

E-books in Directed Reading Lessons and Book Orientation Behaviors of Young Children

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This multiple cases study aimed to investigate the use of e-books in directed reading lessons and book orientation behaviors of young children, particularly book handling and story reading. After seeking permission from the author, 14 storybooks from the Little Critter series of Mercer Mayer were translated to Filipino, expert validated, and used in the study. The participants were exposed to 12 one-on-one directed reading lessons, six of which used books in print format while the remaining six used e-books. Results indicated that using e-books in directed reading lessons increased the number of book handling behaviors that children manifested when presented with print books. Story reading behaviors the children manifested increased during the e-book intervention sessions but not after the intervention. Based on the results, it was recommended that young children be allowed to explore and enjoy the benefits of having such technology in learning and developing reading skills in school and at home. They should be allowed to use it with guidance and with limits for educational purposes.

Keywords: *book orientation behaviors, directed reading lessons, e-books, young children*

Introduction

The early years of childhood are very important and are a critical developmental period for acquiring emergent literacy. During this time, children's books are traditionally in printed format and shared book reading is done with an adult. Today however, when new technology is produced one after the other, reading experiences have been transformed through the introduction of electronic books or e-books. E-books have become a common medium for children's books, and they have changed early literacy experiences of children in this day and age (Kozminsky & Asher-Sadon, 2013).

The daily experiences of the young learner, at home and in school, are very important in the development of early literacy skills (Davis, 2012). Today, a child can readily access available learning tools, such as e-books, with the swipe of a finger or the click of a mouse. The usual reading of printed storybook to a child has been provided with an alternative version of using tablets or computers which have applications or programs that enable a child to read on his/her own even without much adult supervision, or none at all.

The situation poses a challenge to classroom teachers on how to view and maximize the presence of such kind of technology in the learning process of young children. Rabanal (2013) suggests that teachers are ready for the integration of technology in the classroom to assist and support the students with assimilation and use of technology. Questions arise on how these technologies can be maximized and utilized in helping young children improve and develop their comprehension. These technologies may be the beginning of something genuinely new (Kalantzis & Cope, 2007). Yelland (2007) also said that technology should not just be mapped onto the existing curricula; rather, there is a need to rethink the curricula and pedagogies in light of the impact new technologies can have on learning and meaning making in contemporary times.

Since developing book orientation behaviors at a young age plays a crucial role in determining

future reading success, the researcher intended to see how the use of e-books would affect the manifestation of these behaviors, as future classroom instruction would most likely use e-books as learning tools.

Research on E-books and Book Orientation Behaviors

Electronic books belong to the new breed of technologies developed and formatted to aid in the new age of teaching and learning. It is one of the many forms of new literacies. New literacies also present new "technical stuff" and new "ethos stuff" (Lankshear & Knobel, 2007, p.7). Compared to conventional literacies, new literacies are more participatory, collaborative, and distributed in nature while being less published, individualized, and author-centered at the same time. Thus, new literacies mean that literacy is not just new today, it becomes new every day.

Pado (1990) explored the early literacy behaviors of preschool-aged children and the environmental factors that relate to the development of these behaviors. She identified book orientation behaviors as one of the important factors that contribute greatly to a child's success in reading. Results showed that prior to formal schooling, children already manifested literacy behaviors. It was also found that literacy behaviors are intercorrelated – that is, the development of one aspect of literacy has an effect on the emergence of other behaviors. The study dealt with the use of print books and behaviors manifested by the participants as recorded in observation checklists. In the present study, the researcher used e-books instead of print books to look into the book orientation behaviors of young children.

One way of doing reading instruction is through the use of Directed Reading Activity (DRA) or Directed Reading Lesson (DRL) in other literature, as it provides students with instructional support before, during, and after the reading activity. DRA is a structured strategy used by classroom teachers as a comprehensive means to provide reading instruction to children through a reading selection

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and was once used as basis for developing teaching guidelines for basal reader selections (Tierney & Readence, 2005). Lesson plans influenced by DRA have sequenced pre, during, and post reading activities (Reyes, 2009).

Instead of using print books in DRLs, one technology that can be utilized is an electronic book or e-book. E-books can be broadly defined as a digital form of a book containing features similar to traditional print books like central themes and pages that can be turned (Korat & Shamir, 2006); however they are different as they also often contain electronic enhancements like animations, games, and sounds (Zuker, Moody & McKenna, 2009). The empirical evidence reveals that new technologies rarely obliterate their predecessors (Distad, 2011). However, the existence of these technologies can neither be disregarded nor ignored even in the world of education.

