Reading Skills as Predictor of Online Learning Implementation

Tyrone Christian Coronel, Haley Joel Mata, Mica Ella DC. Cabigao, Christopher DC. Francisco

Marcelo H. Del Pilar National High school School
City of Malolos, Bulacan, Philippines
christopher.francisco004@deped.gov.ph

Abstract: The study was to determine the reading comprehension ability of Grade 12-HUMSS students in this time of the pandemic. The education department decided to implement online classes in every school. The reading comprehension of every youth is lacking because of the lack of focus on learning and training. To reach this, the researchers used the descriptive correlational method and used a questionnaire method or the primary data gathering tool. It is a two 8-item self-made questionnaire used to determine the Online Learning Implementation (IV) and analyze the Reading Skills of the Grade 12-HUMSS students (DV). The findings reveal that the effects of online learning on the reading skills of the students have poorly affected their performance in school, evidenced by -0.3981 correlation coefficients, which are negative and weak. This means that the effects of students' reading skills have poorly affected their performance in school, where the majority of the students found themselves having great challenges in learning and reading online.

Keywords— Reading Comprehension, Factors, Distance Learning Approach, Learning Difficulties

1. INTRODUCTION

On January 30, 2020, Covid-19 began to spread in the Philippines. The world at large became heavily affected and faced a major challenge in public health. Apart from that, the pandemic impacted each and every aspect of society: livelihoods, the standard of living, closures of establishments, and public and private schools to prevent further spread. The delivery of education in the country has been a great matter. As an alternative, learners are obliged to gain an understanding and adjust to the different approaches to education to be capable of learning amid the pandemic. At the present time, students are gaining knowledge by way of "Online Learning" with the use of different social media programs.

Social media play a crucial role in modern society. They have altered how we communicate, use information, and comprehend the world, affecting everything from news and politics to language and daily life [1]. Social media, particularly among students, is becoming a part of everyday life in the 21st century of education. It is indisputable that social media has had a major impact on learners' development and survival in the current day with the usage of a better learning system. According to a study, using social media too often or in a harmful way was associated with bad mental health outcomes, which might be improved by dialectical thought, optimism, mindfulness, and cognitive reappraisal [2].

Social media platforms used as an alternative to learning have often been attributed to mental health problems. But, social media also has positive effects on the learning of students. A study concluded that self-regulated learning strategies positively affected the development of foreign language skills in the flipped classroom model. A significant difference in favor of the group working with the platform, including self-regulated learning strategies outperformed in speaking, reading, writing, and grammar test scores[3]. This research study aims to explore students' reading skills as the researchers try to determine the pattern of how Online Learning implementation affects the reading skills of students. The researchers strive to assess if the

students have adjusted to the second-year implementation of Online Learning or are still in the process of adapting. The paper also desires to determine if Online Learning has a positive effect on the student's reading skills. And, it aims to test students' ability to analyze and understand to support and verify the effectiveness of implementing Online Learning in students' reading skills.

The research paper focused on the knowledge of every young person in this pandemic. It provides the knowledge to read and analyze to understand every language, name, or word that can be spoken. Reading comprehension of every child is the ability to understand a written passage of text. It also influences your child's ability to write. That is the reason why this research paper is timely to analyze, for the reason that students do not have face-to-face classes and are having a hard time studying at home today due to the pandemic. And one of the hardest responsibilities is to teach every young person to read and write.

2. RELATED WORKS

The outcome manifested that the online media group surpassed those remaining groups. The findings established in this study reveals that it can be concluded that contrasting online tools can possess differential consequence on learning different aspects of language. It suggests that adhering to any single online tool might not necessarily introduce desirable results. Teachers have to practice using a combination of these tools[4].

The development of oral reading fluency, or the capacity to read aloud rapidly and accurately, among first- through fourth-graders across the country appears to have largely ceased in the spring of 2020, following the abrupt school closings brought on by COVID-19. Although improvements in these areas were more pronounced in the fall of 2020, they were insufficient to make up for the loss pupils suffered in the spring [6].

The improvement of reading abilities is essential to academic growth and achievement. Despite the pandemic's

continuous disruption, educators are discovering out how to effectively teach and measure oral reading fluency, as seen by the learning gains made in the autumn. We can build on those strategies. Educators and authorities must take action to assist children who are falling behind in their academics. Additionally, they must guarantee that educational institutions have the resources and assistance they need to widely adopt effective practices[7].

