

Reading Proficiency Level of Grade 2 Learners in the Case of Modular Distance Learning: A Literature Review

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Abstract— This literature review aimed to examine the reading proficiency level of Grade 2 learners in the case of modular distance learning. It can be recommended to create a reading intervention program for students in the frustration and instructional stages of the reading process. This can be accomplished by using peer tutors to help those in the independent level improve their reading skills. Provide reading teachers with chances for professional development by sending them to trainings, seminars, conferences, and symposia that are specifically designed to improve teachers' skills in teaching reading and raise students' reading competency. In terms of workforce, readiness, and interaction, these investigations assessed the participants' most pressing issues. The findings of this present study could enhance the delivery programs in the schools and provide reading recommendations for implementing modular distant instructional skills. The research project is encouraged by the usage of modules. One of the benefits of using modules for training is the learning of higher self-study or cognitive skills and the necessity of these skills. The students actively learn the concepts covered in the module. As they accomplish the tasks in the module, they build a sense of accountability. The need to determine the reading proficiency of Grade 2 learners is highly imperative. It would allow the researcher to propose the welfare of learners. This would also let the researcher conceptualize critical points that 24 would help students in their reading enrichment through the help of co-teachers and other stakeholders, which would impact reading efficacy as highlighted in the review of relevant literature.

Keywords— Reading proficiency level, modular distance learning, students and teachers.

I. INTRODUCTION

Many of the essential abilities a youngster may acquire are the ability to read and write. Most academic education is built based on the reading. Reading comprehension, speaking, and the count is essential for a child's academic and life success (Muijselaar et al., 2017). One of the Department of Education's top priorities is to enhance literacy (DepEd, 2020). It is based on the Department's flagship initiative, "Every Child A Reader Program," which tries to make each Filipino child a proficient reader and writer at their reading level. The Department of Education (DepEd) supports the Every Kid a Reader Program,

which intends to make every Filipino child a reader and a writer at their grade level, as defined in the DepEd Order No. 14 series of 2020. Thus, due to the pandemic, the Department of Education will continue to deliver the Revised Philippine Informal Reading Inventory (Phil-IRI) evaluation to learners in public primary schools across the country through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD). This research aims to determine a student's level of reading competence to devise a plan of action for intervention or enrichment, depending on the situation.

This study aims to determine the reading proficiency level of Grade 2 learners in the case of modular distance learning. Research and related studies exemplified the main themes presented in this paper. By allowing administrators, teachers, researchers, and all other stakeholders to view the state of modular distance learning systematically and collectively, the findings from this study's literature review are beneficial to all parties involved. This review discussed international and domestic concepts, generalizations and findings, techniques, and other topics. Those in this literature review aid in acquiring a better understanding of the topic under inquiry and familiarizing themselves with the relevant knowledge related to the current study.

The literature review is arranged as follows. The first part revolves around literature in connection with the reading proficiency level of grade 2 learners. The examination discusses the crucial aspects of reading comprehension, followed by literature and studies about it. The previous years' Modular Approaches to Distance Learning are also presented in the related literature. The review of related literature on efficacy was also submitted. The current setup is complex, but they need to revive the learners' reading proficiency is a must since it poses a risk to the literacy level in the country and, at the same, compromises the economy, which will eventually result in poverty.

II. LITERATURE REVIEW

This review of literature emphasizes important aspects of the Grade II learners. It centers on a discussion of the study on the reading proficiency level of Grade 2 learners which tends to explore the view on the on-going process. The level of the process will be assessed based on the learning of students in the case of modular distance learning through a survey method.