Juzwiak (2012) identified two types of electronic books: educational e-books and commercial e-books. The first one puts emphasis on promoting a child's emergent literacy while the latter tends to emphasize features that do not necessarily promote young children's language and literacy. The different features present in e-books, especially those that are commercially available, have different effects on young children and their emergent literacy skills such as comprehension and decoding (Juzwiak, 2012). Parents and teachers should also consider the type of e-book to integrate in the learning process of the young child. Educators should examine digital features and their functions as well as the developmental appropriateness of the e-storybooks in their classrooms (Moody, 2010).

Instruction for young children, therefore, should include learning experiences that facilitate development in different aspects such as cognitive, social, emotional, linguistic, and physical. Bose (2009) mentioned that during the important years of Early Childhood Education (ECE), from birth to eight years, children need to be provided with Developmentally Appropriate Practices (DAP) that can ensure age appropriate, individual appropriate,

and culturally appropriate educational material (edware) for an overall development. It follows that technology should also be classified whether they are suitable for young children or not. To use these technologies effectively and efficiently, there is a need to provide early educators with a guide that could assist them in identifying the most appropriate applications of ICT.

The use of e-books is said to influence the manifestation of young children's book orientation behaviors. It is in this context that the study was conducted. It aimed to find out the effects of using e-books in direct reading lessons on young children's book orientation behaviors specifically on book handling and story reading behaviors. It addresses the question: What are the book orientation behaviors of young children before and after exposure to e-books in terms of a) book handling behaviors and b) story reading behaviors?

Methodology

This study is a qualitative study with a multiple case studies design where six children were exposed to a series of directed reading lessons (DRL) with alternate use of print and e-book formats of storybooks. The following aspects of the methodology are discussed in the subsequent subsections: sample, materials, data collection, and data analysis.

Sample

Six children aged four to five years old participated in the study. According to Yin (2009), the ability to conduct six to ten case studies, arranged effectively within a multiple-case design, is analogous to the ability to conduct six to ten experiments on related topics. At the time of the study, the children were in the Kindergarten level of a center located at Barangay Bahay Pare, one of the 27 barangays in the City of Meycauayan, in the province of Bulacan. Access and geographic proximity were the primary reasons why the locale was chosen. The day care center did not have a regular storytelling time for the children, and they used textbooks as reference and seatwork for

classes. There were no electronic learning materials available in the center for classroom instruction. Filipino was the mother tongue of all the participants and the language used at home.

Materials

Observation checklists, storybooks, and lesson plans used in the study were validated by pairs of experts who have background in early childhood education, three from a laboratory school of a premier university while one is a retired faculty from the same university. All titles of the storybooks used were presented to the teacher at the center and the parents of the participants of the study. Based on the interviews, none of the titles had been used in class discussion or home reading activities. A pilot study was conducted to see the effectiveness and efficiency of the different research instruments.

Instruments

Observation Checklist: Book Orientation Behaviors. The observation checklist, adapted from the Molina-Felix (2012) and Pado (1990) studies, was used during the pretest and posttest to record what book orientation behaviors, specifically book handling behaviors and story reading behaviors, each participant manifested.

Part A of the checklist includes eight Book Handling Behaviors (BHB) listed in Table 1. These are referred to as BHB followed by the corresponding number:

Table 1

List of Book Handling Behaviors

Book Handling Behaviors
1. Identifies the front of the book
2. Identifies the back of the book
3. Holds the book with the correct side down
4. Opens the book to the correct beginning of the story
5. Points to the words being read
6. Points the word that begins the story
7. Traces with the finger the story line from L to R
8. Turns the pages of the book

Part B of the checklist includes 12 Story Reading Behaviors (SRB) and is further divided into three sections which are referred to as BR (Before Reading), DR (During Reading), and AR (After Reading) followed by the corresponding number as shown in Table 2:

Table 2

List of Story Reading Behaviors

Story Reading Behaviors
Before Reading
1. Reads (or points) the title of the story
2. Discusses the details in the book cover
3. Predicts what the story is all about
During Reading
1. Pays attention to the text of the story
2. Tries to read the story with the teacher
3. Makes comments about the story while teacher reads
4. Asks questions about the story
5. Shows the appropriate emotion for the story through facial expressions
6. Shows interest in story reading through gestures and facial expressions
After Reading
1. Flips the pages of the book that was read
2. Asks that the story be read again
3. Asks for a new book to read

