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ACCEPTABILITY OF DIGELM: DIGITAL ENGLISH LEARNING MATERIAL

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ABSTRACT

This research aims to develop and validate Digital English Learning Material (DIGELM) as an alternative learning material for the students to use during their independent study period. DIGELM was developed to be a multi-device compatible, offline interactive digital self-learning module for the Grade 7 English subject. In particular, the study sought answers to the following questions : 1. What is the level of acceptability of DIGELM in terms of the following learning components namely assessment exercises, appropriateness, and consistency?; 2. What is the level of acceptability of DIGELM in terms of the following technical components namely technical quality,ease of use, and aesthetic value?

The study employed the descriptive method of research. It underwent four stages of development: a review of the existing self-learning module and other related materials, developing DIGELM, review of DIGELM, and revision of DIGELM.

Fifteen teachers from the public secondary schools in the Kalayaan and Lumban Schools District were requested to serve as respondent evaluators of the proposed learning material.

The design and the working program of DIGELM focused on providing alternative delivery of lessons in English 7 in audio, visual, and audio-visual format, combined into single digital learning material. DIGELM includes video lectures and written lectures as well as interactive activities such as tapping the icons that match, multiple-choice, filling in the blanks, tapping the missing words, video analysis, completing the table, short answers, and identification. The researcher gathered data and information on the lessons for the first quarter period of the said subject. The researcher collected valuable materials from the DepEd-released learning materials (i.e., , video lessons, books, journals, self-learning modules, and other forms of literature) that can serve as support for the development of DIGELM.

DIGELM was given a remark of highly acceptable in all of its learning components. The weighted mean and standard deviation from the ratings of the teacher evaluators from Kalayaan Schools District were as follows: Assessment Exercises (OM= 4.52, SD=0.50); Appropriateness (OM= 4.51, 0.50) and Consistency (OM= 4.45, SD=0.50). The weighted mean and standard deviation from the ratings of the teacher evaluators from Lumban Schools District were as follows: Assessment Exercises (OM= 4.44, SD=0.50); Appropriateness (OM= 4.52, 0.50) and Consistency (OM= 4.49, SD=0.50).

DIGELM was highly acceptable in all of its technical components. The weighted mean and standard deviation from the ratings of the teacher evaluators from Kalayaan Schools District were as follows: Technical Quality (OM= 4.60, SD=0.49); Ease of Use (OM= 4.44, 0.50) and Aesthetic Value (OM= 4.45, SD=0.50). The weighted mean and standard deviation from the ratings of the teacher evaluators from Lumban Schools District were as follows: Technical Quality (OM= 4.55, SD=0.50); Ease of Use (OM= 4.55, 0.50) and Aesthetic Value (OM= 4.40, SD=0.49).

Based on the data gathered and its findings, the researcher conclude that the Digital English Learning Material (DIGELM) is perceived as an alternative to the current printed learning material utilized in the currently implemented distance learning modality. This result also implies that the developed learning material is perceived to help improve the quality of the students' learning even if they are studying independently without the teacher's presence.

INTRODUCTION

The Philippine education system continued to implement alternative distance learning modalities as part of the learning continuity for the school year 2021-2022. According to the September 2021 report of the World Health Organization Philippines, the CALABARZON Region, only second to the National Capital Region, recorded a total active case of 38, 418 active cases. This situation impedes the opening of face-to-face classes.

During its Third Quarter 2021 meeting, the CALABARZON Regional Development Council (RDC) adopted the Department of Education (DepEd) CALABARZON Enhanced Basic Education-Learning Continuity Plan (BE-LCP), aiming to deliver learning to all Filipino learners for School Year (SY) 2021-2022 amidst the COVID-19 pandemic.

DepEd CALABARZON's calibration of the BE-LCP issued through DepEd Order No. 12 s. 2020 resulted in the Enhanced BE-LCP for SY 2021-2022. The Enhanced BE-LCP will use the framework they called One Region, 21 Solutions. The main goal of this effort is to ensure learning continuity despite public emergencies and emphasize the shared responsibility among all concerned agencies for safer schools and safer children. The Region and its 21 School Division Offices will execute their

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educational programs on five key dimensions: focusing on learning, self-operation, well-being, and protection, reaching the marginalized, and education financing.

