercial?
- _____ 7. MANILA, Philippines – As clashes broke out between the military and terrorist groups in Marawi City, some of the country's famous personalities took to social media to ask their followers to pray for the Lanao del Sur capital and the country.
- _____ 8. In the span of a little over three years, from 2005 to 2008, the Facebook users count increased by over 20 times in size. In 2005, Facebook.com took its first steps, with a mere 3.5 million members (Arrington 2005), further growing steadily as more college networks were added to eventually encompass them all.
- _____ 9. While most people consider The Poor Traveler a budget travel blog, Yoshke Dimen and Vins Carlos didn't intend it to be one. The Poor Traveler started out as a journal of two awkward dudes who always find themselves getting ripped off, whose time is always wasted getting lost, whose trips are always spoiled by the rain, and whose bowel movement always gets in the way. A BBC feature and 130,000 FB likes later; they still make a lot of mistakes. Poor them. But they're hoping their readers would learn from them.
- _____ 10. MANILA — Electronic cigarettes and vaporizers, although not covered by the newly signed Executive Order No. 26, may still be regulated in the future, according to the Department of Health (DOH).

Advice for newbie bloggers: Never stop learning.

Follow Yoshke and Vins: [Facebook](#) | [Twitter](#) | [Instagram](#)

“We will just make a separate issuance, like an FDA (Food and Drug Administration) order,” said Health Secretary Paulyun Ubial in an interview.

Prepared by:

RENANTE E. FERNANDEZ
Teacher III – SHS (English)
Subject Teacher

Appendix J

Rating Sheet for the Validators

**Rating Scale of Reading Comprehension Worksheets for the course
English for Academic and Professional Purposes**

Researcher: RENANTE E. FERNANDEZ

Study: Quipper School and the Reading Comprehension Performance of Grade 11 Students

Critiqued by: _____

Date: _____

DIRECTIONS

The following is a list of five reading comprehension domains which encompass the skills/competencies needed in the first quarter of the course English for Academic and Professional Purposes for mastery of reading comprehension. Each domain includes definition which attempts to accurately match the domain listed. For this task, you are being asked to rate the accuracy and appropriacy of the six worksheets on reading comprehension. Please check the appropriate rating based on the following description:

- 0 = Not at all
- 1 = Weak
- 2 = Adequate
- 3 = Strong

Domains	Definitions	Rating			
		0	1	2	3
I. Learning Outcomes	The objectives are clearly expressed in the worksheets.				
II. Content	The contents in each worksheet are appropriate and attempt to evaluate the target competencies.				
III. Learning Tasks	The activities have clear instructions, require HOTS, and encourage students to be genuinely interested.				
IV. Assessment	The materials demand creativity and application of skills learned.				
V. Physical Attributes	The worksheets are appealing, the font style and font size are readable with significantly balanced presentation/lay-out.				
AVERAGE OVERALL RATING					
DESCRIPTION					

Strengths and suggestions for improvement:

Thank you for volunteering your time and effort to help in the creation and improvement of these *Reading Comprehension Worksheets*.

Adapted from <http://preserve.lehigh.edu/cgi/viewcontent.cgi?article=2492&context=etd>

Appendix K

SPSS Computations

SPSS Computations

Table 1

Pretest and Posttest Performances of the Control Group

Conventional Instruction	Mean	Description	Standard Deviation
Pretest	22.38	Average	4.64
Posttest	25.03	High	3.68

Note: 32.00-40 Very High, 24.00-31.99 High, 16.00-23.99 Average, 8.00-15.99 Low, 0-7.99 Very Low

Table 2

Pretest and Posttest Performances of the Experimental Group

Instruction with Quipper School	Mean	Description	Standard Deviation
Pretest	20.65	Average	5.02
Posttest	22.30	Average	4.98

Note: 32.00-40 Very High, 24.00-31.99 High, 16.00-23.99 Average, 8.00-15.99 Low, 0-7.99 Very Low

Table 3

Difference in the Pretest Performances of the Control Group and the Experimental Group

Category	<i>M</i>	Mean Difference	<i>df</i>	<i>t</i> -value	<i>p</i>	Confidence Interval
Control	22.57	1.73	50	1.289	0.203	-0.96 4.42
Experimental	20.65					

Table 4

Difference in the Posttest Performances of the Control Group and the Experimental Group

Category	<i>M</i>	Mean Difference	<i>df</i>	<i>t</i> -value	<i>p</i>	Confidence Interval
Control	25.03	2.73	50	2.246*	0.029	0.28 5.17

Experimental 22.30

* $p < .05$

Table 5

Difference between the Pretest and Posttest Performances of the Control Group

Variables	Ranks	N	Z-value	Mean Rank	Sum of Ranks	of p
Posttest - Pretest	Negative Ranks	5 ^a	2.828*	10.30	51.50	0.005
	Positive Ranks	19 ^b		13.08	248.50	
	Ties	2 ^c				
	Total	26				

* $p < .05$ Note: a. posttest < pretest; b. posttest > pretest; c. posttest = pretest

Table 6

Difference between the Pretest and Posttest Performances of the Experimental Group