Storybooks. A total of 14 storybooks were used in the study. All the stories were about Little Critter, a character created by Mercer Mayer, and his adventures as a son, a grandson, an older brother, and a friend. According to Korat and Shamir (2006), the main theme, presented through the characters and their actions in the Mayer stories, is germane to a young child's experiences. An advantage of using a series of books written by the same author limits the variation that narratives may bring about (De Jong & Bus, 2004). After obtaining the permission from the foreign publisher of the Mayer series, all stories were translated to Filipino.

The storybooks for pretest, posttest, and six of the 12 sessions were in print book format, while

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the remaining six books for the other sessions were in e-book format and were presented using an iPad. The storybooks were transformed into e-book format using the Story Creator Pro (Innovative Mobile Apps, 2013) application for iPad, a free application available in iTunes. The application used in creating the e-books had the following features: pages flip, built-in narration, and text highlights as the narration plays; hence, these were the features present in the e-books.

Directed Reading Lesson (DRL) Plans. The researcher used 12 lessons with activities that engaged the participants and enabled the researcher to observe the children. The lesson plans had before, during, and after reading parts. Each plan began with Unlocking of Difficulties and the Motivation-Motive questions tandem, followed by the story reading activity, then a discussion about the story, and concluded with assessment.

Video recordings. The researcher recorded all pretest, posttest, and intervention sessions using a laptop web camera, which was strategically positioned to capture the participants' behaviors, reactions, and responses throughout the study. The video recordings were viewed after each session to note the book orientation behaviors.

Data Collection

The data collection procedure consists of three phases, the pre-intervention, during intervention, and post intervention. Table 3 shows a summary of the different phases, activities, and details of data collection.

Data Analysis

Each individual case was treated as a separate study. Data collected were presented individually

Table 3
Phases, Activities, and Details of Data Collection

Phase	Activity	Details
Pre- Intervention	Preparing, evaluating, and revising research instruments and materials	Submission of storybooks with translations to a pair of experts
		Submission of sample lesson plan, checklists, and comprehension tests for pre and posttest to another pair of experts
	Selecting the sample	Submission of letter of consent to the target day care center
	Pilot study	Selection process for participants of the study
		Implementation of the DRL plans, pretest, and posttest
Pretest	Getting-to-know-you week	Revisions of the plan and tests made in accordance to the pilot study results
	Pretest	Conduct of a series of activities to gain trust and settle
		Administration of the one-on-one pretest on book orientation behaviors and listening comprehension (retelling and comprehension questions)
During Intervention	Preparing the DRL plans Implementing the DRL Plans	Lesson planning as the session days progressed Implementation of the 12 DRL plans Video recording of sessions
Post Intervention	Posttest	Administration of the one-on-one posttest on book orientation behaviors and listening comprehension (story retelling and comprehension questions)

in narrative and tabular form which created a profile for each child's case. All video recordings of all intervention sessions were reviewed to aid in the data analysis. After tallying the observations, the results were analyzed within each participant's case and across other cases. Trends and patterns that arose were identified through the group's profile.

The researcher used the data both from the observation checklist for book orientation behaviors and observations based on the video recordings of the sessions. Qualitative data collected were individually examined per case. They were then compared and analyzed to look for similarities, differences, and trends within each case and across cases in terms of the book orientation behaviors, specifically book handling and story reading behaviors that were present or absent before and after intervention.

The Observation Checklist: Book Orientation Behaviors tool and the video recordings of the pretests, posttests, and intervention sessions were reviewed to answer the research question.

Results and Discussion

Individual Profile: Student A

Book Handling Behaviors. Student A displayed only two (2 or 25%) out of the eight identified BHB in the pretest. In the posttest, Student A showed five more behaviors aside from the other two behaviors which were already present during the pretest leading to a total of seven (7 or 87.5%) of the identified BHB. Only BHB 5 remained not manifested. This may be attributed to the print book format used for the posttest. Student A was more able to follow text being read when the e-books were used because of the text highlights feature.

