THE DEVELOPMENT OF REACHING HAND-PRINTED READING MATERIALS (PREAM) FOR GRADE 2 LEARNERS

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Abstract

The purpose of the study was to determine the acceptability of the Reaching Hand Printed Reading Materials (PREAM) for Grade 2 learners among 75 Elementary teachers of District 7 in the Division of Binan City and 75 Grade 2 parents. The researcher developed reading materials to lessen the number of struggling readers.

The researcher identified the teachers' and parents' level of acceptance in terms of the materials objectives, content, reading strategies, comprehension questions, accuracy, visual appeal, depth of knowledge, and ease of use and support. The descriptive method of research was used to determine the acceptability of the created reading materials among the respondents. A 5-point Likert scale was the research instrument used to rate the reading materials based on the indicators. Mean, standard deviation, and t-test were used to determine the average and difference of the ratings.

Based on the collected data, objectives, content, reading strategies, and comprehension questions of the materials were highly appropriate for the Grade 2 learners. The reading materials were highly accurate and highly appealing. Depth of knowledge and ease of use and support were observed by the respondents of the study.

The null hypothesis which states that there is no significant difference between the ratings made by the teachers and parents was rejected. It showed the acceptance of the reading materials which the teachers and parents could use with the learners. It is recommended that Elementary teachers and parents use the reading materials as an intervention in the school and at home.

Keywords: Reading materials, Objectives, Content, Reading Strategies, Comprehension Questions, Accuracy, Visual Appeal, Depth of Knowledge, Ease of Use and Support

1. Main Text

Introduction

Many people believe that reading is very essential skill among the four macro skills in English. Teachers play an important role in encouraging learners to start reading. Good reading habits in English are evaluated positively by primary ESL teachers, but the manifestations of these habits vary. Teaching and learning activities, selection of English reading resources, reading encouragement, and reading programs are four growing categories of manifestation of primary ESL instructors' reading habits in English. According to the findings, teachers who are keen readers and have good reading habits in English can instill good reading habits in their students (Ming Zhi, 2021).

Rokita-Jaskow and Ellis (2019) emphasize the extra-linguistic, environmental factors such as parental involvement and teachers' competence can affect the critical reading skills development of the learners. Therefore, teachers and parents must help together for the success of the teaching and learning process.

Collier (2019) stated that students who learn to read could travel from one world to another. By flipping the pages of a book, they can immerse themselves in the lives of fictional characters and learn about a culture that is very different from their own. They can also acquire new words and phrases, experience a wide range of emotions, and gain new skills and knowledge. As various studies have shown, reading has a wide range of effects on child development due to its learning capacity. As a result, teachers and parents have a rare opportunity to ensure that reading is an integral part of children's daily life.

On the onset of the pandemic, the Department of Education adapts different learning delivery modalities to continue the school year despite the pandemic. Modular distance learning is one of the alternative ways implemented in other public schools. Students studied their lessons at home using the printed modules. Their parents will guide them.

As a preventative step against the spread of the coronavirus disease, most educational systems worldwide have switched to remote learning. This tendency is producing a lot of problems, particularly among students in developing nations, who have expressed their dissatisfaction with it. Rotas and Cahapay (2020) revealed the different difficulties in remote learning like unstable internet

connectivity; inadequate learning resources; electric power interruptions; vague learning contents; overloaded lesson activities; limited teacher scaffolds; poor peer communication; conflict with home responsibilities; poor learning environment; related financial problems; physical health compromises; and mental health struggles.

Robosa, et al. (2021), identified the problems encountered by the teachers. Lack of resources, student management, submission, and workloads are all factors that contribute to burnout, and stress is two of the most common symptoms of burnout. The advent of the digital age posed a challenge for most public-school teachers. They seldom ever carry out specified activities for pupils digitally, nor do they provide an effective learning environment. It is difficult to maintain a positive environment and communicate with pupils given the limited resources. Teachers in public schools managed by using appropriate communication and understanding in their classrooms. Despite stress and fatigue, teachers acquire pleasant experiences, which include their passion, the development of relationships, and the completion of their duties

Professionals in the field of education can help parents and guardians create a literacy-rich home environment. Educators are supporting guardians in preparing their children for life success by doing so. Educators can support parents or guardians in building a literacy-rich home environment by hosting parents/guardian, developing classroom libraries, and utilizing extra community resources. Educators can ensure that all students attain their full potential by providing this bridge for parents and guardians. Reading to children at home can have a positive impact on students' prospects of success in a variety of ways (Miranda, 2021).

