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Article

ONLINE LEARNING STRATEGIES OF SENIOR HIGH SCHOOL IN READING 21ST CENTURY SHORT STORIES

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Abstract
Online-based reading strategies are one the necessary skills for 21st-century learning since it involves the learner's critical thinking inside and outside the classroom. However, due to the pandemic, most students use different skills to learn or cope with the difficulties of technical problems. Moreover, the students experienced technological challenges for various reasons, such as no gadgets, no internet connection, no cellular signal, and no financial assistance. Still, technology is one of the essential tools to help teachers and learners improve educational advancement. The emergence of information communication technology for SHS students opened the door to technological awareness and strategies. They can now use digital learning materials as tools to manipulate technology such as hyperlinks, applications, PDFs, words, pictures, and videos that develop new literacies and metacognitive knowledge in the 21st-century education.

Therefore, this study aims to identify the students' metacognitive reading strategies using digitalized learning materials. Furthermore, the researcher investigates the learning experiences of SHS Students in using online-based learning materials in planning, monitoring, and evaluating the reading strategies (Fogarty, 1994). The researcher conducts phenomenological research to describe SHS' metacognitive learning. The researcher used probability sampling and open-ended questions in Google Forms. The results show that the learners can categorize their experiences, metacognitive strategies, and solutions to the problem using DLM experiences. This research can benefit SHS students by enhancing online reading materials based on their suggestions and awareness of strategies. Furthermore, the finding can lead future researchers to study the metacognitive style of learning in Online distance learning.

Keywords
Metacognitive Reading Strategies, Online Learning, Web-assisted language instruction, Digital Learning Innovation and Trends, Online Based Learning, Learning Styles, modern technologies

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Introduction

Due to the drastic changes in the educational system, online distance learning is one of the alternative modalities to sustain continuous educational programs during pandemics, which develops the new literacies in Information Communication Technology (ICT) necessary to improve 21st-century learning. The students practice 21st-century skills such as collaboration, communication, critical thinking, and creativity in instructional technological tools (Bedir, 2019; Budiarti et al., 2021; Hendy, 2020; Pardede, 2020). In online learning, the learners collaborate with their classmates through virtual meetings, email, messenger, and google and Microsoft collaboration links in online applications.

Internet access enables communicational learning tools between the teacher and students and among themselves by using varied technological applications to exchange information between the messenger and the receiver. At the same time, the learners practice critical analysis on how to manipulate technical tools with the procedural steps on how to use the learning materials. Also, the students become independent learners who discover and search for the lessons with creativity and productivity. Thus, the learners become creative in operating computer-based learning in the classes where the learner construct their learning designs. Therefore, reviewing the learners' online education skills is crucial in new normal times.

Online-based learning is an opportunity to practice self-directed learning or self-regulatory to enhance 21st-century skills that can apply in real-life along with future academic and professional aspects. Online-based learning during pandemics expands technological knowledge, which promotes "new literacies" that lead to learning styles focused on metacognitive awareness. According to Forgaty (1994) states that metacognitive awareness consists of planning, monitoring, and evaluating that helps learners arrange their schedule, time, and procedural steps to save effort and energy in the lesson, thereby, demonstrating self-regulatory learning. After implementing the learners' plan, they monitor their progress in self-learning assessment. Therefore, the learners analyze the progress area in the lesson until the learners recall the knowledge perfectly (Flavell, 1979).

However, with the emergence of modern technologies and, at the same time, raising contemporary literacies, the educational system has to include insights based on the context and needs of the students. As a result, new literacies emerge in online-based learning, such as literary basic, practical literacy/ oracy, and deep literacy in 21st-century skills. Adams et al. (2017) wrote about basic literacy skills as the ability to read, write, spell, and construct grammar, while literary and oracy skills are abilities to evaluate and manage to learn, collect, interact, and communicate, and learn English literature and language in digitalized studying.

Moreover, deep literacy skills maintain writing and reading intensively using technical learning tools to understand the lesson. Even though online-based learning can have possible advantages, still, there have disadvantages for heterogeneous learners in delivering lessons. The benefits of modern technology are the accessibility, communication, and technological literacies in online base learning, which is essential during a pandemic to revive the education system in immediate changes. However, some students experience difficulties accessing online learning due to a lack of funds for learning, purchasing gadgets, as well as the problems on signal. Such experience prevents students from participating in online classes (Cullinan et al., 2021; Dahiya et al., 2021; Rotas et al., 2020). UNESCO (2020) reported that remote

areas around the globe have unequal access to online learning modalities because some of them cannot access online or digital learning.

According to Tanyeli (2009) and Juniardi (2019), online activities have positive results on students" reading comprehension skills and on achieving higher-order thinking in ESL (English as Second Language). Still, there is an argument against the effectiveness of online and printed reading materials in the class, which must be reevaluated, especially during a pandemic. Although, many early studies showed that printed materials were more effective than online learning. Current studies show that due to the need for learning upgrading progression, online education has become more effective than printed materials in improving vocabulary and constructing knowledge (Huang, 2014; Juniardi, 2019; Pardede, 2019). In addition, Echaure and Torno (2017) studied that graphics help students to develop visual effects to become more meaningful and purposeful strategies for learners, namely activities in read-aloud, KWL, graphic organizers, vocabulary instruction, writing to learn, structured notetaking improves the learning of pupils, which becomes meaningful to the learners. The learners learn more in reading, scanning, and skimming, the digitalized soft copy, which becomes more attractive. As a result, the learners are motivated to study and read the materials in school. E-books, online dictionaries, search engines, hyperlinks, and online journal articles improve the materials' readability by simplifying texts, focusing on colorful texts, translating, and reading for fun to increase understanding and motivation in a study (Mudra, 2018; Mukhlif & Amir, 2017).

Online-based reading trains the learners in a socio-cultural learning approach wherein each student participates in the grouping to brainstorm using communicative technology like texting, email, messenger, and virtual conference. This practice helps improve their reading comprehension (Merced et al., 2007). In the 21st century, with skills such as collaboration, communication, critical thinking, and creativity, learners construct knowledge through teamwork with their classmates. Online reading resources are instructional tools for interactive and constructive classroom learning approaches (Zhu et al., 2020). Using the collaborative learning approach, the learners obtain favorable outcomes in interactive informational processing (Vygotsky, 1986, cited in Kiili, 2012; Panlicsar, 1998). Kiili (2012) found that spending collaboration online acquired the highest scores in the essay; however, it required meeting the much-allotted time processing in online reading. Dalton et al. (2011) mentioned that learning interaction upgrades the language and literature in E-text wherein the learner expands reading vocabulary and comprehension using e-text passages. In fifth grade, web-based learning enhances the reading comprehension strategies for interaction, including Improving Comprehension and Online (ICON) and Scaffolded Digital Reading (SDR). If Dalton et al. discussed the E-text as scaffolding learning, Noor et al. (2011) added that the reading technology prototype (Interactive English Language Literacy System) uses annotation, discussion, notetaking, and reading portfolios to support language and literature learning.