Variables	Ranks	N	Z-value	Mean Rank	Sum of Ranks	of p
Posttest - Pretest	Negative Ranks	8 ^a	1.734	11.19	89.50	0.083
	Positive Ranks	16 ^b		13.16	210.50	
	Ties	2 ^c				
	Total	26				

Note: a. posttest < pretest; b. posttest > pretest; c. posttest = pretest

Table 7

Mean Gain Performances of the Control Group and Experimental Group

Category	Pretest	Posttest	SD	Mean Gain (Posttest - Pretest)
Control	22.38	25.03	3.71	2.65
Experimental	20.65	22.30	4.60	1.65

Table 8

Difference in the Mean Gain Performances of the Control Group and Experimental Group

Category	Mean Gain	Mean Gain Difference	df	sd	t-value	p
Control	2.65	1.00	50	3.71	1.061	0.294
Experimental	1.65			4.60		

Appendix L

Certification from the Statistician

Certification from the Statistician

CERTIFICATION

This is to certify that the undersigned has employed the appropriate and correct statistical tools for the descriptive and inferential data analyses utilized in the research of Renante E. Fernandez entitled “**Quipper School and the Reading Comprehension Performance of Grade 11 Students**”.

This is to further testify that the said study has undergone proper statistical processing availed through Statistical Package for Social Sciences (SPSS).

The undersigned did the data processing being the research statistician.

Elvira L. Arellano, PhD
Statistician

Appendix M

Photographs during the Conduct of the Study



PILOT TEST



CLASSROOM ORIENTATION FOR THE EXPERIMENTAL GROUP





**ONLINE ORIENTATION ABOUT QUIPPER SCHOOL FOR THE
EXPERIMENTAL GROUP**



ONLINE CLASS OBSERVATION ABOUT QUIPPER SCHOOL



ACTUAL CLASS OBSERVATION FOR THE CONTROL GROUP



PRETEST FOR THE EXPERIMENTAL GROUP



POSTTEST FOR THE EXPERIMENTAL GROUP



PRETEST FOR THE CONTROL GROUP



POSTTEST FOR THE CONTROL GROUP

Appendix N

Curriculum Vitae

RENANTE ESPIRITU FERNANDEZ

Barangay Salvacion, Buenavista, Guimaras 5044, Philippines
renz_nante@yahoo.com or renz.fernandez112785@gmail.com
(+63) 09102926540



PERSONAL DATA

Date of Birth : November 27, 1985
Gender : Male
Height : 5' 5"
Weight : 60 kg
Civil Status : Single
Nationality : Filipino
Language Proficiency: Hiligaynon, Filipino, English

EDUCATION (with extra-curricular accomplishments)

CENTRAL PHILIPPINE UNIVERSITY, Jaro, Iloilo City
Bachelor of Secondary Education, October 2006
Major in English (Cum Laude)

- Awardee, Academic Excellence Award, 2006.
- Beneficiary, Fil-Australian Scholarship (2005), Lilian Robertson Scholarship (2006), PESFA Scholarship (2003-2006)
- Dean's List Awardee-2002-2006.
- Recipient, Outstanding Work Student Award, 2004
- Awardee, Centennial Outstanding Work Student Award, 2005
- Board Member, College of Education Student Council, 2005-2006.
- Delegate, Regional Student Congress for Student-Teachers of Teacher Education Institutions of Region VI, February 2006.
- Participant, Pre-Employment Training Seminar, Central Philippine University Conference Room, September 2006.
- Member, College of Education Student Outreach Workers (SOWERS) Club, 2005-2006
- Participant, Journalism Seminar-Workshop, Central Philippine University Media Center, November 2005.
- Delegate, College Press Conference (COPRE) and Awards, Iloilo Grand Hotel, November 2004.

- Participant, Seminar-Workshop on Data Analysis and Interpretation, CPU Media Center, October 2004.
- Participant, Seminar-Workshop on Values and Team Building, CPU Alfonso Uy Conference Room, December 2005.
- Committee Member, Documentation and Sounds Committee, PRISAA Literary-Musical Contest, November 2002.
- Committee Member, Documentation and Sounds Committee, Central Philippine University, University Day, September 2002-2006.
- Member, College of Education Chorale and Barbershop Quartet.

Secondary Education:

GUIMARAS STATE COLLEGE, Buenavista, Guimaras
SY 1998-2002

- Member, Artist Guild
- Belonged to the top 16 of the graduating class

Elementary Education:

SALVACION ELEMENTARY SCHOOL, Buenavista, Guimaras
SY 1992-1998

- Graduated as 9th honorable mention, 1998

WORK EXPERIENCES

- Is presently teaching at DepEd Jaro National High School – Senior High School handling language classes/courses
- Had been employed as an **English Teacher** at Neo International Language Center, Inc.
39 Arguelles Street, Jaro, Iloilo City
May 2010 – January 2013
 - Handled Grammar, Conversation, Reading, Writing, IELTS, TESOL and TOEFL courses to Korean/ Japanese/ Taiwanese/ Chinese nationals
- Had a two-month stint as a **Substitute Teacher** at Jaro National High School, Iloilo City teaching English to Grade 7 and fourth year high school students
August 23, 2012 – October 23, 2012
- Had been employed as an **Airport Facility Clerk-Personnel Section** at the Iloilo International Airport, Cabatuan, Iloilo, Philippines
June 2009 – May 2010
 - Assisted on matters pertaining to personnel management
 - Helped in preparing for the renewal of contracts of Job Order Personnel
 - Accepted employment application
 - Facilitated meetings/ seminars; hosted seminars/meetings
 - Did general filing