According to Domingue et al. (2021), during the COVID-19 pandemic, education was thrown into disarray like never before, and evidence of the disease's long-term effects on students is critical. The study discovered that students in second and third grades were the most affected. Overall, second and third-grade pupils' reading fluency is currently about 30% lower than expected in a typical year. Reading fluency is important for academic growth in general, according to the researchers, because issues with this skill can make it difficult for pupils to acquire other topics as they progress through the grades. "Reading is a gateway to the development of academic talents in all areas," explained Domingue. "It is a universal key that unlocks all the doors." If a student cannot read properly by the third grade or thereabouts, they are unlikely to be able to access content in future classes."

This time of the pandemic, the researcher realized that younger learners might not have learned reading at home. Many factors can hinder them, and one of these factors is the lack of reading materials. Reading materials that will encourage them to read and be interested in reading. The researcher looked for other ways to help pupils and lessen the number of learners with reading difficulty. The researcher decided to create reading material (Reaching Hand PREAM or Reaching Hand Printed Reading Materials) to practice reading at home. These materials will be served as an aid to the learners, and teachers can monitor the learners' progress in reading.

The researcher conducted this study by having a 5-point Likert Scale questionnaire among the respondents, like teachers and parents. The researcher also considered the respondents' knowledge and background about the reading materials. This study had two versions of the questionnaire, the English and Filipino version. The researcher collected the data to evaluate and accept the created reading materials for Grade 2 learners. Numerical data was consolidated and interpreted to determine the results of the survey.

Background of the Study

Leonor Briones, Education Secretary, in DepEd memorandum no. 173 s. According to Every Child a Reader Program (ECRAP), which aims to "provide learners with reading abilities to make them proficient and autonomous readers at their grade level," the 3Bs initiative will boost the program.

Briones asked all offices at the Central, Regional, and Schools Division Offices as well as at school levels to respond to the 3Bs initiatives by "intensifying their advocacy for reading" and by "pledging their commitment to make every learner a reader at his or her grade level." Moreover, she also directed all DepEd offices and school levels to "align their priorities towards the promotion of the culture of reading as a key step in closing achievement gaps (Sadongdong, Colina, Malipot, 2019).

This statement from DepEd memorandum no. 173 s. of 2019 explained the extensive implementation of the Every Child a Reader Program (ECARP) to promote literacy in every public school in the Philippines. This was implemented to make sure that learners can read at the early stage of Education and make each kid a proficient reader and writer at the grade level in which they are enrolled. It is working to achieve the Education for All (EFA) goal of universal school attendance and the eradication of dropouts and repetition in the first three grades.

Under this memorandum, it was also stated that it aimed to equip learners to become proficient and independent readers. Allow the teachers to become effective reading teachers and expose the learners to a culture of reading in schools, communities, and different levels of governance in DepEd central office, regional offices, and schools division offices. Based on the overall results of the national assessments, there are many early grade learners struggling in early language, literacy, and numeracy.

Low achievement levels in English, Math, and Science because of the gaps in reading comprehension and lack of literacy skills. It became more alarming when the Programme for International Pupil Assessment (PISA), a global study conducted by the

Organization for Economic Co-operation and Development (OECD) in member and non-member countries, assessed the Philippines' learners. It was revealed that the Philippines ranked lowest in reading comprehension among 79 countries.

This memorandum encouraged the teachers to implement reading interventions, and they shall be granted service credits. The researcher observed that the pandemic intensified the number of struggling primary learners in reading, and they cannot understand their lessons because of poor reading comprehension.

Reading is an important skill that younger learners should develop by using appropriate materials for them. Unfortunately, there was a lack of reading materials that can enhance the learners' reading skills. Usually, they focused on the essential learning competencies (MELCs) in the public school. There were provided modules for MELCs, but there were no developed reading materials for the learners. Providing reading materials can reinforce the reading progress, and it has a huge impact on the academic performance of the pupils.