21st-century learning engages new learning materials in reading and writing like word-processing that involve contemporary literacies including oracy, visual, graphics, and computer (Adams et al., 2007, pp. 28-35). Additionally, Bouvet and Close (2006) studied guided reading programs to analyze the readers who apply the different types of strategies in computer-based learning, for example, hypertextual reading tools. On the contrary, Zaki et al., 2008 found that hyperlinks and hypertext cause distraction due to overdesign in the actual text. The advancement of technologies and the academic shift into online learning are opportunities to develop strategies and techniques to understand the lesson. Chen (2016) mentioned that skilled readers executed

planning, monitoring, and evaluating procedures in reading comprehension while equipping global, problem-solving, support, and socio-affective methods in online-based learning. The reading strategies assist in reading the English language on the online platform.

According to Cho et al. (2017) and Salyer (2007), online reading tasks generate critical questions, which improves self-monitoring and evaluation sources. Evaluation sources deal with reading comprehension which require prior knowledge, inferential reasoning strategies, and the self-reading process. Self-directing is essential in online instruction with assessing and managing their learning to develop self-learning confidence as a consequence of self-discovery (Brodsky et al., 2021). O'Malley and Chamot (1995) wrote about self-directed learning, which pertains to metacognitive knowledge, control, or regulation over metacognitive strategies. Metacognitive knowledge refers to students' cognitive knowledge of process and procedure in the instance, and the students monitor their learning tasks and activities (p.101-113). In 2001, Sheorey and Makhtari studied the reading strategies utilizing factor analysis and theoretical significance in metacognitive strategies (planning and monitoring techniques), cognitive strategies (readers actinon in the problems), and support strategies (the learners' materials that scaffolding for comprehension). The students have a wide range of metacognitive strategies in online reading materials, such as critical reading, comprehending, and evaluating the passage information, which the teacher has a significant role in facilitating. (Görsev, 2013; Maarof et al., 2017).

Ahmadian and Pasand (2017) found that gender has differences in metacognitive online reading regarding self-efficacy and reading strategies using EFL (English as a Foreign Language). The institutions' administrators monitor the uses of learning management system (LMS) stakeholders who regulate the metacognitive strategies, plan, manage and monitor students' learning progress (Ramli et al., 2011). Additionally, the students utilized reading e-books, online dictionaries, and online journal articles, increasing the students' readability, and enhancing the online reading language in (EFL) English as a foreign language (Batang, 2015). Metacognitive strategies apply the understanding of the English text by using effective techniques in reading to have a higher comprehension level in reading. The students employ strategies such as reviewing the problematic part of reading and searching for unfamiliar words in the dictionary (Batang, 2015)

In the recent implementation of online distance learning, some students experienced difficulties due to a lack of gadgets, internet connection, and an overload of subjects in Philippine education. Lorenzo (2016) stated that the school encountered failures in technologies, software packages, and no available internet connection, which caused poor educational instructions to the students. However, Tomaro and Multiarin (2018) studied that educational technology penetrates acceptability, adaptability, and integrative domain in every system, such as the alternative materials for communication such as radio, television, cellphone, video conferences, and learning printed materials. Although the lack of gadgets and internet connections is uncontrollable, students still found solutions and strategized the learning process using metacognitive learning. In 2016, Dela Rosa said that "The developing nation like the Philippines, the role of ICT in language teaching is deemed vital. However, the scarcity of IC resources, such as the limited number of computers and the unavailability of Internet services, hinder the effective integration of ICT in language pedagogy.

In 2018, PISA (Programme for the International Assessment) result showed that the Philippines had the lowest scores in reading performance with other participant countries in literacy and numeracy assessment. This result is a call for a review of the curricula to address the literacy and numeracy problems. K to 12 Basic Education program, 2016, also known as Policy Guidelines on the National Assessment of students learning for K to 12 Basic Education Program, promotes ICT literacy which aligns with 21st-century skills such as (1) communication skills, (2) information, media, and technology skills, (3) learning and innovation skills, and (4) life and career skills. Technology supports the teachers and students in using various learning strategies in online reading or class. Technology can be the solution to the literacy of Filipinos from primary to secondary education. However, despite devices, the research suggests that the government immediately implements digitalized materials for learners, especially during the pandemic. Technology is the key to the learners' success by adopting metacognitive learning strategies.

Philosophical and Theoretical Framework

Socio-constructivism seeks meanings based on the lived experiences and works the researcher wants to understand, from complexity to narrow meaning in the categories or themes (Creswell, 2013, pp. 46-47). The gathered data of students' experiences in using digital learning and the observation of the senior high school teacher provide the context of lived and work scenarios that happen in the educational system.

The word metacognitive came from the word 'meta,' which means 'cognition' is 'thinking about one's thinking, which is generally defined as the learning process of the students by changing themselves in planning, monitoring, evaluating, and changing their behaviors (Brown, 1987; Favell, 1979 cited in Cambridge Assessment International assessment, 2019). In 1994, Forgaty wrote the book entitled "How to Teach for Metacognitive Reflection." Metacognition is learners' ability to plan, monitor, and evaluate studies. Metacognitive is the students' awareness of the learning process, including the learning process in particular in planning, monitoring, and evaluation. In planning, the students look for necessary action in learning, such as predicting, preparing, and planning the situation. Monitoring is the process by which the students execute the plan and then supervise the progress of their project. Evaluating is a process of examining the results of the learning situation in which the students will be aware of the entire scheme of the plan. According to Davies (2007), the core aims of the English subject are to provide a multi-layered array of skills and understanding of the English Language. Digital technologies are powerful tools to achieve 21st-century learning skills both online and in the classroom. There are three core categories for instances, Literacy basics (learning to read and write; spell; grammar), Practical Literacy and Oracy (gathering, managing, and evaluating information; communication, presentation, & interaction; study of the English language), and Deep Literacy (sustained intensive reading and writing).

Due to the technical difficulties and challenges the learners face online, the learners think about the strategies and coping mechanisms to continue the learning program despite the challenges. Forbes and Fisher (2018) found that metacognitive strategies positively impact the confidence and proficiency of the learners' skills in language and literature.

Methodology

This chapter discusses the gathering and analyzing method for data, which includes research design, the locale, and participants (population, sampling, sampling, sampling techniques, research instruments, gathering of data procedure, data analysis, and ethical considerations.