Students' performance on online research and comprehension (ORC) tasks is correlated with reading comprehension, gender, and nonverbal reasoning. Beyond reading comprehension, reading fluency and written spelling explained ORC variation. Findings imply that struggling readers likely have challenges online [8].

Online learning of English as a Foreign Language university students' English reading comprehension should be embraced or avoided. True integration of the Web in English language pedagogy can help poor students better their English. It can invite the teacher to be active in the teaching-learning process. [9]. Integration of Web 2.0 calls for a high level of learning. centering abilities to establish a private learning environment (PLE). By facilitating the creation of PLEs, Web 2.0's pedagogical capabilities could support and encourage self-regulated learning (SRL). This study looked at how well the six self-regulated online learning components—environment structuring, goal setting, time management, task strategies, help-seeking, and self-evaluation—each individually predicted initiative, control, and self-reflection levels in the management of personal learning environments (PLEs). The study found that, in addition to environmental structure to the level of initiative, the six components of SRL might predict three different forms of PLE management.

The results showed that there was a significant difference in the reading scores between the experimental and control groups. A significant dissimilarity was also found between the pre-and post-test scores in the experimental group, but, this pre-and post-test difference was not perceived in the control group. Students in the experimental group noted an evident enhancement to their reading attributable to the requisite planning, monitoring, and evaluating activities performed during online learning as well. According to the research results, suggestions for future studies are examined[11].

The integration of technology and education gave way to a positive paradigm shift that led to the increase in interaction by learning how to teach every child how to read and also to write using technologies which as a cellphone or even computers that everyone ensures that every young age can be focused on their studies and also the collaboration between teachers and students with a confidential[12].

An inferential statistics cross-sectional study was conducted on the students of higher education institutions with a self-administered questionnaire to learn the students' perception of e-learning. All levels of undergraduate and postgraduate students took part in the study with a sample size of 784. Ultimately, this study used a Structural Equation Modeling (SEM) approach to find the positive relationship between the quality of e-learning and the seven independent variables and two moderating variables in the higher education sector[13].

The COVID-19 pandemic had the greatest impact on the quality of the learning experience and students' mental health. Student's greatest challenge was linked to their learning environment at home, while their least challenge was technological literacy and competency. The most frequently used strategies were resource management and utilization, help-seeking, time management, and learning environment control[14].

Students' learning experiences are impacted by the shift from face-to-face to distant learning models, particularly those who are working on research proposals and theses that call for adequate information literacy abilities. The purpose of this study is to investigate how student learning experiences affect information literacy abilities. Four universities in Merauke provided responses for the research, which produced the data. According to the data analysis, learning opportunities boosted students' information literacy abilities by 17.60%. Additionally, every increase in a student's learning opportunities will result in a 0.40% improvement in information literacy skills[15].

TThe results of the study showed that teaching prosody through visual feedback exercises improved and developed the participants' oral reading abilities in terms of intonation, focus, pause, and reading rate. The participants also showed positive attitudes toward learning prosody through visual feedback exercises. This has led researchers to the conclusion that teaching prosody through visual feedback exercises is beneficial in enhancing Turkish language learners' oral reading abilities[16]. According to the study, the flipped class has more positive results in teaching reading Comprehension skills than the traditional class. This is due to the fact that the student will have access to online facilities and the internet to gain further information about the topic before the class. Thus, it is assumed that it will improve Kurdish and Arabic EFL reading comprehension skills including both levels Elementary and intermediate'. However, it is presumed that the flipped class will have a greater impact on in[17].

E-learning is part of instructional design and has opened a whole world of new possibilities in terms of learning and teaching. It developed an adaptive e-learning platform that enhances skills from primary school to university learners. Two purposes converge here: a pedagogical one – offering new possibilities, especially in terms of teaching scenarios (blended learning); and a research one – confirming the effectiveness of an adaptive e-learning tool in the case of individualized cross-disciplinary competencies, such as comprehension of implicit information in written texts (French)[21].