- Made sure that all sections were well-informed whenever there were communications
 - Maintained rapport with all personnel
 - Requested office supplies whenever necessary
 - Processed personnel payroll
 - Made communications
 - Assisted on matters pertaining to personnel retirement
 - Prepared certificates (OJT, employment, service records, etc)
 - Was in-charge of outgoing documents to concerned sections
 - Assisted visitors during field trips
 - Assisted/coordinated with some government agencies whenever there were invitations
 - Handled incoming and outgoing calls
 - Did other tasks as required by my Superiors
- Had been an **Administrative Staff** at Neo International Language Center, Inc.
Jaro, Iloilo City
April 2008-May 2009
- Assisted new students during level entrance test
 - Gathered their documents (passport, flight ticket, etc.), collected fees (visa fee and dorm deposit), and verified information presented
 - Prepared/modified the level entrance test every two (2) months
 - Helped in the preparation of level test and in making students' schedule
 - Informed teachers of their schedules
 - Facilitated the monthly English activity
 - Facilitated group leaders' meeting every Tuesday and monthly teachers' meeting
 - Accommodated/ addressed teachers and students concerns
 - Maintained general filing
 - Made students evaluation cards and certificates
 - Made certificate of employment for teachers and staff
 - Coordinated with the Front Desk about the arriving and departing students
 - Helped in interviewing teacher applicants
 - Issued qualifying test to teacher applicants
 - Facilitated interview for new students
 - Acted as a **Librarian**: sold books, made regular inventory, endorsed students payments to the company's president
 - Handled incoming and outgoing calls
 - Did other tasks as required by my Superiors
- Had been a **Language Tutor** to Korean nationals at Han Guk English Academy
Molo, Iloilo City
February-April 2008
- Taught Grammar, Conversation, Reading, and Writing to the kids

- Prepared their weekly test
 - Maintained records of their scores and kept track of their development
 - Created positive atmosphere
 - Maintained rapport with the students and colleagues
 - Did other tasks as required by my Superiors
- Had an accumulated six-month stint as a **Customer Service Representative** at ePLDT Ventus, Molo, Iloilo City
- Handled incoming calls
 - Assisted customers with their concerns (opening accounts, accepts orders, billing concerns, minor technical concerns, etc.)
 - Educated customers with the company's products and services
 - Made sure that every call was properly noted
 - Offered immediate solutions to some minor concerns/ addressed complaints
 - Followed the company's rules and regulations
 - Maintained/ projected a positive image as one of the company's representatives
 - Did other tasks as required by my Superiors
- Had a two-month stint as a **Substitute Teacher** for elementary pupils at Iloilo Central Commercial High School
Iznart Street, Iloilo City
January-March 2007
- Handled one advisory class for Grade IV
 - Prepared quizzes and periodic examination
 - Managed the class
 - Addressed students' concerns
 - Followed school's policies
 - Helped in decorating the venue whenever there were activities
 - Kept track of children's improvement
 - Did other tasks as required by my Superiors
- Had been a **working student** during college, assigned at Central Philippine University's Educational Media Center
2002-2006
- Acted as Public Address System assistant
 - Processed request for the use of hall / equipment
 - Checked office supplies and made requests whenever necessary
 - Made sure that the schedule board was regularly updated
 - Confirmed with the departments with regard to their request for the use of PA System
 - Made sure that all equipment were in good condition, and reported discrepancies to the Supervisor

- Maintained general filing
- Handled incoming and outgoing calls
- Did other work-related tasks as required by the Superiors

OTHER QUALIFICATIONS

- **Hard worker.** My being a working student during college and my previous work experiences have taught me the values of hard work, patience, and honesty.
- **Can work under pressure.** I can deliver and rise to the occasion if the situation calls me to do so.
- **Team Player.** I can go along with a lot of people of different personalities but with the goal of attaining one vision.
- **Leadership and Initiative.** My being a board member of the student council, as well as playing other leadership roles while in college and at work, proves that I have the substance to lead.
- **Willing to undergo training**
- **Willing to work on a flexible schedule**

OTHER SKILLS/INTERESTS

- Can operate MS Word, MS Power Point, MS Excel and other Windows-based programs
- Can operate audio-visual equipment
- Can relate well with people
- Photography
- Music
- Drawing and lettering
- Cooking (**with TESDA National Certificate II in Commercial Cooking**)

EXAMINATIONS PASSED

- Civil Service Examination (Honor Graduate)
- Licensure Examination for Teachers 2007 (average: 80.20)

ORGANIZATION/S



- National Organization of Professional Teachers, Inc.
- Central Philippine University Alumni Association Inc.
- CPU Work Student Organization (2002-2006)