Reading Proficiency Level and Its Important Aspect

The primary factor of the need theory was the necessity of assessment. Assessment of students' reading competence focuses on the internal structure of one's personality and the degree of the system in one's thinking (Peterson & Taylor, 2012). As a result, schools teach youngsters how to do these tasks correctly, but the level of learning and the amount of information that should be learned is influenced by several factors. The result is a variety of learning discrepancies in children and a slew of issues in the school system (Bryce, 2011). A chemistry class lesson discusses the effectiveness of online chemical simulations and the variables that may impact student learning. A modular structure helps maximize the odds of student participation in school activities to complete the assigned tasks on the spot. As a result, the pupils have the freedom to learn in their way (Lamb & Annetta, 2013). It considers the students' differences, necessitating the creation of the most instructional strategies to assist them in growing and developing at their own pace (Sejpal, 2013). Even though self-efficacy has been highlighted in several research papers about learning, it has not been extensively examined in reading development. As a result, reading scholars and teachers may be more focused on the visible, cognitive aspects of literacy, such as the application of reading comprehension. However, while the application of methods and other cognitive components of reading are significant, other underlying characteristics such as personality may also play a role in the development of reading skills and abilities. The correlation between self and reading competence should be a top priority in education because the lesson is so vital for learning. However, the aspect of self in literacy acquisition has been generally overlooked (Loo & Choy, 2013). It was noted that comparing a student's development and effort in terms of proficiency to a peer usually indicates a great deal of interest in their education. Because the students have varied grades, they prefer to compare them to each other, and those who have a terrible rate are now working hard to improve their grades because they understand the lesson (Knowczyk, 2017).

Academic Self-Efficacy

In prior studies with middle school, high school, and undergraduate students, academic self-efficacy has been positively linked to intellectual accomplishment. With second-grade pupils in central Montana, this small-scale study looked into the link between reading consciousness and reading success. This age group's ability to appropriately estimate literacy self-efficacy and achievement capacities was inconclusive. In practically every subject area, reading is critical to academic success. The capability and skill of a student's reading knowledge and talent can significantly impact

their academic success in the future. It is crucial to investigate the impact of outside circumstances on student reading achievement in light of this connection and the relevance of reading to general student success (Hager, 2017). Sakiz (2015) discovered that academic self-efficacy was significantly positively connected with students' scientific achievement in research on Turkey's third and fourth-grade students. Self-efficacy scores were highly related to student achievement in class in a study by Webb-Williams (2014) of 10 to 12-year-old pupils in England. Reading personality was found to have a favorable, significant impact on student achievement on 12 three standardized reading measures employed in a recent study, including primary aged pupils in the 1st through 3rd grades from school systems in various cities in the United States (Lee & Jonson-Reid, 2016). Students' self-efficacy has been the subject of several research studies. The impact of teacher-student interactions and teacher effectiveness on students' academic self and achievement is also discussed in several of these research. Improved teacher-student connections, mastery goal orientation, and the construction of an emotionally supportive learning environment have all been demonstrated in studies to boost student academic self-efficacy and accomplishment in math, science, and reading curriculum areas (Bonne & Johnston, 2016; Hughes & Chen, 2010; Griggs et al., 2013). According to a similar study, students' age may have influenced the results of their self-efficacy scores. Because of their early age, the study's sixth-grade kids could not appropriately forecast their reading and writing abilities. As kids get older, the precision they assess their academic self-efficacy improves, according to the authors (Corkett et al., 2011). In the resource room environment, "effective reading comprehension methods" are described as those strategies that have been proven to be good for enhancing the reading and comprehension abilities of third graders with learning problems by special education teachers. Significantly, a specific reading comprehension method may be advantageous based on these teachers' experiences working with kids with learning difficulties. However, it may not have been determined to be a successful reading approach in the research (Almutairi, 2018). 13 Readers' self-efficacy varies depending on their level of foreign language competence. Readers with a top standard of proficiency perform better at reading tasks than readers with a low level of self-efficacy. Furthermore, the findings show that language proficiency and self-efficacy are the essential elements of academic success. Moreover, self-assured pupils can do a better job than those who haven't, and students who have a high degree of language competence are more likely to succeed in the reading process (Habibian & Roslan, 2014). There are some reasons why it's necessary to look into and figure out what's causing long-term reading difficulties, such as self-efficacy. "Low-level learners are particularly vulnerable in content area disciplines such as economics, social studies, and health," says the first explanation why we must look for possible variables that contribute to extended reading problems. Because they cannot comprehend the material of the textbook, people have fallen behind in these topics. Another reason we need to look at the causes of long-term reading difficulties is that, in today's highly computerized environment, a person's