Reaching Hand PREAM or Reaching Hand Printed Reading Materials aimed to support the young learners to make reading their habit. The researcher will create these materials based on the appropriateness of objectives, content, reading strategies, and comprehension questions included in every reading material.

The researcher designed this material based on the target readers, the Grade 2 learners, and made this material more engaging and creative through different strategies and by including pictures and colorful designs. These helped the researcher catch the young readers' attention so that these will increase the interest of every child in reading.

Davis (2021) stated that reading a variety of books will help them develop a broad perspective on the world around them. Their vocabulary will benefit, too, if they read a wide selection of books. Their vocabulary grows with each new word encountered in the broad range of reading materials they're consuming.

Every elementary school teacher is a reading teacher, and they play an important role in assisting each child on their reading journey. Students and teachers will feel confident and competent in teaching and learning to read if we give tools to suit our students' literacy needs as early as prekindergarten. In addition, it is crucial to instill a love of reading in pupils while helping them learn to read. Students who read for pleasure express less dissatisfaction with reading than students who are compelled to do so (Starke, 2020).

Another goal of this material is to help the teachers in providing reading material. Furthermore, it will lessen the burden of the teachers by selecting the best reading material because this Reaching Hand PREAM was thoroughly crafted by the researcher.

Theoretical Framework

Piaget's theory has three stages associated with developing learners' reading skills. According to this theory, the sensorimotor stage is the first stage that a children can perceive information using their senses. The way they see, feel, taste, smell, and look at something. The second stage is pre-operational, the child is beginning to grasp the concepts of the past and future, but the concept of the sequence requires repetition. This is something she can learn by rereading the same story over and over. The third stage is the concrete operations stage, and the child begins to develop the ability to think logically and abstractly. These abilities lay the groundwork for reading comprehension. Finally, the child must be able to read and comprehend what they are reading. This is why reading aloud to youngsters improves understanding. (Friedman, 2019).

This theory by Piaget was associated with this research because children learn best if they can touch or feel the materials they are reading. Therefore, the researcher provided a collection of reading materials for the young learners to practice reading anywhere. Reaching Hand Printed Reading Materials or Reaching Hand PREAM consisted of different short stories with pictures appropriate for younger learners. The learners can reread the texts or stories to retain the information in their memory.

The construction–integration model of reading explains how reading can be separated into micro and macro levels (Kintsch, 2013). The micro-level represents the more localized level of reading, including decoding and phonological awareness. The macro-level represents a more global understanding of reading, focusing on the semantic representation of the text. Together, the micro and macro levels explain the two dichotomies of reading, decoding, and comprehension. This theory primarily describes reading but can be applied to writing. To explain writing, the micro-level represents the correlation between letters and words and words and sentences. The macro-level would include overall comprehension of a written text and the connections among sentences to form ideas.

Reaching Hand PREAM was arranged according to the level of difficulty to be suitable for all readers. The topics included in the reading materials were based on the age and capability of the readers. If the readers can relate to these, the content can be easily understood by the readers. Enhancing the reading skills of the learners can be done step-by-step. Incorporating easier content into more difficult content can assist them in developing the necessary reading skills.

Schema theory describes a hypothetical knowledge structure in the brain to which new information is compared and processed (Anderson, 1977). When reading, the knowledge the reader already has on the subject serves as a framework to process and store new information. Additionally, when readers come across new information, that information is integrated into the existing schema or developed into a new schema (Alvermann et al., 2013). Text-to-text, text-to-self, and text-to-text connections

are frequently seen in literacy interventions and activities, which help build mental connections, connect reading to students' life experiences, and bridge current texts with prior readings (Tovani, 2004).