Research Design

Creswell and Poth (2018) describe phenomenological study as the lived experiences and concepts in ordinary meaning. Therefore, this study identifies the students' online-based learning experiences and metacognitive strategies in coping with the difficulties and struggles of using technological barriers for learning. Due to the hard lockdown, most learners had no option of using technology like mobile phones to communicate with their teachers and classmates. Hence, the researchers used a google survey form questionnaire to identify the learners' experiences during an online class to reach out to participants even in distance learning. Triangulation increases the validity and credibility of the investigation in the research data (Noble and Heale, 2019). Therefore, the researcher used triangulation, consisting of students' feedback, teachers' feedback, and the researcher's observation. The researcher interpreted the respondents' feedback in verbatim words in clustering the statements.

Locale/Participants of the Study

The research was in an urban area of the second-largest secondary public school in Antipolo City, expected to have the largest enrollee every year. According to Ellis (2016), the suggested number of samples in qualitative research studies is between 6 and 20 participants, which is sufficient for finding the practical issues and phenomena. The research used triangulation to develop the validity and credibility of the results or findings in the study, wherein the researcher distributed the survey questionnaire to the students, teachers, and personal observation of the researcher. Therefore, the total number of participants in senior high school students was 14, while the senior high teacher were eight teachers in the Division of Antipolo. They selected the student's qualifications and criteria for eligibility in getting the target population where the students enrolled in grade 11 senior high school in the school year of 2021-2022 and taking the English subject from different strands of the class.

Additionally, the learners used online-based learning in the lessons. In terms of gathering the data, the researcher distributed the google form link using systematic sampling in selecting the participants (O'Leary, 2004). At the same time, the teachers' qualifications were teachers in senior high in the school year of 2021-2022 that utilized an online learning platform in the school. Therefore, this school is worthy of study due to the number of participants and the school location.

Procedure

The researcher asked permission from the school principal to conduct a research survey. Then, after getting the approval, the researcher distributed questionnaire link to the target participants-teachers, and students. Th questionnaire includes the instructions and agreement between the participants and researchers to protect privacy and ensure confidentiality.

The participants can stop the process of answering if they cannot take questions. The data are the participants' verbatim responses

The researchers analyzed the data using Colaizzi (1978), which has seven steps for evaluating the data. The first step of descriptive phenomenological methods is familiarizing them with the data and participant account; the second step is identifying the significance of statements under the investigation; the third is formulating meaning using bracketing; the fourth step is clustering the common themes across accounts. The fifth is developing a detailed description of the phenomenon, and the sixth step is producing the fundamental structure. Furthermore, the last seven-step seek verification of the fundamental structure of participants' experiences (Morrow et al., 2015).

Problem 1: What are the everyday experiences of Senior High School using digitalized learning materials?

Problem 2: What metacognitive reading strategies can improve the SHS student in Online-Based Reading?

Ethical Consideration
According to Creswell and Poth (2018), the researcher considers the three ethical principles: respect for a person, concern for welfare, and justice. Before distributing the survey questionnaire, the researcher asked permission from the school's principal to conduct a research survey about lived experiences of senior high school students in using digitalized learning materials. Due to the strict implementation of lockdown and distance learning, the research used google Forms to access the respondents even at home. After the principal's consent, the study distributed the google form link, which includes the parent's instruction and authorization to answer the survey questionnaire. Before answering the Google survey questionnaire, the researcher provided instructions that the survey is under RA no. 1017, or the data privacy act, presented at the front of the survey questionnaire to inform the respondents. Students are not obliged to answer the questions and can cease answering them at any time. The data gathered will be strictly confidential on the participants' names, personal information, and location. This research avoids harm to the learners by not asking extremely sensitive questions and enhances the research's inclusivity until the end of the study.

Finding and Discussion

Based on the verbatim transcripts of the fourteen students and eight teachers, significant statements were extracted to formulate meanings.

Table 1: Selected Examples of Lived Experiences of Senior High School Students Using Online-Based Learning in Reading in Formulated Meanings

Transcript Interview	Meaning units	Sub-Themes	Theme
Student 14 *It can help me with difficult topics and get them easier. The advantage of this is I can make research about in topic assigned. The disadvantage of this is* ***not all students can't afford the gadget.***	Not all students cannot afford internet data which can cause the blurred images	Internet connection (not all students cannot afford it)	Slow internet connection

*Sometimes the picture is not clear too much to the point that I cannot **read every letter; maybe it is the cause of not having a good connection.** And one of my experiences is sometimes, some digitalized materials in activities have mechanical errors.*		Blurred (Internet connection)/ Technical Error	
Student 7 *The advantage is that we can study **everywhere by just having our pdf copy of our modules; it is also easy to access and more convenient than carrying the whole book or carrying books with us.***	Easy to access and convenient to use the learning materials	Accessible and convenient	Convenient
Student 3 *..And the disadvantage is that it is hard **for some students to study without the face to face interaction with the teachers.*** *From my experiences, it's **easy for me as a student who likes to study alone when there is a specific topic where it will be easy to understand when it can be discussed face to face.***	Dependent learner in socialization Although the learners practice self-directed learning, they still find difficulties in not having a social discussion	Socialization issues Self-directed Learning/ Socialization Issues	Socialization
Student 15 *My recommendation for **my fellow students is to be organized to handle this kind of new normal setting so they cannot be so harsh when taking or reading a digitalized module**. And also, do not forget to have a rest not to force your eyes into radiation in your gadget.*	Organizing the files in the order Take care of your eyes	Organizing the Files/ Wearing Eye Glasses	Organize Files

Table 2: Selected Examples of Lived Experiences of Senior High School Students Using Online-Based Learning in Reading in Formulated Meanings

Students' Response 1. Conveniences using technology 2. Socialization 3. Organizing files 4. Reading strategies 5. Digital Literacy 6. Self-directed 7. Slow Internet connection 8. Wearing Eyeglasses 9. Other Learning difficulties
Teachers' Responses 1. Conveniences using technology 2. Interactive 3. accessibility 4. collaborative 5. Digital literacy 6. Self-directed

Students' Response

7. Conveniences using technology
8. Socialization
9. Organizing files
10. Reading strategies
11. Digital Literacy
12. Self-directed
13. Slow Internet connection
14. Wearing Eyeglasses
15. Other Learning difficulties

Teachers' Responses

16. Conveniences using technology
17. Interactive
18. accessibility
19. collaborative
20. Digital literacy
21. Self-directed

Senior High school students have different experiences using digital materials during distance learning in the new normal condition. Using online-based reading produced good and bad experiences for the students depending upon the situational scenario. Here are the emerging themes found in the survey questionnaire conducted at a school in Antipolo. The emerging themes found conveniences using technology, socialization, organizing files, reading strategies, digital literacy, self-directed learning, slow internet connection, eyeglasses, and other learning difficulties in online reading.