ability to find work is often determined by their ability to read well (Caldwell et al., 2010). In comparison to children in honors-level reading, students in educational needs have a substantially lower current average perceptiveness score and observation comparison score, according to a similar study. According to the findings, there is a moderate link between reading and comprehension and overall self-efficacy (Conway, 2017). The connection between EFL students' reading comprehension self-efficacy and reading anxiety and the relationship between EFL students' reading success and self-efficacy. 14 Participants with a high degree of self-outperformed those with low self-efficacy in the reading and comprehension course (Ghonsooly & Elahi, 2011). According to a recent study, pupils' academic success is aided by their comprehension capacity. According to Cimmiyotti (2013), reading is essential at all stages of education because it is required for all courses and improves academic achievement. According to Nyarko et al. (2018), there is a link between academic success and reading proficiency. The data presented by Palani (2012) suggest that students' reading abilities reflect their ability to learn effectively. Furthermore, pupils who often read enhance their vocabulary and their grasp of topics, which is vital in understanding and overall school success (Ocampo, 2018). The response to something related to the current environment in which language learning occurs is referred to as dispositions toward a learning activity. Thus, in the academic arena, self-efficacy, which is the belief in one's ability to carry out, plan and complete a task successfully, has always been emphasized (Tan et al., 2020). Self-efficacy is now regarded as a critical component of college education, and the belief in one's ability to accomplish something has become the new fad. To provide new insights into the education system in the Philippines, the degree of self-efficacy of college students in different Philippine Higher Education Institutions after the successful integration of the K to 12 Basic Education Curriculum, and try comparing it with their self-efficacy outcomes in senior high school years. The self-efficacy of college students has increased in recent years. Suppose age and thus maturity was found to have no relationship with self-efficacy. It can be extrapolated that the respondents' increased self-efficacy can be linked and a graduate of the Philippines' K-12 Basic Education Curriculum. As a result, to promote tertiary education, an educational policy must focus on strengthening senior high school students' self-efficacy (Pasana et al., 2020).

Reading Comprehension

It is impossible to stress the importance of knowing the nature of good reading education in the primary grades (Ankrum, Genest, & Morewood, 2017). This study is required to help teachers who don't have the necessary experience or expertise to obtain and execute inquiry reading teaching. The ability to comprehend and retain information is something that everyone has, but it becomes even more critical when it comes to academic situations. Because it impacts the reader's character and personality, it leads to lifelong learning. Consequently, pupils must enhance their decoding skills while also getting the option to become trained and skilled readers. In conclusion, the reading process occurs because there is reading comprehension.

It is a crucial talent because it is a complex procedure that integrates multiple cognitive and linguistic traits (Cunha & Capellin, 2016). To remain effective in both life and study, students must be able to comprehend what they are reading. Extensive reading is the foundation for understanding all academic content in pupils' lives. As pupils progress through grades, the value of reading and comprehension increases considerably in all academic areas. Students, in particular, require reading comprehension abilities to meet the educational requirements in the classroom (Hall & Barnes, 2017). To be able to work and maintain a job and engage in a variety of daily activities, people need to be able to read (Hoeh, 2015). When you consider the adverse effects of not even being able to read in critical situations, reading comprehension becomes even more critical (Mahdavi & Tensfeldt, 2013). Students who cannot read proficiently will be unable to obtain work and live independently if they are unable to graduate from school. In comparison to proficient readers, they may be able to find a job, but their compensation will be substantially lower (Brault, 2012). Reading comprehension is essential for studying in school, but reading and comprehending labels, guidelines, online job applications, and newspapers are also necessary to interact successfully in everyday life (Chatman, 2015). A person's ability to read is also essential for having, maintaining, and successfully participating in various daily activities and living independently. When you consider the adverse effects of not being capable of reading in crucial situations, the need for reading and comprehension becomes even more critical. Not even being capable of reading and grasping dosage guidelines on a pharmaceutical bottle or a health warning on a box of toxic chemicals, for example, could put people in a risky scenario that could endanger their lives and safety. In every scholastic and personal circumstance, those who cannot comprehend what they will read are negatively affected (Jiménez-Fernández, 2015). Teachers are expected to use and combine basic literacy methods into their everyday instructional activities to improve children's reading comprehension skills with learning difficulties to avoid the majority of the long-term negative impacts. Researchers have looked into various ways to teach kids how to read comprehension (Ruiz, 2015). Students can be taught how to use specific tactics to increase their understanding of the text if they are specifically taught how to do so. Several reading comprehension practices have been implemented to improve students' understanding of written content (Stetter & Hughes, 2010). 17 Because college students must grasp a great deal of information in a short period to meet their academic objectives, reading is an essential ability for academic achievement. The introduction of new technologies into education, on the other hand, has made it more difficult to teach reading abilities in a second language (Klimova & Zamborova, 2020). Because English is the primary language of teaching in the country's educational system (Roomy & Alhawsawi, 2019), reading in English plays an essential part in the academic life of students. On the other hand, teachers in primary education face a tremendous obstacle in instructing how to read in English in today's Filipino schools. As a result, it is unfortunate that the National Achievement Test results show that Filipino students consistently do poorly in reading