Two-thirds of K–12 students do not write at the grade level expectations, according to the most recent National Assessment of Educational Progress (NAEP) data. Writing did not receive the same attention as math or reading even before the COVID-19 pandemic. It is difficult to see how students are encouraged to write frequently when professors are now finding it challenging to handle a combination of remote and in-person education. New approaches to writing education and

assessment are necessary in these particular circumstances [22].

A new study involving 100 educators will assess the reading proficiency of roughly 2,000 K–2 kids and compare it to pre–pandemic baseline information gathered by the school districts. These kids will have access to GraphoLearn, a reading program that encourages them to play reading-related games for 20 minutes every day, five days a week, for a period of 12 weeks. According to the experts, the game may be played on PCs or mobile devices and has even been used in isolated parts of Africa. Reaching children from low-income households is crucial if we don't want them to lag behind pupils who have more access to technology, according to the researchers[23].

Online learning is now being used more and more frequently. Student interactions are one of the main achievements of online education. Students would be encouraged to participate in class discussions or other aspects of the learning process through an active learning technique. This study set out to identify which of the student activities would enhance the students' learning outcomes. All of the activities include interacting with non-humans. Concept mapping is one of the tasks. All of the students' online learning activities were recorded in the LMS, and learning analytics were created from the data. To examine the data, a linear regression technique was employed [24].

The implementation of online-based learning through "absyak" learning in the media can be concluded to be effective. The learning process provides a high agreed response to the implementation of the absyak media learning process. The learning process also has an impact on increasing the value obtained by students, giving an impact on the development of students' daily grades has also shown a significant increase. Thus, lecturers at Brawijaya University, especially English lecturers who will develop their knowledge can use, utilize or develop media-based blended learning in learning as variations and innovations in English language learning, so learning is not monotonous and can encourage student learning, and able to help with limited time space[25].

The use of the WhatsApp, Facebook, YouTube, and Google Classroom applications can improve writing, listening, and speaking skills, but has no impact on reading skills because reading skills can be improved by using the Schoology application, according to online English learning research conducted during the COVID-19 pandemic. While internet network restrictions and quotas prevent the use of the Schoology application. The third finding is that COVID-19 pandemic-related online English language instruction cannot boost student motivation [26].

To choose the right trade-offs, the design framework will need to be modified, and considerable empirical testing will be necessary. Employing some of these materials in short-answer (or even selected-response) items that support the main PT is an associated possibility. Highlighting text or creating an answer using a drag-and-drop menu are examples of response formats. Costs could be controlled by automatically scoring student responses. With automated grading, feedback to students and faculty, including recommendations for the following actions to improve CT skills, might be given without increasing the strain on the faculty. Therefore, it should be a top priority to use the internet environment to include new kinds of additional papers and, possibly, establish new response formats [27].

Increased emphasis on visual literacy in general education science courses is required, according to the visual literacy intervention's success in enhancing student advanced literacy and academic performance measures. In order to read beyond what is shown in the visual, advanced visual literacy needs students to use topic information they have acquired over the course of the course as well as advanced critical thinking abilities like synthesis, reflection, and judgment. Students must possess advanced visual literacy in order to assess the reliability of sustainability graphics they come across in print, television, and social media and to draw conclusions from the information the visual conveys.

Focuses on how to develop reading and writing literacy in grade II elementary school students starts from the emergency curriculum review process, syllabus design, and learning implementation plans, then continues with the implementation of learning and ends with an evaluation. Reading learning activities are focused on reading aloud reading texts, reading comprehension, and reading poetry texts. Learning to read is quite optimal. This can be seen from the number of times the students' reading tests have increased their reading skills. Learning to write is focused on writing simple poems according to pictures and writing simple texts according to pictures using punctuation in terms of writing, there are still some students who are not correct in using capital letters and spelling. Thus, it was concluded that the online learning carried out by SD Islam Al-Azhar 13 Rawamangun to improve students' reading and writing literacy skills had been successful. [29].