Story Reading Behaviors. Student A displayed four (4 or 33.33%) out of the 12 identified SRB in the pretest. None (0%) of the BR SRB, half (3 or 50%) of the DR SRB, and only flipped the pages of the book that was read (1 or 33.33%) from the AR SRB were manifested. These were DR

SRB 3, 5, 6 and AR SRB 1. In the posttest, two more behaviors were demonstrated (BR SRB 2 and DR SRB 4) but one previously shown during the pretest (AR SRB 1) was not exhibited by Student A anymore. A total of five (5 or 41.67%) of the SRB was present this time. No AR SRB was manifested for the posttest but BR and DR SRB were present. The behaviors that remained absent might be attributed to the format of book used for the posttest. Since the behaviors were manifested during the e-book sessions (one, three, four, and five) during the intervention, it gave the impression that Student A favored the use of e-books more than print books, especially for after reading activities.

Individual Profile: Student B

Book Handling Behaviors. Student B displayed five (5 or 62.5%) out of the eight identified BHB in the pretest. During the posttest, Student B showed great improvements and exhibited all of the eight (100%) behaviors in the checklist.

Story Reading Behaviors. Student B displayed nine (9 or 75%) SRB in the pretest. All (3 or 100%) of the BR SRB (1, 2, and 3), four (4 or 66.67%) of the DR SRB (1, 2, 3, 5, and 6), and two (2 or 66.67%) from the AR SRB (1 and 2) were demonstrated. DR SRB 2, which was not exhibited during the pretest, was already present in the posttest giving Student B five (5 or 83.33%) of the DR SRB manifested. Unlike in the pretest, both of the AR SRB (1 and 2) were not displayed in the posttest. This was replaced by AR SRB 3, leaving her with just one (1 or 33.33%) AR SRB manifested in the posttest. All BR SRB (1, 2, and 3) listed were still manifested. Student B got nine (9 or 75%) of the SRB in the posttest. Student B's observed behaviors during the intervention sessions, especially during the e-book sessions, suggested that she acquired higher interest in working with e-books than print books. Hence, there were behaviors absent in the posttest since it involved the use of a print book.

Individual Profile: Student C

Book Handling Behaviors. For the pretest, Student C exhibited six (6 or 87.5%) of the eight identified BHB in the pretest. During the posttest,

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Student C manifested all of the eight (100%) identified behaviors in the checklist.

Story Reading Behaviors. Student C displayed a total of nine (9 or 75%) SRB in the pretest—BR SRB 1, 2, and 3, DR SRB 2, 3, 4, 5, and 6, and AR SRB 1. In the posttest, there were also nine manifested SRB (9 or 75%); however, instead of DR SRB 4 that was present in the pretest, DR SRB 1 was shown in the posttest. Even if AR SRB 1 remained to be the sole behavior manifested after the interventions, Student C's performance during the intervention sessions could not be discounted. During the intervention, especially during the e-book sessions, it was observed that he became more interested to do the after reading activities when e-books were present rather than when print books were used. His focus on the task did not wane even with the presence of e-book features. This does not support the claim of De Jong and Bus (2004).

Individual Profile: Student D

Book Handling Behaviors. In the pretest, Student D demonstrated four (4 or 50%) of the identified BHB namely, BHB 1, 2, 3, and 8. During the posttest, Student D exhibited two more behaviors, BHB 6 and 7, aside from the ones he already showed in the pretest, thus a total of six (6 or 75%) BHB. Although BHB 4 and 5 were still absent during the posttest, these behaviors were observed during the e-book intervention sessions.

Story Reading Behaviors. Student D displayed eight (8 or 66.67%) out of the 12 identified SRB when the pretest was administered. These were the following: BR SRB 2 and 3, DR SRB 1, 2, 3, 5, and 6, and AR SRB 1. For the posttest, the same number of behaviors was manifested. However, AR SRB 1 was replaced by AR SRB 3. Student D still got eight (8 or 66.67%) of the SRB in the posttest. The missing behaviors were manifested during the intervention sessions, specifically in all of the sessions that used e-books.

Individual Profile: Student E

Book Handling Behaviors. When the pretest was administered to Student E, she displayed seven (7 or 87.5%) out of the eight identified BHB. These

included BHB 1, 2, 3, 5, 6, 7, and 8. During the posttest, Student E exhibited the same exact behaviors she had during the pretest. Although absent during the posttest, BHB 4 was observed during the intervention sessions.