Theme 1: Conveniences using technology

The World Wide Web, (WWW) is one of the most popular sources of information around the globe to access, communicate, and find information needed for class and research projects. Utilizing an internet connection for learning is an example of 21st-century skills because the learners search for knowledge and find answers to lesson inquiries (Adams et al., 2007, p. 28-35). Furthermore, online-based learning uses an internet connection, which can bring learners convenience in distance or face-to-face platforms. Digitalized learning materials such as Microsoft, Google and different features in various applications provide comfort to the learners, which they can access anytime and anywhere using technological tools for learning. The speed and accessibility of communication deliver suitability to the learners.

In this cluster, respondents narrated their experiences using technology in digitized reading materials in an online class. With technologies, the teachers and students experienced convenience in the class, like accessing quizzes quickly, managing schedules, creating presentations, and connecting to online learning. During examination and summative tests, learners answered the google form anytime and anywhere, easing the learners' time and efforts (Multiarin 2018). According to the statement, Student 2 said that google form is easy-to-use in an online class because they can answer the test anytime and anywhere with an internet connection. Hence, the students have time to do other academic subjects and personal daily tasks. Using digital materials such as pdf, word, and PowerPoint presentation help the students to use carrying many printed materials. Student 1 wrote that he could organize his files in the lesson softcopies in the folder, like modules, activities, and instructions for

answering the modules (Adams et al., 2007, pp. 28-35). At the same time, it is handy for learning materials saved on the phone and computer. Furthermore, the learner practiced self-regulation or a self-directed approach that manages his learning without the teacher's presence but by following the instructions. Another factor of convenience to the learners, based on Student 6 said that the navigation pane or search box helped them look for the name of the files or the keywords in the search box.

Based on the observation of the teacher from senior high school that technological learning tools help both teachers and students in carrying portable gadgets that provide convenience for learning delivery. According to a teacher participant, one stated, "Digitalized Materials are portable and easy to carry wherever they go. It makes visuals more eye-catchy and colorful. It is easier to create a PowerPoint presentation since you can copy and paste the information from digitalized materials. Moreover, since we are in the pandemic, it is beneficial in every Online Class." Additionally, Teacher-Participant 2 indicated, "Readable, grammar, using simple words that easy to understand, or if using deep words please provide open/close parenthesis as simple meaning." It shows that technology provides visual readable design for the class readers. Along with the experienced of the Teacher-Participant 4 shared that "Using digitized materials makes my life comfortable. In just one click, you can find the resources you need for the lesson".

Theme 2: Socialization

This cluster showed the students' experiences in socialization which is essential in 21st-century skills in academics like collaborating, communicating, using critical thinking, and creativity using online-based learning (Panlicsar, 1998; Vygotsky, 1986, cited in Kiili, 2012). Although online learning has the potential the improve 21st-century skills still, some students experience difficulties and lose interest in the online class; similar to the case of student two, he said, "nakakatamad po minsan, dahil nasa bahay lang, and sometimes I feel like studying is not for me po talaga." It showed that the students lose interest in their studies because of not having socialization in class. Another example is the experience of Student 3 for him, and it is hard for the student in online classes due to not having better face-to-face interaction with the teachers and classmates. Although he studied alone, there were topics that need to consult with the teachers and discuss intensively. Even though students encountered difficulties in studying, they learned to improve their learning strategies, such as being self-directed and independent learners, even without the presence of the teachers. The students discovered different learning strategies like teamwork and socialization. One of the samples of learners' strategies, according to student 11,

> "as a senior high student, I would tell all of my fellow students that using digitized reading materials is easier to use they have many strategies and techniques that they can use for easy using it and help them to read and study moderately."

This statement showed that informing their classmates indicates collaboration and communication.

Interaction and involvement of the learners in the class signified sharing of ideas and thoughts that strengthen the knowledge they adapt (Zhu et al., 2020). Hence, gamification increases participation in the classroom with a light atmosphere and enjoyable learning. Teacher-Participant 3

inscribed that

> "it helps me to establish interactive classes. It also helps me cater to visual learners and will align my teaching with technology. It makes my teaching easy, challenging, and interactive. I think a reading text can be more interactive and attractive to read if it is in Gamified form."

This showed that the interactive encourages the students to contribute to the discussion and activities. Moreover, Teacher-Participant 7 used movie clips for the reflective approach while using e-textbook or modules; therefore, the learner developed a cooperative strategy in the lesson. We observe that alternative learning, like interactive activity, increased the learners' interest and participation in online-based education, such as collaborative skills in socialization.

Theme 3: Organizing files

In this cluster, the technology supported the learners and teachers to be organized and manageable in the learning areas. As Student 1 wrote, "…And I always make sure my files are in the right place so whenever I need it, I will find it immediately. Always organize your files so you will not get confused when you need it the most." In one place, softcopies of files keep the learners' unifying documents and files to avoid unorganized things. Therefore, as stated by student six, online-based learning also helps him find the download files in one file or storage on a phone or computer. It implied that the learners learn how to control and monitor the lesson by applying technological knowledge. Student 15 suggested to his classmates and himself,

> "My recommendation for my fellow students is to be a student to handle this kind of new normal setting so they cannot be so harsh when taking or reading a digitalized module.

Furthermore, do not forget to have a rest not to force your eyes into radiation in your gadget." The internet connection brings the accessibility of communication, collaboration, and creative thinking in delivering the lessons. Digital literacy sends messages such as transmitting outputs and messengers. It has become accessible for learning resources for study and research in school, which can be utilized anytime and anywhere to produce different modalities. Echaure and Torno (2017) studied that graphics helps students to develop visual effects to become more meaningful and purposeful strategies for learners, namely activities in read-aloud, KWL, graphic organizers, vocabulary instruction, writing to learn, structured notetaking improves the learning of pupils, which becomes meaningful to the learner.

Theme 4: Reading Strategies

Facing the challenges of reading comprehension in the Philippines was found in the recent results of PISA 2018, which got the lowest scores in literacy and numeracy among the learners. Technology improves the learners' reading comprehension during the pandemic and online learning. The survey showed that the students practiced procedural strategies such as skimming, scanning, extension, and intensive reading. According the answers of Student 2, he said that

> "Binabasa kopo muna yung mga lesson then nag poproceed napo ako sa dapat sagutan".

This specified that the student read the text step-by-step. As the procedural reading of Student 7 transcribed, "First of all, understand what is in the reading materials, do not just read, they should understand what they read. Second, look for different meanings or more simplified words or sentences. Moreover, third, do not be shy to ask or seek help, whether from our teachers or classmates". Although difficulties reading, according to Tanyeli (2009) and Juniardi (2019), online activities have positive results in the reading comprehension skills of the students to achieve higher-order thinking in ESL (English as Second Language). The learners have seen the reading strategies that improved skills for them not reading alone but by listening in the application like dictate apps in the pdf or words. Recognizing the reading text, the students should read it carefully by decoding the meaning line by line in their studied text. Reading online improves the learners' digitalized skills online.