The researcher assured the connection between the stories and the learner's life experiences. Learners can comprehend the content easily if they have prior knowledge about it. Piaget's theory, construction-integration model, and schema theory are the theories related to this study. Piaget's theory focuses on the different stages of development in reading. There are certain stages in which the child can develop their reading skills. It means that reading must introduce to the learners at a very young age. Construction-integration model of reading means that when we read, we create a personal representation of its meaning or mental model. Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from the text (Rumelhart, 1980). Comprehending a text is an interactive process between the reader's background knowledge and the text. The term "schema" was coined in psychology to describe "an active structuring of past events." It assumes that a printed text does not have meaning on its own; rather, a text only has significance when it is read. Gives readers instructions on how to recall or generate meaning from their own prior experiences. The Schema theory can be utilized to assist pupils in comprehending a text from the beginning. As a result, the importance of Schema theory in comprehension cannot be overlooked. (An, 2013).

This study focused on the development of reading materials for Grade 2 learners. According to the three theories, prior knowledge will help learners understand the text and its meaning. Early exposure to different reading materials made the learners gain prior knowledge and learn to love reading.

Statement of the Problem

This study aimed to determine the level of acceptability of Reaching Hand PREAM for Grade 2 learners among teachers and parents. This part of the study consisted of the important questions to be addressed.

Specifically, it sought to answer the following questions:

1. What is the teachers' and parents' level of acceptance of Reaching Hand PREAM in terms of:
   1.1 Objectives;
   1.2 Content;
   1.3 Reading Strategies; and
   1.4 Comprehension Questions?
2. What is the teachers' and parents' level of acceptance of Reaching Hand PREAM in terms of;
   2.1 Accuracy;
   2.2 Visual appeal;
   2.3 Depth of knowledge; and
   2.4 Ease of use and support?
3. Is there a significant difference between the ratings made by;
   3.1 Teachers;
   3.2 Parents?

Research Methodology

The researcher used the descriptive method in this study because the data were collected quantitatively through a survey. McCombes (2020) stated that a descriptive study tries to characterize a population, circumstance, or phenomenon methodically and precisely. It can answer the questions of what, where, when, and how, but not why. A descriptive research plan can study one or more variables using a range of research methods. Unlike experimental research, the researcher does not influence or change the variables; instead, they are observed and measured. The descriptive method was used to determine the level of acceptability of Reaching Hand (PREAM) or Reaching Hand Printed Materials for Grade 2 learners rated by the teachers and parents.

The study's main objective was to develop the Reaching Hand (PREAM) or to reach Hand Printed Reading Materials. The development of the materials can be done through given suggestions of the teachers and parents because they know how to align the materials to the needs of the target learners.

The study respondents were District 7 teachers in the Division of Binan City and selected parents of the schools. District 7 has three Elementary Schools. These are Tubigan Elementary School, Soro-Soro Elementary School and San Francisco Elementary School. There are 75 teachers in these three schools. Therefore, the number of selected parents same as the number of teachers was divided among the three schools.

Sampling helped a lot in research. It was one of the most important factors which determined the accuracy of the research/survey result. If anything goes wrong with the sample, it will be directly reflected in the final result. Many techniques helped us gather samples depending upon the need and situation. (Singh, 2018)

There were 75 teachers and 75 parents as the respondents of this study. The researcher used a purposive sampling technique. Singh, 2018 also defines a purposive sampling technique based on the study's intention or purpose. Therefore, only those elements will be selected from the population that suits the study best.

The researcher selected the teachers, parents, and superiors who became participants in the study. The researcher relied on her own judgment when choosing members of the population. The researcher had prior knowledge about the purpose of this study so that she could select the qualified participants for the study.

The selected research instrument for this study was a 5-Point Likert Scale. It included the criteria for evaluating the collection of reading materials created and designed by the researcher. 5-point Likert Scale was used to measure the first part of the questionnaire. It included the objectives, content, reading materials, and comprehension questions. These were the parts of the Reaching Hand Printed Reading Materials (PREAM).

Another 5-Point Likert Scale with different descriptions compared to the questionnaire's first 5-Point Likert Scale. This was used to measure the level of acceptability of Reaching Hand PREAM in terms of accuracy, visual appeal, depth of knowledge, and ease of use and support. Then, the respondents gave their suggestions based on the rated reading materials. Finally, the suggestions were applied to the development of the reading materials.