Story Reading Behaviors. Student E demonstrated a total of seven (7 or 58.33%) of the identified SRB in the pretest. Included were two of the BR SRB (1, and 3) and three of the DR SRB (1, 5, and 6). All of the AR SRB identified were also displayed. In the posttest, she displayed BR SRB 1, 2, and 3, the same DR SRB during pretest, and AR SRB 1. This gave Student E a total of seven (7 or 58.33%) of the SRB still in the posttest. This result might be due to the format of the story used during the posttest because during the intervention, the missing behaviors were manifested especially in sessions that used e-books.

Individual Profile: Student F

Book Handling Behaviors During the pretest, Student F showed six (6 or 75%) of the eight identified BHB. They are BHB 1, 2, 3, 4, 5, and 8. While during the posttest, she exhibited another behavior, BHB 6, aside from the ones she demonstrated in the pretest. However, BHB 4 was not displayed anymore when the posttest was administered. A total of seven (7 or 87.5%) of the behaviors in the checklist were manifested. BHB 4 which was not manifested during the posttest was observed to be present during the intervention sessions.

Story Reading Behaviors. Student F displayed a total of four (4 or 33.33%) of the identified SRB when the pretest was administered. Included are the following: BR SRB 1, DR SRB 1, 6, and AR SRB 1. During the posttest, five more behaviors were present, namely, BR SRB 2, 3, DR SRB 2, and 5. However, AR SRB 1 which was previously displayed in the pretest was absent during the posttest. Student F got seven (7 or 58.33%) of the SRB in the posttest. The missing SRBs were observed during the intervention sessions, especially in those that used e-books.

Group Profile

Book Orientation Behaviors. Although all participants showed an increase in the number of behaviors manifested after the intervention, there were only two participants who manifested all of the behaviors at the end of the study (Students B and C). Figure 1 is a visual representation of the summary of the BHB and the number of participants who manifested each before and after intervention.

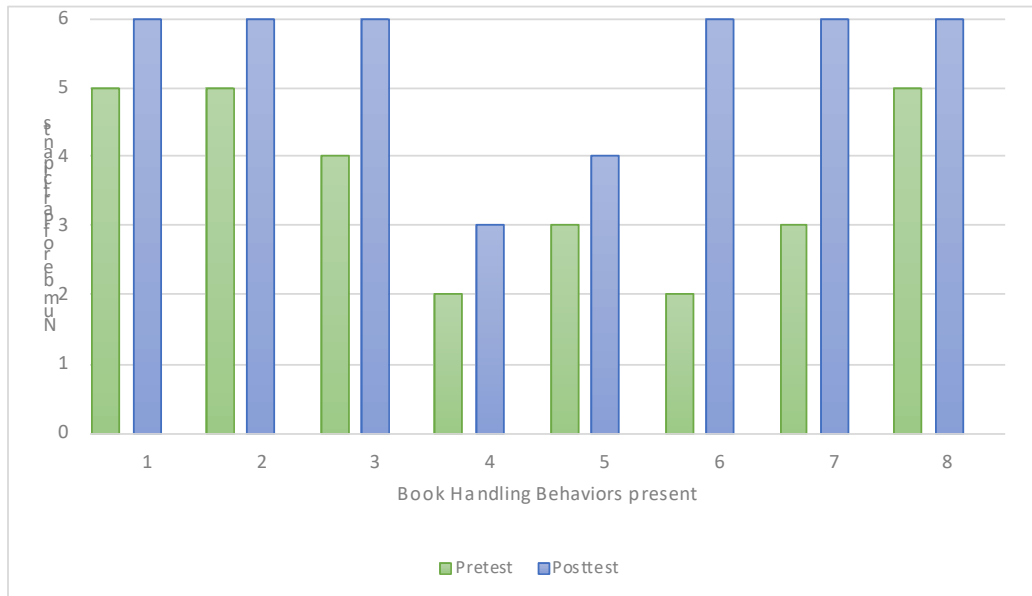


Figure 1. Summary of manifestation of book handling behaviors

Note: The BHBs present were referred to as

- 1 – Identifies the front of the book
- 2 – Identifies the back of the book
- 3 – Holds the book with the correct side down
- 4 – Opens the book to the correct beginning of the story
- 5 – Points to the words being read
- 6 – Points the word that begins the story
- 7 – Traces with the finger the story line from L to R
- 8 – Turns the pages of the book

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Story Reading Behaviors. The results showed that prior to the intervention, the participants already manifested book orientation behaviors. This is parallel with the results generated in the Pado (1990) study where it was found out that children already demonstrate literacy behaviors prior to formal schooling. It also adheres to the claim of Juzwiak (20112) that the presence of electronic features in e-books actually contribute to pro-books orientation, concept of prints, and

emerging reading knowledge. These features did not cause any distractions and focus on the activity actually remained intact (De Jong and Bus, 2004). The results also showed that the novelty of the use of e-books and the number of sessions might have affected the way the participants performed in the study (Stoeckle, 2012). Figure 2 is a visual representation of the summary of the SRB and the number of participants who manifested each before and after intervention.