As part of this initiative for learning continuity, different distance learning modalities will continue to be utilized. One of which is Alternative Delivery Modules (ADMs) or Self-Learning Modules (SLMs). ADMs or SLMs are self-contained, self-instructional, self-paced, and interactive learning resources for public schools intended for learning a specific topic or lesson to which the students interact actively (DepEd Order No. 18, s. 2020).

The main strategy for this learning continuity plan is the independent study. By utilizing this strategy, the interaction between the teacher and the student is reduced, and there is more time for the student to interact with the learning material. Hence, different aspects such as their self-initiative, self-reliance, and self-improvement are aimed to be improved in this strategy.

The use of Computer-Assisted Instruction (CAI) supports the independent learning environment. CAI is a program developed as a learning material presented utilizing a computer or computer system. Using computers in educational instruction includes advantages such as an increased level of interactivity between the learning material and the student, an immediate prompt to the answers given, and allowing students to progress with their independent study at their own pace.

The researcher believes that it will bring an advantage for the students if they will be provided with learning materials to support their learning even in the absence of the teacher, who will only serve as a facilitator of learning in this learning arrangement. This material is designed to aid the Grade 7 students of Lumban National High School become independent learners needing minimal assistance and instructions from the teacher. This digital interactive learning material will innovate the existing learning materials upholding the Department of Education (DepEd) CALABARZON Enhanced Basic Education-Learning Continuity Plan (BE-LCP).

RESEARCH METHODOLOGY

The study is about the development and validation of an offline interactive digital self-learning module called DIGELM: Digital English Learning Material. The respondents consisted of 30 select English teachers (15 from Lumban Schools District and 15 from Kalayaan Schools District) who are experts in evaluating and validating instructional material from different public secondary schools in the fourth district of Laguna.

Sampling Techniques

Purposive sampling was used in the selection of the evaluators. Purposive sampling is a standard method of non-probability sampling. Non- probability sampling does not involve the random selection of sample elements. Some population elements do not have a chance to be included in the sample (Parreno & Jimenez, 2006).

Data Gathering Procedure

A letter of request was submitted to the Schools Division Superintendent, to ask permission to conduct the study. Thereafter, with the permission of School Principals, distribution of the questionnaires to the English teachers in the Kalayaan and Lumban Schools District was scheduled. Data gathered were tabulated, analyzed, and computed, applying the relevant statistical treatment.

Research Procedure

Before the conduct of the study, a permit was secured from the office of Schools Division Superintendent. The proponent underwent the different stages and then monitored their development until the completion of the study. The development and assessment process of DIGELM: Digital English Learning Material may be summarized into four stages: a review of existing self-learning module and other related materials, development of DIGELM, a review of DIGELM and its revision.

Research Instrument

The data for this study were gathered using a questionnaire. A researcher-made questionnaire was utilized as a part of the instrument in gathering the data.

The purpose of the survey was to generate feedback from English teachers. There are two components to it. The assessment exercises, appropriateness, and consistency are in the first portion of the survey They are the elements of DIGELM that are associated with the teaching and learning process. The second portion of the survey is about the technical aspects of DIGELM, such as technical quality, ease of use, and aesthetic value. They refer to the components of DIGELM being a digitalized, interactive learning material.

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Ranges of Statistical Treatment

Table 2. presents various ranges in the statistical treatment.

Rating	Range	Verbal Interpretation
5	4.21-5.00	*Highly Acceptable*
4	3.41-4.20	*Very Acceptable*
3	2.61-3.40	*Moderately Acceptable*
2	1.81-2.60	*Slightly Acceptable*
1	1.00-1.80	*Not Acceptable*

Validation

The questionnaire was validated as part of the process to establish its effectiveness. This is to ensure that the variables to be measured with the survey instrument are accurately measured, allowing the study's specific objectives to be met.