Theme 5: Digital Literacy

Digital literacies are the skills of the 21st-century or the "modern literacies" of the learners. This improves the information communication technology (ICT) necessary for reading and studying. Unfortunately, some students were unfamiliar with technological skills and online learning. However, some students exercised digital literacy, such as using the highlight for the lesson details in the digitalized materials and improving strategies and skills like scrolling and zooming (Mudra, 2018; Mukhlif & Amir, 2017). For example, Student 6 said,

> "When I use digitalized materials, I spend less time than printed materials. All I have to do is to scroll up and down. If the text is small, I can zoom it in to easily distinguish the word. In short, it is convenient to use it nowadays".

Technology supports learners in practicing self-discipline academically in online classes and at school. The value of saving many papers helps the environment avoid overusing paper. The student was concerned about the excessive use of reading materials, as Student 10 stated,

> "To my fellow students who can upgrade and can make a way to access digitized materials, it is good to only use digitized materials because we can help save trees because it is the main material in making papers, and we can help our government save money too."

Additionally, the learners take notes, lessons, and class schedules in digital materials because upgrading digital materials is also helping our environment use much-printed materials to avoid cutting trees. Finally, the learners store and save files on their computers and cell phones.

Based on the Senior High School teacher's observation, online classes enhance ICT skills such as basic skills in reading, zooming in and out, and adjusting the screen light. Additionally, the learner becomes familiar with online gamification using collaborative learning. The student produces outcomes in technology. As said, teacher participant one said, "Yes. Since digitalized materials can be zoomed in and adjust the brightness for a better reading experience." While using a different application in the class will improve the learners' participation with the collaboration of their classmates.

Theme 6: Self-Directed learning

In this cluster, through technological learning tools, the students practice their skills to manage their learning and develop their metacognitive skills, which are responsible for their learning progress (Brodsky et al., 2021). Furthermore, the self-regulatory process increases the student's academic growth because they develop reflective self-assessment during the lesson, which means creative self-assessment to themselves even when they are alone in the study, in which the learners organize and use digital strategies. Student 2 said,

> "laging isipin na may purpose kung bakit natin ito ginagawa, and kahit minsan na fefeel mong tinatamad kana, magpahinga ka lang saglit then basa napo ulet".

The learners can study alone and process the learning in the teacher's instruction. For example, student 3 answered,

> "From my experiences, it is easy for me as being a student who likes to study alone, and sometimes it is hard to study when there is a specific topic where it will be easy to understand when it can be discussed face to face."

The self-regulatory improves the learning schedule in the lesson and activities dealing with procedures. According to Forgaty (1994), the learners studied the planning, monitoring, and evaluation step by step, which adapt to new regular learning using strategies and techniques. Student 15 strategies like what he said,

> "When you are in a place with an internet connection, download first the files before jumping into reading or doing it because some apps can only open one file at a time."

O'Malley and Chamot (1995) wrote about self-directed learning, which pertains to metacognitive knowledge, control, or regulation over metacognitive strategies.

Based on the observation of the SHS teacher, online learning encourages the teacher and students to innovative education, improving critical thinking. Moreover, the learners monitor their learning progress and identify objectives in the reading materials. Self-directing is essential in online instruction with assessing and managing their learning to develop self-learning confidence because of self-discovery (Brodsky et al., 2021). Based on Teacher-Participant 2 claimed, "Digitalized learning helps the teacher be more innovative and also the students, especially in this time of the pandemic." However, Teacher-Participant 4 warned that the learner should be critical in reading texts, especially those found on the internet. Some reading materials are not well-reviewed and misinterpretation. Through technology, Teacher-Participant 6 tracked his learners' performance and found the modified activities.

Theme 7: Slow internet connection

The internet connection is essential for successful online-based reading implementation in the class. However, in 2016, Dela Rosa said, "The developing nation like the Philippines, the role of ICT in language teaching is deemed vital. However, the scarcity of IC resources, such as the limited number of computers and the unavailability of Internet services, hinder the effective integration of ICT in language pedagogy." The learner's

disadvantage in his study is that the internet connection depends upon the slow signal connection in the area, data, and gadgets. Despite the advantages and benefits of online-based reading, students experience disadvantages in using technological tools because most students cannot access the learning influence connection for study. Here below are some examples of the student's experiences in online classes. Not all students can access, afford, and be familiarized with digitalized learning.

Based upon the experience of Student 5 said that "May mga pagkakataon po na malabo yung digitalized materials na nagagamit ko pero madalang lang naman po ito. All in all, masasabi kong mas madali po talaga ma-access ang digitalized materials in activities. Kapag malakas ang net ay malinaw din naman ang mga nakapaloob sa digitalized materials."

For instance, the learners experienced blurred texts and images because of slow internet connection due to geographical location, bad weather, and signal frequency. Student 8 stated,

> "Experiencing technical issues maybe because of the bad weather and internet connections; sometimes I cannot follow the instructions. Luckily to have you, sir, you are accommodating and understanding in helping me."

The student cannot afford data load to access learning materials. Student 9 said, "no network/walang load." Some students cannot afford internet connection data due to economic status because they spend their finances on the basics instead of internet connection (Cullinan et al., 2021; Dahiya et al., 2021; Rotas et al., 2020). "It can help me with complex topics and make them more accessible. The advantage of this is I can do research about in topic assigned. The disadvantages are that not all students cannot afford the gadget (Student 14). Furthermore, some students cannot print the reading materials because of expensive paper, ink, and printer.

Theme 8: Spending exposure to gadget lights
Some students observe that the more they expose to the screen gadgets lights, they feel dizziness, especially on the small screen, which is not appropriate for reading lessons. Computers and mobile phones' screen lights affect learners' studies. Here are some samples of what Student 1 said,

> "Always make your files organized so that you will not get confused when you need it the most. Also, your health matters as much as possible lessen your screen time or wear your anti-radiation glasses!".

The learners use eyeglasses to read digitalized learning materials by experiencing dizziness in the screen light and minimizing eye problems like astigmatism in reading. Some students rest their eyes after prolonged exposure to too much light.

As in the case of Student 3, "My strategies are simple, like minimizing the distraction in my surroundings. And minimizing reading it like me with astigmatism". Student 15 suggested,

> "My recommendation to my fellow students is to be organized to handle this kind of new normal setting so they cannot be so harsh when taking or reading a digitalized module. Furthermore, do not

> forget to have a rest not to force your eyes into radiation in your gadget."

Therefore, some students recommended taking care of the eyes during digital reading, including resting after a long time of reading and wearing anti-radiate glasses.