comprehension (Ordinario, 2013). It was found that the educational especially in reading comprehension, as well as the factors of family, household, instructor, and student, all have a medium degree of relationship with learners' starting to read conceptual understanding and that the family factor has a weak relationship with learners' reading comprehension level. In contrast, the home, teacher, and learner factors have a negligible association with learners' starting to read a level of comprehension (Cadiong, 2019). Some of the local researchers have studied parental involvement which also implicates to reading proficiency of pupils. Marasigan et al., (2019) as cited by Tinapay et al. (2022) in their study, Investigating Parental Involvement on Pupil's Reading Achievement, showed that the parents were involved in their pupil's reading achievement. When parents are engrossed in the reading process at home, pupils achieve at higher levels. In the study of Bartolome et al., (2020), they found out that parental involvement is the participation of families in the learning and holistic development of children at home and at school, as seen through the eyes of teachers (Tinapay et.al,2022).

Modular Approach Distance Learning

Modular learning is a far more popular type of correspondence course. Starting to study through printed and electronic components emerged as the most preferred distance learning option of mothers with children enrolled this academic year, according to a survey done by the Department of Education (DepEd). All public schools in the Philippines currently employ this instructional method. This is also factored into the equation for 18 learners who live in distant areas where internet access is not available for streaming learning materials (Bernardo, 2020). One of the primary problems in implementing Modular Online Courses was the massive collection of processes for each module. Experts say that to attain complete mastery, and the Education Department should analyze this problem, cut back on exercises, and eliminate themes that aren't necessary. As numerous parents have commented, the smaller, the better. Several students have voiced concern that they'll never be able to finish all of the modules in the allotted week. In other words, if the Department of Education cannot extend the time needed to complete these modules, the exercises must be shortened (Quinones, 2020). Mathematics is the most challenging subject for them, second by History, Business, and Integrated Economics. The majority of the math questions, according to some students, are hard to solve because no thorough description is given. Students must understand the problems since problem-solving does not just include and demand computation but also the requirement to comprehend and identify the situation (Salma & Rodrigues, 2012). Some students complained that this course consists of many readings and that many of the phrases used are difficult to understand. Answering the questions is similarly challenging, but there are not enough instances to go around. Students struggle to understand the courses, and also, the record books are lengthy. Finally, several students have difficulty with Entrepreneurship and Practical Research due to a lack of business knowledge. Additionally, several learners cannot finish all of their homework on their own, necessitating the need

for everyone's assistance (Tok, 2016). 19 Students could increase their scientific academic performance by studying a modular-based worktext. Consequently, the modules met the subject's primary objectives, promoted the development of sophisticated thinking abilities, were quite well, and were appropriate for the growth and performance of the students' vocabularies (Selga, 2013). A module's approval rating must be high as a sign of internal reliability and relevance. As a result, that might include, and is therefore not restricted to, content, attractiveness, and uniqueness, among other things (Reyes & De Guia, 2017). Modular learning is one of the most extensively utilized and acknowledged teaching and learning methodologies in many countries, including other Western nations and the Asian region. Almost every subject, including natural science, is taught in a modular manner, particularly in research and medicine education and social sciences and computer education. Distance learning and learners benefit from a modular strategy that enables them to develop freedom (Sejpal, 2013). Modular education is one of the teaching approaches in which learners are obliged to learn everything in a module in their own time and at their own pace. When a teacher presents a lesson to an audience of students, this strategy differs from a traditional approach where pupils listen to the topics provided. The modular method, which is student-centered, personality-driven, and does not need a record, could be an excellent way to address the challenges that kids face in the classroom (Lichoro, 2015). Using training hours to teach English is designed to increase active learning and build critical thinking and problem-solving abilities instead of the standard method of using a textbook to teach English. It enables the lecturer to conduct process evaluations in the classroom, which benefits the students. The contents, depth of concept coverage, and 20 arrangement of the standardized textbook can all affect teaching and the educational environment. According to Cheng and Abu Bakar (2017), using a module offers an alternative educational setting for teachers and students. The term "higher education institutions e-learning" (ODEL) has already been coined at the Philippine regular university Open University (UPOU), a single-mode DE institution inside the Philippines, to pertain to the new variant of online or Web-based DE. ODEL refers to "shapes of quality education which use modern software to enable asynchronous serial information exchange among educators and learners who are kept separate from each other" (Alfonso, 2012). As a result, instructional delivery is changed to a different activity throughout the teaching-learning activities. The subject has been taught using various methods, including independent investigation, practical learning instruction, social involvement, and conceptualism. On the other hand, teachers are not confident in their ability to teach the subject remotely, and such pedagogies appear challenging to execute in distance learning (Lichoro, 2015). The technological, methodological, and time management needs of teachers who are new to remote learning may be unprepared to enable teaching (Downing & Dyment, 2013). Teachers are left unprepared and unqualified to teach because technology is so widely used in education. It does, however, have several drawbacks, such as expensive expenses and upkeep, lack of