To validate the material, experts and advisers were consulted. This is to ensure that no items overlap and that all things accurately reflect the subtopics.

Statistical Treatment

After preparing the measuring instruments, the researcher processed the raw data into quantitative forms. Data processing involves input which involves the responses to the measuring instrument of the subjects of the study.

To determine the level of acceptability and validity of DIGELM: Digital English Learning Material, the weighted mean was used. The formula is:

$$WM = \frac{4f + 3f + 2f + f}{N}$$

Wherein:

WM = Weighted mean value
f = frequency of responses
N = total number of cases

RESULTS AND DISCUSSIONS

The researcher utilized the computed mean, standard deviation, and weighted mean in determining the acceptability and validity of DIGELM: Digital English Learning Material. A five-point Likert scale was employed to verbally interpret the weighted mean.

Level of Acceptability of Digital English Learning Material (DIGELM) in terms of Learning Components

The following presents the level of acceptability of the developed Digital English Learning Material (DIGELM) in terms of learning components as to assessment exercises, appropriateness, and consistency. The following table reveals the evaluation results, which shows the mean, standard deviation, and verbal interpretation.

The assessment exercises in the Digital English Learning Material (DIGELM) include tapping the icons that match, multiple-choice, filling in the blanks, tapping the missing words, video analysis, completing the table, short answers, and identification.

The assessment exercises are all relevant to the topics and appropriate for the learners' abilities. They are also designed to determine which part of the lesson they have difficulties with.

Table 1 presents the level of Acceptability of Digital English Learning Materials in terms of Assessment Exercises.

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Table 1.

Level of Acceptability of Digital English Learning Material (DIGELM) In Terms of Learning Component as to Assessment Exercises

Assessment Exercises	Group A			Group B		
	Mean	SD	Verbal Interpretation	Mean	SD	Verbal Interpretation
1. Relevant to the objectives.	4.53	0.52	Highly Acceptable	4.67	0.49	Highly Acceptable
2. Sufficient to improve students' linguistic knowledge and skills.	4.60	0.51	Highly Acceptable	4.47	0.52	Highly Acceptable
3. Appropriate to students' abilities.	4.67	0.49	Highly Acceptable	4.33	0.49	Highly Acceptable
4. Adequate to determine mastery level of students.	4.33	0.49	Highly Acceptable	4.33	0.49	Highly Acceptable
5. Suited to measure higher-order thinking skills.	4.47	0.52	Highly Acceptable	4.40	0.51	Highly Acceptable
Overall	4.52	0.50	Highly Acceptable	4.44	0.50	Highly Acceptable

Legend:

4.21 – 5.00 Highly Acceptable
3.41 – 4.20 Very Acceptable
2.61 – 3.40 Moderately Acceptable
1.81 – 2.60 Slightly Acceptable
1.00 – 1.80 Not Acceptable

The teachers of Kalayaan, which is labeled in the table as Group A, perceived that the assessment exercises of Digital English Learning Material (DIGELM) are relevant to the objectives (M= 4.53, SD= 0.52). It contains sufficient assessment exercises to improve students' linguistic knowledge and skill (M= 4.60, SD= 0.51). The assessment exercises are appropriate to students' abilities (M= 4.67, SD= 0.49). It has adequate assessment exercises to determine students' mastery levels (M= 4.33, SD= 0.49). It also contains assessment exercises that are suited to measure higher-order thinking skills (M=4.47, SD= 0.52)

The overall mean of 4.52, with a standard deviation of 0.40, indicates

that the level of acceptability of Digital English Learning Material (DIGELM) was found to be *highly acceptable* in terms of assessment exercises as rated by the teachers of Kalayaan.

On the other hand, the teachers of Lumban, which is labeled in the table as Group B, served as the other group of respondents who also evaluated the Digital English Learning Material (DIGELM). All of the criteria in the assessment exercise were assessed as *highly acceptable*, as indicated in the result of the rating with an overall mean of 4.44 with a standard deviation of 0.50. This indicates that almost the same observation was seen in the evaluation of the two groups of respondents in terms of assessment exercises.