Theme 9: Other learning difficulties
UNESCO (2020) reported that remote areas around the globe have unequal access to online learning modalities because some of them cannot access online or digital learning. As a result, the students encounter health problems, panic attacks, learning difficulties, unfamiliarity with the learning modalities, and disorganized files in online classes. Upon the students' statements, the struggles and challenges in the study are observable because of the unfamiliar learning approach. For example, Student 11 answered, "At first, I was confused when I started using it because this kind of learning system is different from the last three years when I was in junior high school, but it helps a lot to continue the school year, and we do not have to stop the school because of this pandemic." On the other hand, the learners are exposed to screen time which can affect their health, and they feel dizzy with disorganized files on computers and mobile phones. In addition, the learners experience panic attacks due to the different subjects. Student 1 responded, "The advantages are that everything is handy and organized. You do not have to find them in a thick compilation of your materials because you can easily find them in your modules folder. However, the disadvantages are it might affect your health because you might exceed the screen time preferred for students since everything is in your gadgets". Furthermore, the students cannot manage their schedule from school and personal activities such as eating at the proper time. Social media are another example of learners' destruction of their surroundings because of the noise and complex, unfamiliar subjects. Student 9 transcribed "Mahirap po medyo umintindi, tahimik na paligid po, mag read sa peaceful na place"

Conclusion

This study explored the experiences of Senior High Students using digitalized learning materials through the Colaizzi Method (1987), the participant's account, and data analysis using clustering to identify the meaning of the respondents' statements. By extracting statements, the research provided the connotation of the theme categories. Based on the researcher's investigation and decoding of the meaning of the participants' answers. The experience of Senior High School Students in online learning-based modalities describes the students' metacognitive awareness in reading the digitalized learning materials. The metacognition areas of the learners are planning, monitoring, and evaluating the SHS students in an online-based learning approach. Before the students' design and monitor the learning, the students identify the advantages and disadvantages of the online-based learning materials, which are part of metacognition awareness. Then, the SHS students evaluate the possible strategies to cope with the learning difficulties of online-based learning materials. Finally, the students showed the following global ICT literacies using the following techniques to cope with the problems.

The themes emerged from various experiences senior high school students had during online learning, provided by the teacher participants and students using triangulation. Those are conveniences using technology,

socialization, organizing files, reading strategies, digital literacy, self-directed, slow internet connection, wearing eyeglasses, and other learning difficulties.

Recommendation

This study intends to identify the students lived experiences using digital reading materials, which some students encountered difficulties and challenges with online learning. Still, the technologies benefit students' learning progress from 21st-century skills. This study offered awareness of the implementation of technological advancement that our students possibly encounter. Therefore, this study recommends enhancing and improving Information Communication Technology (ICT) for delivering and using tools for teaching classes. Additionally, the school division implements informative guides and sessions for the teachers to upgrade using gadgets and strategies for teaching, moreover, financial support for the teachers' technological materials. Furthermore, the students who cannot participate in the online class will guide in the other modalities, such as modular and blended learning.

This study recommends developing a learning plan to improve technology-based programs' integration in schools to prepare learners at the tertiary level. Furthermore, upon the limitation of the phenomenological framework, this study identifies the online learners lived experiences, which did not include the modular learners. Therefore, the researcher suggests more investigations into both online and modular learning besides online alone.

Technology can improve teaching methodologies; therefore, the researcher recommends reviewing school-based learning activities so that the school policies and guidelines align with improving the ICT for enhancing skills. Moreover, it is recommended that future researcher's study both online and modular learning, which can improve the technology in the classroom. The future researcher may develop a method for further study to develop the students' metacognitive awareness in reading books and using a self-directed approach. Future research will study further how to improve the alternative tools in ICT to deliver learning in school. The researcher may study a larger sample from the target population.

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Appendix

Student response to the survey

Transcript Interview	Meaning units	Sub-Themes	Theme
Student 5 May mga pagkakataon po na malabo yung digitalized materials na nagagamit ko pero madalang lang naman po ito. All in all, masasabi kong mas madali po talaga ma-access ang digitalized materials in activities. Kapag malakas ang net ay malinaw din naman ang mga nakapaloob sa digitalized materials.	Blurred screen due to the slow internet connection in the study	Blurred screen (due to slow internet connection)	Slow Internet connection S5, S8,S9,S11,S 12,S14,S15,
Student 8 EXPERIENCING TECHNICAL ISSUES MAYBE BECAUSE OF THE BAD WEATHER AND INTERNET CONNECTIONS SOMETIMES I CAN'T FOLLOW THE INSTRUCTIONS LUCKILY TO HAVE YOU, SIR, YOUR ACCOMMODATING AND UNDERSTANDING FOR HELPING ME.	Technical issues due to the bad weather which causes outdating in the class	Technical issues, Internet connection (due to bad weather)	
Student 9 no network/walang load	Cannot afford data load	No internet (due to financial)	
Student 11 the advantage of digitized materials for our study is to continue and easy to pass all the requirements as fast as we can and the disadvantage of this kind of using for study not every student can't use this because not all students have an internet connection to their house.	Not all students have an internet connection	Communicatio n in submission/ No internet connection	

			Slow Internet connection S5,S8,S9,S11,S12,S14,S15
Student 12 The advantage of digitalized materials for me is I don't have to spend money to print my/our module and we can see it online. the disadvantage of digitalized materials is if you don't have a signal in your area or you don't have enough money to buy a load.	The geographical location of the students has less frequency signal and cannot afford to load data	No internet connection (due to financial)	
Student 14 It can help me with the difficult topics and get them easier. The advantage of this are I can make research about in topic assigned. The disadvantage of this are not all student can't afford the gadget. Sometimes the picture is not clear too much to the point that I can't read every letter maybe it's the cause of not having a good connection. And one of my experiences is sometimes some of the digitalized materials in activities have mechanical errors.	Not all students cannot afford internet data which can cause the blurred images	Internet connection (not all students cannot afford) Blurred (Internet connection)/ Technical Error	Slow Internet connection S5,S8,S9,S11,S12,S14,S15

Student 15 The advantage when using a digitalized materials in a study is you not be able to have a printed book because you can easily access the lesson online so you are not be able to waste a time and also you not able to come outside to get the printed book. And the disadvantage of digitalizing material is the pages or the outcome because the exact page in the original book may not be copied in the PDF file or a digital module so you need to find the page or the lesson to access your want and also sometimes the disadvantage is the connection in wifi Actually, my experiences using online reading are good to know because like I said, I can easily access what I want or what lesson I want to read. Also, I have bad moments because sometimes my internet connection is too slow so I will wait a moment until the connection is back but all in all it is a good experience.	Wifi connection in the study Slow internet connection	Internet connection Slow internet connection	