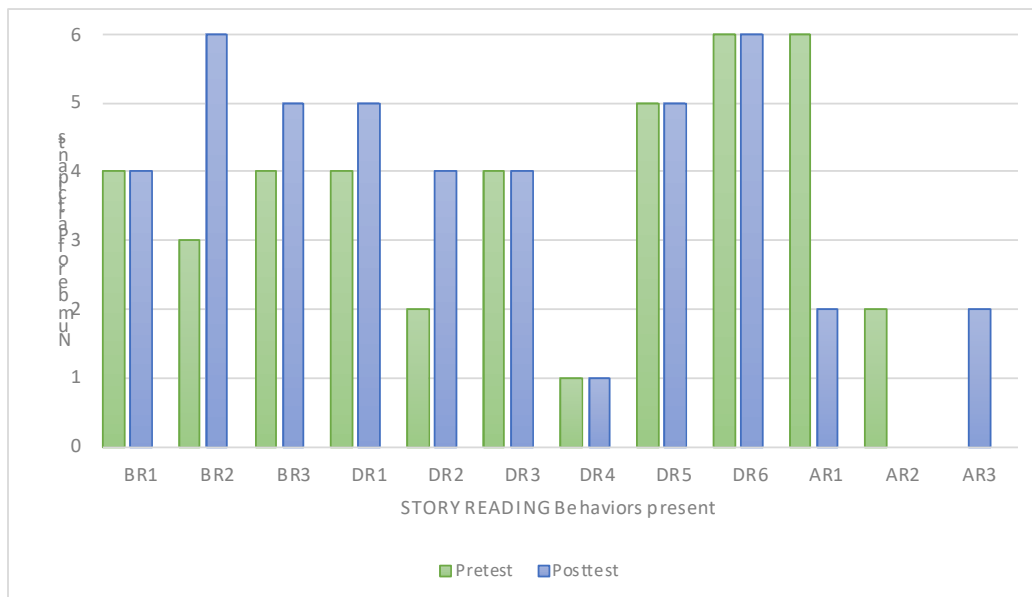


Figure 2. Summary of manifestation of story reading behaviors

Note: The SRBs present were referred to as

- BR1 – Reads (or points) the title of the story
- BR2 – Discusses the details in the book cover
- BR3 – Predicts what the story is all about
- DR1 – Pays attention to the text of the story
- DR2 – Tries to read the story with the teacher
- DR3 – Makes comments about the story while teacher reads
- DR4 – Asks questions about the story
- DR5 – Shows the appropriate emotion for the story through facial expressions
- DR6 – Shows interest in story reading through gestures and facial expressions
- AR1 – Flips the pages of the book that was read
- AR2 – Asks that the story be read again
- AR3 – Asks for a new book to read

Conclusions

This study looked into the different book orientation behaviors specifically book handling and story reading behaviors manifested by six kindergarten students, four to five years old, from a day care center before and after exposing them to the use of electronic books.

Results indicated that using electronic books in DRLs was effective in increasing book orientation behaviors among young children. Specific findings were as follows:

For Book Handling Behaviors,

1. all of the participants (100%) manifested six out of the eight identified book handling behaviors, namely: identifies the front of the book, identifies the back of the book, holds the book with the correct side down, points the word that begins the story, traces with the finger the story line from L to R, and turns the pages of the book;
2. four out of the six participants (66.67%) pointed to the words being read;
3. three out of the six participants (50%) opened the book to the beginning of the story.