The results imply that assessment exercises in Digital English Learning Material (DIGELM) are suitable to help the learners to improve knowledge and develop higher-order thinking skills based on the evaluation made by the two groups of teacher evaluators. A set of appropriate assessment exercises gives the teacher ample information regarding the students' performance. This would enable the adjustments needed to improve the learning material further to support students' learning.

Likewise, Mulhayatiah et al. (2018) stated that planning the assessment exercises in a digital learning module is vital as they serve as the factors that determine the amount of learning the learners have acquired. They also support the progress of learning. They added that the activities must be appropriate to the learners' current level so that they may provide enrichment to the learning process, giving them more opportunities for growth while they perform them.

The next learning component of the Digital English Learning Material (DIGELM) evaluated is the appropriateness. This study is the level at which the developed learning material may be used as an alternative for the learners' independent home study.

Table 2 presents the acceptability of Digital English Learning Material (DIGELM) in terms of appropriateness.

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Table 2

Level of Acceptability of Digital English Learning Material (DIGELM) In Terms of Learning Component as to Appropriateness

Appropriateness	Group A			Group B		
	Mean	SD	Verbal Interpretation	Mean	SD	Verbal Interpretation
1. Provides activities that are suited to the objectives of each lesson.	4.67	0.49	Highly Acceptable	4.47	0.52	Highly Acceptable
2. Presents lessons that are based on real-life contexts.	4.53	0.49	Highly Acceptable	4.40	0.51	Highly Acceptable
3. Includes exercises that objectively assess the target learners' level of knowledge.	4.60	0.51	Highly Acceptable	4. 47	0.52	Highly Acceptable
4. Contains suitable, interesting, current, and up-to-date topics.	4.47	0.52	Highly Acceptable	4. 47	0. 52	Highly Acceptable
5. Takes into consideration the varying attitudes and capabilities of the learners.	4.33	0.49	Highly Acceptable	4.67	0. 49	Highly Acceptable
Overall	4.52	0.50	Highly Acceptable	4.49	0.50	Highly Acceptable

Legend:

4.21 – 5.00 Highly Acceptable
3.41 – 4.20 Very Acceptable
2.61 – 3.40 Moderately Acceptable
1.81 – 2.60 Slightly Acceptable
1.00 – 1.80 Not Acceptable

The teachers of Kalayaan observed that the Digital English Learning Material (DIGELM) provides activities suited to each lesson's objectives (M= 4.67, SD= 0.49). It presents lessons which are based on real-life contexts (M= 4.53, SD= 0.49). It includes exercises that objectively assess the target learners' level of knowledge (M= 4.60, SD= 0.51). It contains suitable, interesting, current, and up-to-date topics (M= 4.47, SD= 0.52). It also considers the varying attitudes and capabilities of the learners (M=4.33, SD= 0.49).

The overall mean of 4.52, with a standard deviation of 0.50, indicates that the level of acceptability of Digital English Learning Material (DIGELM) was *highly acceptable* in terms of appropriateness as rated by the teachers Kalayaan.

With the same criteria, the teachers of Lumban found the Digital English Learning Material (DIGELM) as *highly acceptable*, as indicated in the result of the rating with an overall mean of 4.44, with a standard deviation of 0.50. This indicates that almost the same observation was seen in evaluating the two groups of respondents in terms of appropriateness.

This implies that Digital English Learning Material (DIGELM) contents are appropriate to help the learners acquire knowledge and competencies included in the currently implemented curriculum based on the evaluation made by the two groups of teacher evaluators. When a learning material adheres to the implemented curriculum, it benefits from ensuring that students can achieve the appropriate learning outcomes. The learning experiences are aligned with the set of learning goals.

According to Burge (2019), a successful learning module aligns the learning goals or objectives with the teaching activity and assessment. In other words, in the context of the learning outcomes, the learning experiences set in the learning module must be focused on achieving the learning objectives to be deemed appropriate for the current level of learners it is intended for.