While bearing in mind the non-probabilistic scope and nature of this study, from the findings obtained, a series of exploratory conclusions are possible. Firstly, one of the surprising findings of this study lies in the positive attitude of the participants to learning English, particularly to speak the target language. Teachers are aware that language learning, and especially the development of oral skills, can be a potentially stressful situation for some students (Tsiplakides & Keramida, 2009), and in this sense, specific anxiety-coping strategies should be introduced in the EFL lessons, like those suggested by Akkakoson (2016) or Suchona and Shorna (2019). Possible explanations behind this attitude could lie in a possible sense of security due to a friendly atmosphere in the EFL classroom. Focusing specifically on new literacies, in terms of the use of the online video platform Flipgrid, the participants value the tool positively for the improvement of their oral production in the target language. This is especially relevant as Flipgrid allows to the combination of videos with different types of multimedia files and adds text captions, also supporting the written skills, as well as the viewers, can include their responses, both in text and video. Nevertheless, one of the problems that can be highlighted is that not all schools can offer adequate infrastructure and support for the integration of technology in Primary Education, and not all families have access to these resources. In relation to the activities developed in Flipgrid, students' opinions about their work and final result

are interesting. Together with the creativity and innovation needed for the creation of the video tasks, other two of the 21st-century skills identified by Dudeney et al. (2013), problem-solving and autonomy have been developed, as, despite the possible technical issues found, only a limited number of the students were not able to use Flipgrid – but in those cases, they even found an alternative tool to produce their video tasks. Despite the age of the participants, more than half of the students surveyed (52.4%) needed very little or no help from relatives when recording their videos at home. Collaboration, or in this context telecollaboration, and the development of interpersonal relations are other skills with an extremely positive impact on the participants, as the vast majority (90.3%) responded that they had liked –or they would have liked– to watch their partners' videos. It should be mentioned, however, that the conditional tense had to be used in Q08 due to families' restrictions and permissions regarding the visualization of their children's videos by their schoolmates. It is noteworthy to say that our findings also show that the vast majority of the participants (90.3%) like to study EFL from home despite being an unexpected circumstance and unplanned learning environment derived from the outbreak of the COVID-19 pandemic. In this line, research provides practical suggestions to support students' EFL by promoting students' self-concept and creating a quality home EFL environment (Rosyada, 2020). Whether the use of CALL and new literacies in EFL within CALL "may benefit every individual language teacher and learner, the relationship between attitude and gender, age groups and educational levels is vague" (Tafazoli et al., 2019, p. 23). Our findings regarding gender indicate that girls have a more positive attitude towards new literacies and EFL, showing significant differences in their attitude towards learning English from home. These results are in line with Öz (2015) but in contrast with cross-cultural studies (Tafazoli et al., 2019). Regarding age and educational stage, significant differences were found in the help needed by the students from their family members, as the younger the students and the lower the educational stage, the more help needed. However, in the case of the use of Flipgrid for different tasks and subjects, significant differences are only found when considering the age of the students: the older the students, the more interested in using Flipgrid for both EFL courses and other subjects. This study has also allowed us to observe that the implementation of Flipgrid in EFL contexts is completely in line with the eight principles of New Literacies identified by Leu et al. (2013), as it is an Internet-based platform within a global or learning community, which is deictic and adaptable to different profiles of students. It also allows multiple, multimodal, multifaceted, and multilingual tasks, with new social practices that require strategic knowledge and critical thinking. Finally, the teacher's role is essential, as they have to work as facilitators, mentors, guides, lecturers, assistants, motivators, planners, monitors, technical supporters, evaluators, resources developers, creators of a friendly social environment, and language role models (Podgoršek et al., 2019) [29].

3.STATEMENT OF THE PROBLEM

The main problem of this study is to determine how online learning implementation affected the students' reading skills, two years after its implementation. Especially, this study sought answers to the following questions:

1. How does the implementation of online learning be described?
2. What is the level of the students' reading skills?
3. Does online learning significantly affect the reading skills of the students?
4. What implications may be derived from the findings of the study?

4.METHODOLOGY

This study is descriptive-correlational research. A sample size calculator, the study's responders will be 182 out of 318 HUMSS students for the school year 2021-2022. The researchers selected a sample from the population using a random sampling approach or a fishbowl technique.

To gather the necessary data for this study, the researchers will adopt a standardized questionnaire entitled "Literacy skills and online research and comprehension: struggling readers face difficulties online" developed and validated by Kanniainen et al (2019). This questionnaire uses a 5-point Likert scale type and is highly reliable, as indicated by a Cronbach alpha of 0.75 Meanwhile, This questionnaire has a 5-point Likert scale type and will be subjected to expert validation. This question was used to number the students studying under e-learning, many of whom are not proficient in reading.