Student 1 I always wear my glasses (with anti-radiation) so that they will lessen the effects of the screen on my eyes. And I always make sure my files are in the right place so whenever I need them, I will find them immediately. Always make your files organized so that you will not get confused at times when you need them the most. Also, your health matters as much as possible lessen your screen time or wear your anti-radiation glasses!	Screen lights in gadgets while reading	Wearing Eye Glasses/ Organizing the Files	Wearing Eyeglasses S1,S3,S15
Student 3 My strategies are simple, like minimizing distraction in my surroundings. And minimizing reading it like me with astigmatism.	Environment destruction while studying the lesson Eye problem	Environment Issues (surrounding)/ Eye problem	
Student 15 My recommendation for my fellow students is a organized students to handle this kind of new normal setting so they cannot be so harsh when taking or reading a digitalized module. And also, don't forget to have a rest to not force your eyes in radiation in your gadget.	Organize files Rest your eyes after reading digital materials	Organizing the Files/ Wearing Eyeglasses	Wearing Eyeglasses S1,S3,S15
Student 1 The advantages are, that everything is handy and organized. You don't have to find your in thick	Screen time in reading can	Health Issues	

compilations, your materials because you can find them easily in your folder of modules. But the disadvantages are, that it might affect your health because you might exceed the screen time preferred for students since everything is on your gadgets. It was easy but sometimes I got confused and felt dizzy because of the loaded files I have or I own. But it doesn't take much time to find my files since they compiled more nicely than compiling in hard copy.	affect our health Disorganize files	Files Disorganize	Other Learning difficulties S1, S4, S7, S9, S11
Student 4 I'm always Hurry up and hard to understand the lesson.	Panic attack due to learning difficulties	Panicking Attack	
Student 7 The advantage is that we can study everywhere by just having our pdf copy of our modules, it is also easy to access and more convenient than carrying the whole book, or carrying books with us. The disadvantages are we're more exposed to gadgets, which means more screen time for us. It can also be hard for us to control and handle time. Being on our gadgets will be more accessible to different gaming apps and social media sites so it can be a distraction for our study. The experiences are not new, but not normal. I've	Hard time managing the schedule Social Media and games distract the learners	Escaping Meal/ Expending much time	

been more addicted to being on screen to the point I skip meals because I want to finish all of the activities immediately. Having digitalized materials and activities also helped me to be more patient because it's hard to find the pdf sent in our group chat. After all, we're also discussing different topics there.	Escaping meals due to screen time on gadgets		Other Learning difficulties S1, S4, S7, S9, S11
Student 9 Mahirap po medyo umintindi tahimik na paligid po mag read sa peaceful na place	Learning difficulties in learners' environment	Learning difficulty Go to the silent place Go to the silent place	
Student 11 At first, I'm confused when I started using it because this kind of learning system is different from the last 3 years when I was in junior high school but it helps a lot to continue the school year and we don't have to stop school because of this pandemic.	The unfamiliarity of the learners for three years	Unfamiliar with the learning system	Other Learning difficulties S1, S4, S7, S9, S11

Student 1 The advantages are, everything is handy and organized. You don't have to find your in thick compilations, your materials because you can find them easily in your folder of modules. But the disadvantages are, that it might affect your health because you might exceed the screen time preferred for students since everything is on your gadgets. It was easy but sometimes I got confused and felt dizzy because of the loaded files I have or I own. But it doesn't take much time to find my files since they compiled more nicely than compiling in hard copy.	Organize and easy-to-use	Organize things, Convenient/	Convenient S1, S2, S3,S4, S5,S6,S7,S10,S13
Student 2 The advantage is easy to answer some questions because of google The disadvantage is sometimes the connection is too slow	Google form is handy to use	Convenient in answering test/	
Student 4 Advantages Easy to see the lesson and to answer with the use of google even without a teacher disadvantages it's very hard for us by using digital because we can't understand the lesson without the explanation of the teacher.	Self-regulatory learning without a teacher	Convenient and Self-directed learners/ Teacher dependent	

Student 5 One of the advantages of utilizing digitalized materials in my studies is that it is simple to use. I never have to look for a book because I am constantly with my phone, which contains my digitalized materials. However, the disadvantage for me is that when I'm studying on my phone, I'm easily distracted by other apps such as Facebook, Tiktok, YouTube, Messenger, and so on.	Sample to use the phone and digitalized materials.	Convenient	Convenient S1, S2, S4, S5,S6,S7,S10,S13
Student 6 One of the major advantages of using digitalized materials in my study is it helps me to easily find the activities that I should answer. While one of the disadvantages is it needed stable internet and compatible gadgets before we can access it.	Easy to find the activities in digitalize materials	Convenient	
Student 7 The advantage is that we can study everywhere by just having our pdf copy of our modules, it is also easy to access and more convenient than carrying the whole book, or carrying books with us. The disadvantages are we're more exposed to gadgets, which means more screen time for us. It can also be hard for us to control and handle time. Being on our gadgets will be more accessible to different gaming apps and social media sites so it can be a distraction for our study.	Easy to access and convenient to use the learning materials	Accessible and convenient	

Student 10 Advantage of using digitized materials in studying are you can find the page easily using the search tab and the disadvantage is you need to have an internet connection first before you can save the files.	Easy to search find pages in the tab	Convenient/ Need internet connection	Convenient S1, S2, S4, S5,S6,S7,S10,S13
Student 11 The advantage of its easy to learn and the disadvantage is sometimes I can't understand other lessons It's very easy to read and do activities because all the information is digital and its easy to find	Easy use of the digitalized learning materials in reading and doing activities	Convenient	
Student 2 nakakatamad po minsan, dahil nasa bahay lang, and sometimes i feel like studying isn't for me po talaga	Feeling bored at home because of no social communication	Feel lazy (socialization issue)	Socialization S2,S3,S11,S12,
Student 3 The advantage is that we can study at our house and are far from being exposed to the outside world. And the disadvantage is that it's hard for some students to study without the face to face interaction with the teachers. From my experiences, it's easy for me as a student who likes to study alone, and sometimes it's hard to study when there is a specific topic that it will be easy to understand	Dependent learner in socialization Although, the learners practice self-directed learning, still find difficulties	Socialization issues Self-directed Learning/ Socialization Issues	

when it can be discussed face to face.	in not having a social discussion		
Student 11 As a senior high student, I would tell all of my fellow students that using digitized reading materials is easier to use they have many strategies and techniques that they can use for easy using it and help them to read and study moderately	Peer tutoring in the classroom	Informing fellow students	Socialization S2,S3,S11,S 12,
Student 12 Sometimes I can't understand it properly like before face to face because if my teacher/s are reading the books to us she's translating it to language that she knows we will understand it. But I can understand it though.	Teachers and students hhelpin the face-to-face	Socialization needed	
Student 1 I always wear my glasses (with anti-radiation) so that they will lessen the effects of the screen on my eyes. And I always make sure my files are in the right place so whenever I need them, I will find them immediately. Always make your files organized so that you will not get confused at times when you need them the most. Also, your health matters as much as possible lessen your screen time or wear your anti-radiation glasses!	Managing the files and in the gadgets Files organized	Organizing the Files	Organizing files S1,S6,S15