The following learning component of the Digital English Learning Material (DIGELM) evaluated is consistency. This study refers to the harmony of different topics to one another or as a whole. This takes careful consideration of the coherence of the contents with each other.

Table 3 presents the acceptability of Digital English Learning Material (DIGELM) in terms of consistency.

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Table 3

Level of Acceptability of Digital English Learning Material (DIGELM) In Terms of Learning Component as to Consistency

Consistency	Group A			Group B		
	Mean	SD	Verbal Interpretation	Mean	SD	Verbal Interpretation
1. Contains topics that are coherent or logically related to each other.	4.47	0.52	Highly Acceptable	4.47	0.52	Highly Acceptable
2. Provides learning tasks that are directly related to the objectives of the lessons.	4.33	0.49	Highly Acceptable	4.40	0.51	Highly Acceptable
3. Reflects objectives that are attainable in each lesson.	4.47	0.52	Highly Acceptable	4. 47	0.52	Highly Acceptable
4. Focuses on the main goal, which is the development of learners' linguistic skills.	4.40	0.51	Highly Acceptable	4. 47	0. 52	Highly Acceptable
5. Topics conform with the Most Essential Learning Competencies (MELC)	4.60	0.51	Highly Acceptable	4.67	0. 49	Highly Acceptable
Overall	4.45	0.50	Highly Acceptable	4.49	0.50	Highly Acceptable

Legend:

4.21 – 5.00 Highly Acceptable
3.41 – 4.20 Very Acceptable
2.61 – 3.40 Moderately Acceptable
1.81 – 2.60 Slightly Acceptable
1.00 – 1.80 Not Acceptable

The teachers of Kalayaan observed that the Digital English Learning Material (DIGELM) contains topics that are coherent or logically related to each other (M= 4.47, SD= 0.52). It provides learning tasks that are directly related to the objectives of the lessons (M= 4.33, SD= 0.49). It reflects objectives that are attainable in each lesson (M= 4.47, SD= 0.52). It focuses on the main goal, which is the development of learners' linguistic skills (M= 4.40, SD= 0.51). The topics conform with the Most Essential Learning Competencies (MELC) (M=4.60, SD= 0.51).

The overall mean of 4.45, with a standard deviation of 0.50, indicates that the level of acceptability of Digital English Learning Material (DIGELM) was found to be *highly acceptable* in terms of consistency as rated by the teachers of Kalayaan.

With the same criteria, the teachers of Lumban found the Digital English Learning Material (DIGELM) as *highly acceptable*, as indicated in the result of the rating with an overall mean of 4.49, with a standard deviation of SD= 0.50. This indicates that almost the same observation was seen in the evaluation of the two groups of respondents in terms of consistency.

This implies that Digital English Learning Material (DIGELM) contents are consistent, which is important in maintaining a level of coherence within the topics. This ensures that the previously acquired knowledge and competencies will be integrated into learning the present lesson. Coherence provides the learners with a framework with they can use to understand how the lessons they are learning now relate to what has come before and what they will be learning in the future.

Shin et al. (2019) stated that constructing a coherent set of learning contents that clearly defines sets of ideas that build upon one another to meet desired learning goals can successfully support the development of meaningful understanding across time.

Level of Acceptability of Digital English Learning Material (DIGELM) in terms of Technical Components

The first technical component of Digital English Learning Material (DIGELM) is technical quality. This involves different technical considerations in evaluating DIGELM. This includes the clarity of text, design and multi-media elements, the correctness of prompts and feedback, and appropriateness of audio, visual, and audio-visual materials incorporated in the learning material.

Table 4 presents the acceptability of Digital English Learning Material (DIGELM) in terms of technical quality.