In gathering some of the data, the researchers followed the following procedures: In the strict approval procedure of Marcelo H. Del Pilar Research Coordinator After implementing all the comments, suggestions, and suggestions given during the proposal defense, a letter was submitted to the school administration requesting permission to perform the research study. With their permission, the researchers will create a Google Forms link showing the consent form on the initial portion of the survey and disseminate it to the respondents with the assistance of the researchers' contact persons per strand/section.

The data were tabulated and reviewed using Statistical Packages for Social Sciences (SPSS). Statistical measures will be utilized to assess and interpret the collected data: mean procedures, frequency counts, and Pearson correlation coefficient/regression analysis

5. RESULT AND DISCUSSION

Online Learning Implementation

Table 1: Online Learning Implementation

Indicators	Mean	Interpretation

Indicators	Mean	Interpretation
1. Online Learning Accommodates Everyone's Needs	2.76	To Some Extent
2. Online Learning could take lectures on Internet Sites Numerous Times	3.42	To Some Extent
3. Online Learning is Enough to Deliver Lesson for every HUMSS Student	2.64	To Some Extent
4. Online learning is environmental-friendly	2.82	To Some Extent
5. Online learning ensures that students are completely involved as learning takes place together with texts, videos, sounds, collaborative sharing, and interactive graphics.	3.24	To Some Extent
6. Flexibility is another major advantage of e-learning as it provides learners the benefit to take classes anywhere and anytime.	3.55	To Some Extent
7. Online learning help courses are taken by professionals to teach it to beginners.	3.18	To Some Extent
8. Online learning platforms are looking for new ways to boost the level of engagement of students and to help them achieve their personal learning goals	3.61	To Great Extent
Average:	3.15	To Some Extent

Online Learning Implementation, This table 1 showed that learning online had some extent to HUMSS students. Table 1 showed that the assessment of how they learned online got to some extent as evidenced by (3.15) mean percentage score. They were able to accommodate their needs to strive in their studies on online learning (2.76). This was shown by the following indicator that students in online learning could take lectures on internet sites numerous times (3.42). As said online learning is enough to deliver every lesson for HUMSS students (2.64). Online learning is environmentally friendly as well (2.82). The data also stated that online learning ensures students who are completely in love with learning take place together with text, videos, sounds, collaborative sharing, and interactive graphics (3.24). students' flexibility is another major advantage of e-learning as it provides them benefits to take classes anywhere and anytime (3.55). Online learning help courses have been taken by professionals to teach it to beginners (3.18). At last, online learning platforms are looking for new ways to boost the level of engagement of students and help them achieve their personal learning goals (3.61).

From Table 1, the highest score was noted on indicator no. 8, which is an online learning platform looking for new ways to boost the level of engagement of the students and to help them achieve their personal learning goals. As a result, the students are now eager to improve their performance in online classes. However, it is noted in indicator no.1, that they were not able to understand every lesson ever since the new normal learning has been implemented because they are having a hard time adjusting.

Reading Skills of the Students

Table 2: Reading Skills of the Students

Indicators	Mean	Interpretation
1.1) I was able to understand every lesson ever since the new normal learning has implemented.	3.15	To Great Extent
2. Online Learning has a positive effect on the HUMSS student's reading skills.	3.18	To Great Extent
3. Some HUMSS Students might not be able to absorb some of the important lessons when learning online.	3.88	To Great Extent
4. Reading sends each HUMSS	3.62	To Great Extent

student's analytical and critical thinking skills into hyperdrive.		
5. Teachers and professors give activities to HUMSSA students that will make them smarter, creative, and attentive when it comes to comprehension.	3.52	To Some Extent
6. Senior High School classes only happen online, students now have more opportunities to open each article that can practice comprehension of each word and language.	3.42	To Some Extent
7. Reading is one of the best ways for HUMSS Students to learn a new language in order to be confident to interact with other people.	3.88	To Great Extent
8. Reading Comprehensions has a lot of benefits and powerful creative ideas for those students who are goal-oriented and intelligent.	4.03	To Great Extent
Average:	3.37	To Some Extent