access to social media platforms and materials, and inability to operate it properly (Nilson & Goodson, 2018)

Teachers are also encouraged to provide clearer directions to students so that they would not get confused during online class sessions. Parents are encouraged to support their children's online education and unload their burden at homework (Diu & Tinapay, et al,2022)

Implementation of Curriculum

To boost student learning, several schools worldwide have already transformed conventional classroom arrangements with innovative and flexible learning methodologies 21 outcomes. The Philippines' school system, particularly primary education, is plagued by issues with teaching delivery methods. It is feared that marginalized students would be denied access to resources, resulting in a social division and a digital divide. As a result, more research and debates have been conducted on educational possibilities that are inclusive and equitable (Kim, 2020). The pandemic of COVID-19 has resulted in significant changes in education. Part of that is the transition from face-to-face sessions to alternative learning modes, including distance learning. Teachers began to plan for modularity and virtual distance learning because they believe education will continue regardless of the situation. It's possible to teach, but it's not without its drawbacks. As a result, this phenomenology study looked into the lives and experiences of teacher educators in San Pablo City's Division before introducing distant learning as a new baseline (De Villa & Manalo, 2020). A modular nature to curriculum implementation is becoming more popular these days. In most countries' educational systems, notably in vocational and technical and higher education, the method has received much attention. The modular approach to learning has become more prevalent in higher education institutions. The change from a traditional model of instruction to a virtual result learning paradigm is an emerging concept in educational thinking (Malik, 2012). The concept of modularization is founded on breaking down a course into small, distinctive, non-sequential, and usually short-term modules or units. Credits are gained for paths that lead to a qualification that requires a specific number of points. According to Hornby, as cited in Yoseph and Mekuwanint (2015) and Malik (2015), a module is a sequence of tasks in a nearly self-contained unit of training, and a technique of education 22 focused on the building up of skills and information in discrete units (2012). As a result, a component is a course that may be coupled with others to establish a specific field of study. "For which a specified number and usually series, of different modules is required," says the definition of a unit or module as a measured component of a prolonged learning opportunity leading to a stated qualification(s). In addition, according to French (2015) and Kamakshi (2011), in contrast to a linear degree program, which consists of a sequence of courses, modularized degrees are made up of self-contained, individual entities that can be finished in any order and at any rate. It is related to the concept of "bite-sized" knowledge distribution and, as a result, lends itself to shorter and more intensive delivery methods (French, 2015). Ali et al. (2013) propose a modular higher education curriculum system as a reaction to the rapidly expanding

aspects of industry, economy, and free markets. It emphasizes more particular results concerning each degree component rather than focusing on the "course." Modular design, in contrast to most traditional educational methods, allows students to create their programs with a greater variety of entrances and exits (Ali et al., 2010). Modularity, according to the experts, allows the curriculum to be adjusted to the needs of students, allowing it to be relocated from the demand side (what schools want to offer) to the supply side (what students want to do) (what students and their employers identify as what they wish to). Modular instruction meets the needs of today's young people better than direct teaching in terms of both effort and substance. Additionally, the instruction process is concentrated on the students, which is the fundamental foundation of modularization. It asks for a transformation in the role of the teacher from information transmission to a developer of students' learning in a traditional 23 classrooms where students are actively involved in the process of knowledge production. Aside from that, modularization necessitates ongoing monitoring and evaluation of students' progress during a module or course. Instructors can make changes to their education - learning according to the results of their assessments by using ongoing practical evaluation. This even allows students to receive feedback on their work and tips for what they might improve. In other words, establishing a modular design program in Ethiopia's higher education institutions will enable active learning and continual assessment (Dejene & Chen, 2019).