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Table 4

Level of Acceptability of Digital English Learning Material (DIGELM) in Terms of Technical Component as to Technical Quality

Technical Quality	Group A			Group B		
	Mean	SD	Verbal Interpretation	Mean	SD	Verbal Interpretation
1. includes various buttons that have functions that are obvious and easy to use	4.73	0.46	Highly Acceptable	4.67	0.49	Highly Acceptable
2. Uses appropriate text font, size, and type.	4.73	0. 46	Highly Acceptable	4.60	0.51	Highly Acceptable
3. Uses appropriate graphics and illustrations.	4.40	0.51	Highly Acceptable	4. 53	0.52	Highly Acceptable
4. Uses appropriate audio-visual materials	4.67	0.49	Highly Acceptable	4. 33	0. 49	Highly Acceptable
5. Contains correct prompts and feedback.	4.47	0.52	Highly Acceptable	4.60	0. 51	Highly Acceptable
Overall	4.60	0.49	Highly Acceptable	4.55	0.50	Highly Acceptable

Legend:

4.21 – 5.00 Highly Acceptable
3.41 – 4.20 Very Acceptable
2.61 – 3.40 Moderately Acceptable
1.81 – 2.60 Slightly Acceptable
1.00 – 1.80 Not Acceptable

The teachers of Kalayaan observed that the Digital English Learning Material (DIGELM) includes various buttons with obvious and easy functions (M= 4.73, SD= 0.46). It uses appropriate text font, size and type (M= 4.73, SD= 0.46). It uses appropriate graphics and illustrations (M= 4.40, SD= 0.51). It uses appropriate audio-visual materials (M= 4.67, SD= 0.49). It contains correct prompts and feedback (M=4.47, SD= 0.52).

The overall mean of 4.60, with a standard deviation of 0.49, indicates that the level of acceptability of Digital English Learning Material (DIGELM) was *highly acceptable* in terms of technical quality as rated by the teachers Kalayaan.

With the same criteria, the teachers of Lumban found the Digital English Learning Material (DIGELM) as *highly acceptable*, as indicated in the result of the overall rating mean of 4.55, with a standard deviation of 0.50. This indicates that almost the same observation was seen in the evaluation of the two groups of respondents in terms of technical quality.

This implies that the Digital English Learning Material (DIGELM) adheres to the standard where an appropriate combination of audio-visual materials, graphic illustrations, fonts, font size, and feedback is evident. Achieving this may improve the traditional standardized instruction and increase student engagement. Implementing the modular distance learning modality in a digital interactive learning module empowers the teachers to create innovative learning experiences. Having the presence of multi-media technology also facilitates differentiated instruction and expands practice opportunities.

In the study of Almaiah et al. (2018), they stated that it is important to identify technical quality requirements for mobile learning applications to develop practical and successful mobile learning applications and avoid affecting their quality and increasing production costs.

Table 5 presents the acceptability of Digital English Learning Material (DIGELM) in terms of ease of use.

Table 5

Level of Acceptability of Digital English Learning Material (DIGELM) in Terms of Technical Quality as to Ease of Use

Ease of Use	Group A			Group B		
	Mean	SD	Verbal Interpretation	Mean	SD	Verbal Interpretation
1. Has content that is easy to navigate	4.53	0.52	Highly Acceptable	4.60	0.51	Highly Acceptable
2. Includes directions that are easy to understand.	4.33	0. 49	Highly Acceptable	4.67	0.49	Highly Acceptable
3. Contains a feature that lets students exit the app anytime	4.33	0.49	Highly Acceptable	4. 60	0.51	Highly Acceptable
4. Contains a feature that lets students restart the app where they stopped	4.47	0.52	Highly Acceptable	4. 67	0. 49	Highly Acceptable
5. Can be reliable and is free of disruption due to system error.	4.53	0.52	Highly Acceptable	4.20	0. 41	Very Acceptable
Overall	4.44	0.50	Highly Acceptable	4.55	0.50	Highly Acceptable

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4.21 – 5.00 Highly Acceptable
3.41 – 4.20 Very Acceptable
2.61 – 3.40 Moderately Acceptable
1.81 – 2.60 Slightly Acceptable
1.00 – 1.80 Not Acceptable

The teachers of Kalayaan observed that the Digital English Learning Material (DIGELM) has content that is easy to navigate (M= 4.53, SD= 0.52). It includes easy to understand directions (M= 4.33, SD= 0.49). It contains a feature that lets students exit the app anytime (M= 4.33, SD= 0.49). It contains a feature that lets students restart the app where they stopped (M= 4.47, SD= 0.52). It is reliable and is free of disruption due to system error (M=4.53, SD= 0.52).