Student 6 I am saving the digitalized materials on my phone and placing them in one place. I am also downloading applications for guidance in using the digitalized materials.	One place files and documents using different applications	Organize files in one place	
Student 15 My recommendation for my fellow students is a organized students to handle this kind of new normal setting so they cannot be so harsh when taking or reading a digitalized module. And also, don't forget to have a rest to not force your eyes in radiation in your gadgets.	Organizing the files in the order Take care of your eyes	Organizing the Files/ Wearing Eye Glasses	
Student 2 Binabasa kopo muna yung mga lesson then nag poproceed napo ako sa dapat sagutan	Procedural reading	Pre-reading strategies Scanning	
Student 6 I recommend to my fellow students that they must read the digitalized materials to not make any mistakes in answering. Also, they should manage the digitalized learning materials they have for them to experience the convenience of digitalized materials.	Reading carefully the digitalized material	Read carefully	Reading strategies S2,S6,S7,S8, S11,S12,S13

Student 7 First of all, understand what's in the reading materials, don't just read, they should understand what they read. Second, look for the different meanings or more simplified words or sentences. And third, don't be shy to ask or to seek help, may it be from our teachers or our classmates.	Reading comprehension Decoding the meaning Ask for the teacher/ classmates	Read carefully, decode the meaning of the text asking questions to teachers and classmates	Reading strategies S2,S6,S7,S8, S11,S12,S13
Student 8 READ, LEARN, AND UNDERSTAND OUR LESSONS AND ACTIVITIES OUR TEACHER IS ALWAYS THERE TO GUIDE AND LEAD US IN OUR PATHWAY OF LEARNING OUR LESSON.	Study well in reading	Read, learn, and understand the lesson	
Student 11 My technique for reading the digitized instructions is I can read the special and important sentences using highlighting and I can use the technology reader it can read it for me and I only do is to listen.	. Digitalized learning techniques	skimming, scanning, and reading digitalized materials	
Student 12 First, I'm reading it faster to know some idea of what the story or learning modality is all about. After that I'm reading, it detail by details to understand it properly. I think you should get the idea first or what the story is all about so you	Basic reading strategies: scanning, skimming, extensive reading…	Scanning and skimming Scanning, skimming (procedural steps)	

can have an idea and you'll understand it, and after that read, it detailed by detail to prevent misunderstanding.			
Student 13 I read it carefully to understand it quickly	Reading carefully/ extensive reading	Reading carefully	
Student 4 Me, for not being familiar to use online it's very difficult for us as a student now.	Unfamiliarity with the online	Online familiarization	Digital Literacy S4,S5,S6,S7, S10,14
Student 5 I recommend na gawin din nila yung pagha-highlight kasi minsan maraming laman yung digitalized reading materials and kalahati lang yung important details (may mga ganung circumstances). Sa ganitong paraan mas madaling maiintindihan yung mga dapat aralin (based on my experience).	Highlight the important details in digitalized materials	Highlighting the text	
Student 6 When I am using digitalized materials I am spending less time than using printed materials. All I have to do is to scroll up and/or down. If the text is small I can zoom it in for me to easily distinguish the word. In short, it's convenient to use it nowadays.	Use digital strategies and skills	Scroll up and down and Zoom In/Out	Digital Literacy S4,S5,S6,S7, S10,14
Student 7 First I always type down all the activities in a digital note so that it can be easy access for me to	Taking down notes helps students	Digital Writing, time management,	

look for all of my supposed to-do things. Second, I set a time where I can study freely without being distracted from my surroundings. Third, I always remind myself to prioritize my digitalized learning materials than do leisure things.	Environment factors Time management	technological reminder (productivity)	
Student 10 To my fellow students who can upgrade and can make a way to access the digitized materials, it is good to only use digitized materials because we can help to save trees. After all, it's the main material in making papers and we can help our government save money too.	Upgrading the digitalized learning materials for accessing activities Saving the trees in overuse papers	Upgrading the digitalized learning materials, helping the environment	
Student 14 I always download it immediately. After that, I check it to make sure that the digitalized materials are functioning right. And if it is not I'll tell my teacher. Download it immediately to check if it's functioning right. And if it is not tell to your teacher to send it to you clearly.	Storing and saving files on the computer/ cellphone	Downloading immediately	Digital Literacy S4,S5,S6,S7, S10,14
Student 2 laging isipin na may purpose kung bakit natin ito ginagawa, and kahit minsan na fefeel mong tinatamad kana, magpahinga ka lang saglit then basa napo ulet	Reflective learning during the lesson	Reflective Learning	
Student 3		Self-directed learning	Self-directed

From my experiences, it's easy for me as a student who likes to study alone, and sometimes it's hard to study when there is a specific topic that will be easy to understand when it can be discussed face to face.	Self-regulatory learning/ studying alone		S2,S3,S5,S8, S10,S15
Student 5 Ang ginagawa ko po ay pinagsasama-sama ko ang magkakaparehong subjects or topics at inihihiwalay ko ang magkakaiba para mas madali ko itong mahanap kapag kakailanganin ko ng magbasa. Hina-highligt ko rin ang mga important details sa digitalized materials na maaaring ma-edit upang mas madali kong matandaan ang aking mga babasahin.	Organizing the topics and lessons while using highlights in the digital materials	Self-directed (organizing of subjects) Highlighting the letters	Self-directed S2,S3,S5,S8, S10,S15
Student 8 I PRACTICE MY FAMILIARITY WITH TECHNOLOGY DURING OUR ONLINE CLASS. FLEXIBLE SCHEDULE AND RESOURCES THESE ARE THE ADVANTAGES WHILE THE DISADVANTAGES WERE REQUIRE SELF DISCIPLINE AND SOMETIMES PRONE TO TECHNICAL ISSUES MAKE A SCHEDULE SO THAT I'M AWARE OF THE LESSON AND ACTIVITIES AND GETTING UP ORGANIZED SO THAT I CAN FOLLOW THE LESSON AND THE	Practicing digital learning by making a schedule for the lessons and activities	Practice digital learning, flexible schedule, learning resources, Require self-discipline, prone to technical issues Learning to schedule, organizing lesson	

LEARNING METHOD IS FOLLOW.			
Student 10 When you're in a place with an internet connection, download first the files before jumping into reading or doing it because some apps can only open 1 file at a time	Procedural learning	Procedure processing	
Student 15 My strategies or techniques that I've been used to easily adapt to this new normal reading is I will allot time to understanding and comprehending myself. Another strategy is I wil makel sure that my internet is good so I don't have a problem when the internet becomes slow.	Using strategies and techniques in adapting to the new normal learning	Time Management	