For Story Reading Behaviors,

1. before reading, 100% of the participants discussed the details in the book cover, five (5 or 83.33 %) of the participants predicted what the story is all about, and four (4 or 66.67%) of the children read (pointed) the title of the story;
2. during reading, 100% of the participants showed interest in story reading through gestures and facial expressions, five (5) or 83.33 % showed the appropriate emotion for the story through facial expressions and paid attention to the text of the story, four (4 or 66.67%) tried to read the story with the teacher and made comments about the story while the teacher read, and only one (1 or 1.67%) asked questions about the story;
3. after reading, two out of the six (6)

participants (33.33%) flipped the pages of the book that was read and asked for a new book to read, while none of the participants asked that the story be read again;

4. two participants manifested behaviors during e-book sessions but did not manifest them in the posttest suggesting that higher interest in working with e-books than with print books was acquired although behaviors were not manifested during the posttest.

Using the results yielded, the following can be concluded:

1. Using e-books in DRLs helps increase the number of book orientation behaviors manifested by young children particularly their book handling behaviors.
2. Using e-books in DRLs helps increase book orientation behaviors manifested particularly story reading behaviors as suggested by the observations made during actual e-book use.

Recommendations

Based on the conclusions, the following recommendations are made:

1. Electronic books are engaging tools for learning. It is recommended that young children be allowed to explore and enjoy the benefits of having such technology in learning and developing reading skills. They should be allowed to use it with precaution and in moderation for educational purposes.
2. It is recommended for parents to guide their children in navigating electronic books especially at home. Exposing children to both formats of storybooks will be beneficial because this can help develop children's interest in reading.
3. Teachers are highly encouraged to maximize the presence of e-books and use it in their classrooms. The features present in the electronic books they will use in the classroom will be crucial in promoting book orientation behaviors.

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4. For future research in the Reading/Literacy Education, the use of locally published storybooks and the effects of the use of e-books on reading engagement and reading motivation may also be looked into.

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Appendix

Name of Child: _____ Date: _____
 Title of story used: _____ Pre-test Posttest

Observation Checklist: Book Orientation Behaviors (Adapted from Pado, 1990 and Molina-Felix, 2012)

Check the box for the appropriate observation. Write comments.

Book handling behaviors (Using the storybook, ask the child to do the following and use this checklist to record observations.)		
	Observation	Comments
1. Identifies the front of the book. (<i>Ituro mo kung nasaan ang harapan ng libro.</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Identifies the back of the book. (<i>Ituro mo kung nasaan ang likuran ng libro.</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Holds the book with the correct side down (<i>Hawakan mo ang libro na parang nagbabasa ka.</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Opens the book to the correct beginning of the story (<i>Gusto kong magbasa ng kwento. Buksan mo ang libro kung saan nag-uumpisa ang kuwento.</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Points to the words being read (not the picture) (<i>Ituro mo kung alin ang binabasa ni teacher.</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Points the word that begins the story (<i>Gusto kong magsimulang magbasa ituro mo kung saan ako dapat magsimulang magbasa.</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Traces with the finger the story line from L to R (<i>Gamit ang iyong daliri, ipakita mo kung saang direksyon papunta dapat ang pagbasa sa mga salita.</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Turns the pages of the book (<i>Tapos ko nang basahin ang pahinang ito. Ipakita mo kung saan ako susunod na magbabasa.</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Story Reading Behaviors (Observe the child before, during, and after reading. Ask the child to do the prompts in the <u>Before</u> Reading Section. The story will be read aloud by the teacher. For the <u>During</u> and <u>After</u> Reading sections, use the checklist to record observations)		
Before reading		
1. Reads (or points) the title of the story (<i>Nasaan ang pamagat ng kuwento?</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Discusses the details in the book cover (<i>Anong masasabi mo sa nakikita mo dito?</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Predicts what the story is all about (<i>Tungkol saan kaya ang kuwentong ito?</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No	

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<i>During reading</i>		
1. Pays attention to the text of the story	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Tries to read the story with the teacher	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Makes comments about the story while teacher reads	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Asks questions about the story	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Shows the appropriate emotion for the story through facial expressions	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Shows interest in story reading through gestures/facial expressions	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>After reading</i>		
1. Flips the pages of the book that was read.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Asks that the story be read again.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Asks for a new book to read	<input type="checkbox"/> Yes <input type="checkbox"/> No	

About the Author

Jonalou S. Danao is an Assistant Professor at the K-2 Department of UP Integrated School. She finished her Bachelor's Degree, Bachelor in Elementary Education Major in Teaching in the Early Grades K-2, at the University of the Philippines where she also finished her Master of Arts in Education major in Reading Education. Her research interests include the use of technology inside the classroom, inclusive education, and gender awareness of young children. She hopes to make a difference in the world of education, one child at a time.

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