The overall mean of 4.44, with a standard deviation of 0.50, indicates that the level of acceptability of Digital English Learning Material (DIGELM) was *highly acceptable* in terms of ease of use as rated by the teachers of Kalayaan.

With the same criteria, the teachers of Lumban found the Digital English Learning Material (DIGELM) as *highly acceptable*, as indicated in the result of the rating with an overall mean of 4.55, with a standard deviation of 0.50. This indicates that almost the same observation was seen in the evaluation of the two groups of respondents in terms of ease of use.

This implies that the Digital English Learning Material (DIGELM) is generally easy to use when it is utilized in the modular distance learning modality. This means that even with the teacher's absence, learners would be able to navigate its contents without having difficulties. This is important because ease of use is one factor that contributes to increasing student engagement. Having a digital learning material that is hard to use may cause the students to lose interest or request to have a different learning material to use.

Kapenieks (2013) stated that a user–friendly interface is easy to use and considers the user's ability to perceive each button's functions that are programmed within the learning module. She explained that the interface of a learning module must be easy to navigate so that the user can focus on the activities as they engage in the different learning activities to acquire knowledge. She added that making the overall navigation of the digital learning material to be complicated will affect student engagement. The users are more motivated to utilize the learning module that is easy to use rather than taking more time to navigate a learning module with a complex interface.

Table 6 presents the acceptability of Digital English Learning Material (DIGELM) in terms of aesthetic value.

Table 6
Level of Acceptability of Digital English Learning Material (DIGELM) in Terms of Technical Quality as to Aesthetic Value

Aesthetic Value	Group A			Group B		
	Mean	SD	Verbal Interpretation	Mean	SD	Verbal Interpretation
1. Contains icons that are visually pleasing and easy to understand	4.53	0.52	Highly Acceptable	4.60	0.51	Highly Acceptable
2. Has a balanced use of graphics, text, sound, and video.	4.40	0. 51	Highly Acceptable	4.47	0.52	Highly Acceptable
3. Contains visuals that fit the level of interests, knowledge, and skills of the target learners	4.40	0.51	Highly Acceptable	4. 33	0.49	Highly Acceptable
4. Incorporates illustrations that simplify complex concepts to acquire linguistic skills	4.33	0.49	Highly Acceptable	4. 20	0. 41	Very Acceptable
5. Makes use of exciting illustrations and is suited to the lessons.	4.60	0.51	Highly Acceptable	4.40	0. 51	Highly Acceptable
Overall	4.45	0.50	Highly Acceptable	4.40	0.49	Highly Acceptable

Legend:

4.21 – 5.00 Highly Acceptable
3.41 – 4.20 Very Acceptable
2.61 – 3.40 Moderately Acceptable
1.81 – 2.60 Slightly Acceptable
1.00 – 1.80 Not Acceptable

The teachers of Kalayaan observed that the Digital English Learning Material (DIGELM) contains icons that are visually pleasing and easy to understand (M= 4.53, SD= 0.52). It Has a balanced use of graphics, text, sound, and video (M= 4.40, SD= 0.51). It Contains visuals that fit the target learners' level of interests, knowledge, and skills (M= 4.40, SD= 0.51).

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It Incorporates illustrations that simplify complex concepts to acquire linguistic skills (M=4.33, SD= 0.49). It uses exciting illustrations and is suited to the lessons (M=4.60, SD= 0.51).

The overall mean of 4.45, with a standard deviation of 0.5, indicates that the level of acceptability of Digital English Learning Material (DIGELM) was found to be *highly acceptable* in terms of aesthetic value as rated by the teachers of Kalayaan.

With the same criteria, the teachers of Lumban found the Digital English Learning Materials as *highly acceptable* as indicated based on the result of the rating with an overall mean of 4.40, with a standard deviation of 0.49. This indicates that almost the same observation was seen in the evaluation of the two groups of respondents in terms of aesthetic value.