Reading Skills of Grade 12 HUMSS, It was revealed in Table 2 of the Reading Skills of the students ever since the new normal learning has been implemented is rated with an average weighted of (3.15). The (3.18) HUMSS Students state that Online Learning has a positive effect on the HUMSS student's reading skills. However, (3.88) of grade 12 HUMSS Students might not be able to absorb some of the important lessons when learning online. Many have said that Reading sends each HUMSS student's analytical and critical thinking skills into hyper drive so that it gained (3.62) an average. When it comes to (3.52) averages agreed that Teachers and professors give activities to HUMSS A students that will make them smarter, creative, and attentive when it comes to comprehension. Senior High School classes only happen online, students now have more opportunities to open each article that can practice comprehension in each word and language rated with an average weighted of (3.42). They know that all of us agree that reading is one of the best ways for HUMSS Students to learn a new language in order to be confident to interact with other people has gained the total number of respondents and the rest of the (32.88) and the more valuable is that Reading Comprehensions has a lot of benefits and powerful creative ideas for those students who are goal-oriented and intelligent, They know that all of us agree that this statement is true however it has gained of the total of (4.03) respondent.

Table 2 is about the Reading skills with the highest recorded It is stated in No.8 of the survey that Reading Comprehension has many benefits and powerful creative ideas for purpose-oriented and intelligent students. This means that every Grade 12 HUMSS strongly agrees that Reading Comprehension has many benefits for the creative mind. Although the lowest recorded in this Table is stated in no.1 which states that they have understood each lesson since the implementation of the new normal study. here there was a shortage in Reading Comprehension per student due to the implementation of online learning in every school.

Effects of Online Learning on Reading Skills of the Students

The findings reveal that the effects of online learning on the reading skills of the students poorly affect their performance in school, evidenced by -0.3981 correlation coefficients, which are negative and weak. This means that the effects of online learning on students' reading skills poorly affect their performance in school, where the majority of the students found themselves having great challenges in learning and reading online.

6.**DISCUSSION**
This study sought to evaluate whether or not online reading comprehension played a significant and unique role in twelfth graders' online reading performance, offline reading comprehension, and prior knowledge. This section discusses the conclusion in more detail and its implications for literacy

research, theory, and practice. It sought to understand the role of reading skills (reading fluency, Written spelling, and reading comprehension), prior knowledge, nonverbal reasoning, and gender play in Grade 12 HUMSS performance. Because the Grade 12-HUMSS sub-skills are highly correlated, the aforementioned variables were evaluated in relation to the common factors of Online Learning Implementation that are also associated with the Grade 12-HUMSS sub-skills. Reading Comprehension. According to AlKahtani, such instruction stimulates a deeper level of engagement with texts and increases concentration on text comprehension. Further support for the finding of this study comes from Case and Truscott (1999), who reiterate the significance of multimedia tools in improving reading skills. They are of the opinion that computer-based reading may affect at least three aspects of teaching reading, including interaction with the text itself, learner autonomy, and attention to learners' personal needs.

6.CONCLUSION

The researchers provided evidence in determining whether there is development in Reading comprehension of grade 12 HUMSS in Online learning conducted during the pandemic. Data will be collected from a survey, as well as from the institution. The results will further provide observations in relation to classification online whether there is an improvement in their ability to comprehend reading, whether in class or online. The evidence will allow educational institutions to decide whether education systems should move toward using online learning more as a platform for learning. Our study has limitations and one of them is the survey since the researchers only gathered the data from our school and not from other academic institutions. Also, the larger dataset would provide a more uniform study because only 37 students were involved in our initial study. Another limitation is that online and in-class lessons for a strand are not offered on the same term. Finally, online and in-class instructors may have different ways of conducting their lessons. Online instructors may not provide detailed or adequate feedback to students compared to in-class instructors. In recognizing the limitations, the findings from this research study can be used to support future research related to this topic.

7.RECOMMENDATIONS

The following recommendations are drawn from the findings and conclusion: (1) For Grade 12-HUMSS, reading and listening to Radio Dramas, News, and Tutorials on YouTube opens up a rich and wonderful world of imagination and experience. They need a daily reading and listening routine to improve their comprehension even during a pandemic. (2) Make sure that school-aged reader has enough of practice reading books that aren't too difficult, and provide books at the appropriate reading level. According to the researchers, Beloved, Invisible Men, Rich Dad, Poor Dad, and other classic novels can improve comprehension for all readers. (3) Enroll in some online courses at your local library or school, and at night, watch some live television news.

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