III. CONCLUSION

Modular distance learning is not a hindrance to the development of reading proficiency of the students nor their age, gender, and not even parent's educational attainment. Therefore, there is no excuse that a student cannot read despite the current learning delivery modality. It is a task that needs to work hand in hand with all the school stakeholders. It is, in fact, valid with the truism that says, "It takes a village to raise a child." The literacy level in a student's original language might help or hurt their ability to read in a second language. Students who have a good foundation in reading in their first language bring skills to learning to read in English that can be easily translated. In situations where students are exposed to English reading materials, their reading competency in decoding and comprehension skills is ordinary. As a result, their reading skills are standard, and they need to expand their knowledge to maintain their English proficiency.

IV. IMPLICATIONS

Teachers should give particular importance to reading instruction during the first school years. Their efforts should aim to counterbalance possible performance differences due to age factors and prevent reading problems in the subsequent academic years. It is recommended that schools create a reading intervention program for students in the frustration and instructional stages of decoding and comprehension skills. This can be accomplished by using peer tutors to help those in frustration, and the instructional level improves their reading skills. It is also recommended that parents and the community

enhance the students' reading skills. Parents may be encouraged to tutor their children, particularly in reading and writing. It is contended that the goal of making 51 students proficient readers must not be seen as a load be carried alone by educators. It is recommended that this should be a concern of the learners themselves, parents, teachers, school administrators, and practically every citizen. It is further recommended to hire a reading specialist to help students with frustration levels of decoding and comprehension skills. The school head is recommended to help at-risk students through a structured and focused intervention program. The school district supervisor is recommended to make a one-on-one scheme with a partner provided with an in-school link by the teacher to help students read despite the current learning delivery modality. In the instance of modular distance learning, this study adopts the recommended action plan entitled "Read Read Read Program," which assesses the reading competence level of Grade 2 learners. The primary goal is to conduct therapies that target word-level issues, eventually allowing youngsters to read words by sight or automatically. The Phil IRI, a reading comprehension assessment tool, will also be used in this study to collect information about respondents' levels of comprehension in both silent and spoken reading. Additionally, the demographic profile will be used to identify categorical variables like gender and first language, as well as ordinal variables like age and socioeconomic status. In addition, a research method was employed to determine the level of parental participation in the scale variable. The study aims to investigate and give critical baseline data on intermediate students' reading comprehension abilities.

V. PROPOSED PLAN OF ACTION

"Read Read Read Program" *Rationale*

A proposed plan of action assessing the reading proficiency level of Grade 2 learners' in the case of modular distance learning is presented. One of the main goals is to implement interventions that target word-level problems that help children eventually read words by sight or with automaticity. Providing extra instructional time is to help children achieve levels of literacy that will enable them to be successful through their school careers and beyond. The Department of Education could look into the development of modular distance learning that would have the following actions to be taken: conduct assessments that lead to appropriate data-based decision-making and problem-solving activities, work collaboratively with teachers, parents, and other interested stakeholders to develop effective instructional interventions, implement the components of teaching and learning such as scaffolding, shaping, connecting to prior knowledge, and motivating, and apply learning strategies that consist of self-questioning, constructing mental representations to integrate information from text, and identifying text consistencies. It has the following desired outcomes: assessments that provide information directly linked to intervention design should be used with children who have been referred for having reading difficulties and develop phonemic awareness through literacy experiences at home before entering school, while others have

limited exposure to print and role models who engage in reading and writing, they go through a process of 47 sequentially decoding the word by attempting to make letter-sound conversions and learn to translate words hierarchically, and students will be able to demonstrate oral competence with suitable accuracy in pronunciation, vocabulary, and language fluency. The focus of this plan is to have an enhancement and development towards reading proficiency level of Grade 2 learners in the case of modular distance learning, slow rate of reading, misuse of function words, and reading comprehension difficulties, and improve institutional and technical support and services in the case of modular distance learning. This platform will enhance institutional support for modular distance learning. The Phil IRI, a reading comprehension assessment tool, will also be used in this study to collect information about respondents' levels of comprehension in both silent and spoken reading. Additionally, the demographic profile will be used to identify categorical variables like gender and first language, as well as ordinal variables like age and socioeconomic status. Additionally, a study technique was employed to assess the level of scale variable parental engagement. The study intends to probe and provide essential baseline information concerning intermediate students reading comprehension levels.

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