This implies that the Digital English Learning Material (DIGELM) is overall visually pleasing. The combination of colors was chosen in the same color theme, and the different fonts complement each other. The illustrations and videos may help keep the students motivated to use them in their independent study. This is because multi-media technology is more engaging than the printed learning modules they currently use for learning continuity.

According to Lemos (2012), sound design in digital learning materials is fundamental. The right design will engage the learner and convey the correct information. He further explained that good design helps learners understand logical steps and processes, promotes audience engagement, increases retention, helps to convey the correct information correctly, improves completion rates, and assigns credibility to the learning experience. He added that the learners' experience — including its perceived value and overall usability — will depend on it.

Difference Between the Evaluation Made by the Teacher Evaluators

Table 7 presents the difference between the evaluation made by the groups of respondents on Digital English Learning Material (DIGELM)

Table 7

Difference Between the Evaluation Made by the Groups of Respondents on Digital English Learning Material (DIGELM)

	Group A Mean	Group B Mean	Mean Difference	t	p-value	Decision
Assessment Exercise	4.52	4.44	0.08	0.837	0.41	Not Significant
Appropriateness	4.52	4.51	0.01	0.15	0.882	Not Significant
Consistency	4.45	4.49	0.04	-0.415	0.681	Not Significant
Technical Quality	4.60	4.55	0.05	0.531	0.6	Not Significant
Ease of Use	4.44	4.55	0.11	-1.202	0.239	Not Significant
Aesthetic Value	4.45	4.4	0.05	0.695	0.493	Not Significant

The mean scores of the teacher evaluators show that almost the same evaluation was made. Specifically, no significant differences were observed by the teachers in terms of the learning components as to the assessment exercises (t value= 0.837, p= 0.41); appropriateness (t=0. 15, p= 0.882); and consistency (t= -0.415, p= 0.681). It was also noted that there were also no significant differences observed in terms of the technical components as to the technical quality (t= 0.531, p =0.6); ease of use (t= -1.202, p=0.239); and aesthetic value (t= 0.695, p= 0.493). All p values were higher than the 0.05 level of significance. These findings led to the acceptance of the null hypothesis that there is no significant difference in respondents' ratings.

This result implies that the teacher evaluators from the Kalayaan Schools District and Lumban Schools District found the Digital English Learning Material (DIGELM) *highly acceptable* at the same rating level. This means that both teacher evaluators perceive the Digital English Learning Material (DIGELM) as an alternative to the current printed learning material they currently use. This result also implies that the developed learning material is perceived as one that may improve the quality of the students' learning even if they are studying independently at home without the teacher's presence.

CONCLUSION

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

1. DIGELM: Digital English Learning Material was given a remark of highly acceptable in all of its learning components.
2. DIGELM: Digital English Learning Material was given a remark of highly acceptable in all of its technical components.
3. The developed offline interactive digital learning material was verified to be ready for use as an innovation to the current learning materials in order to enable learning continuity despite the effects of the pandemic.

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RECOMMENDATIONS

Based on the findings and the conclusions, the following are the recommendations are offered:

1. The Digital English Learning Material (DIGELM) is recommended for the use of Grade 7 students in their independent study.
2. It is suggested that school administrators support the teachers to create interactive digital learning materials for other subjects.
3. It is recommended for teachers to equip themselves with the minimum technological skills by attending related trainings.
4. Teachers are also urged to utilize cost-efficient ICT services related to producing interactive digital learning materials to minimize personal expenditures.
5. If a paid ICT service is proven to bring quality results, it is encouraged to tap stakeholders to launch programs that would avail the said service to benefit their children and the next batch of incoming students.
6. In case a blended learning scheme is implemented, it is recommended to maximize the usage of gadgets and devices under the DepEd Computerization Program (DCP) or those donated by the Local Government Unit (LGU) the stakeholders.
7. Researchers are encouraged to continue this study by testing its effectiveness to actual Grade 7 students.
8. Similar studies about the use of interactive digital learning materials as intervention are therefore recommended in English and other subjects

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