This study began by creating the reading materials, criteria, and questionnaire needed for evaluation. Then, the panel members checked and gave their suggestions regarding developing the reading materials. After the revision of the reading materials and questionnaire, the researcher wrote a letter of request to conduct the study.

The researcher sent the approved letter of request among the target respondents for this study to rate the reading materials based on the given research instrument, which is a 5-Point Likert Scale. First, the respondents answered the 5-Point Likert Scale to determine the level of acceptability of the reading materials provided by the researcher. Then, they gave their ratings to measure the level of acceptability of the reading materials. After that, they gave suggestions regarding the reading materials.

The suggestions were applied to the reading materials for Grade 2 learners. Using this research instrument, the numerical data were collected together with the respondents' suggestions. The numerical data were interpreted so that the researcher would know the level of acceptability of the reading materials.

The respondents' responses were tallied and tabulated as the basis for statistical computations using mean and standard deviation to determine the level of acceptability. In addition, a T-test was used to determine if there was a significant difference between the teachers' and parents' ratings.

Results and Discussion

1. Teachers and Parents' Level of Acceptance

Table 1 illustrates the teachers' and parents' level of acceptance of reaching hand PREAM in terms of objectives.

Table 1. **Teachers' and Parents' Level of Acceptance of Reaching Hand PREAM in terms of Objectives**

STATEMENT	PARENTS		VERBAL INTERPRETATION	TEACHERS		VERBAL INTERPRETATION
	M	**SD**		**M**	**SD**	
Objectives are aligned to the readers' age, needs, and level.	4.80	0.40	Highly Attainable	4.75	0.44	Highly Attainable
Materials include measurable objectives to assess the readers' capability.	4.75	0.44	Highly Attainable	4.80	0.40	Highly Attainable
Materials provide realistic and attainable objectives that can enhance the reading skills	4.73	0.47	Highly Attainable	4.87	0.34	Highly Attainable
Objectives are associated with the content, reading strategies, and comprehension questions.	4.76	0.46	Highly Attainable	4.76	0.43	Highly Attainable
Objectives are enough to help the readers on developing their reading skills.	4.75	0.44	Highly Attainable	4.84	0.37	Highly Attainable
Overall Mean	4.76			4.80		
Standard Deviation	0.44			0.40		
Verbal Interpretation	Highly Attainable			Highly Attainable		

Based on the parents' perception, objectives aligned to the readers' age, needs, and the level got the highest mean score *(M=4.80, SD=0.40)* and was remarked as highly attainable. Meanwhile, materials that provide realistic and attainable objectives that can enhance the reading skills got the lowest mean score of responses with *(M=4.73, SD=0.47)* yet, remarked highly

attainable. This is because parents believe that objectives are aligned to the level of the grade 2 learners. Therefore, the researcher chose the appropriate objectives that are specific and attainable.

As for the teachers, the materials provide realistic and attainable objectives that can enhance the reading skills" obtained the highest mean score *(M=4.87, SD=0.34)* and was remarked as highly attainable. While objectives are aligned with the readers' age, needs, and the level got the lowest mean score of responses with *(M=4.75, SD=0.44)* but still also remarked as highly attainable. Teachers believed that the reading materials' objectives were realistic and attainable because the researcher provided a series of measurable objectives to assess the learners' capability.

The teachers and the parents perceived that the objectives of the PREAM are highly attainable, as shown by the overall mean of 4.76 and 4.80. According to Kapur (2019), the development of teaching-learning materials is recognized as one of the most important factors in educational institutions for promoting student learning and assisting in the attainment of academic goals and objectives.

It was also supported Calloway (2019), stated that readers read for a variety of reasons, and the books they read cover a wide range of topics and levels of complexity. Therefore, the reader-based standards of coherence measure had four factors, according to exploratory factor analysis of an adult community sample: 1) intrinsic reading goals, 2) extrinsic reading goals and learning strategies, 3) desire to understand and reading regulation strategies, and 4) desired reading difficulty.

2. Teachers and Parents' Level of Acceptance

Table 2 illustrates the teachers' and parents' level of acceptance of reaching hand PREAM in terms of content.

Table 2. Teachers' and Parents' Level of Acceptance of Reaching Hand PREAM in terms of Content

STATEMENT	PARENTS		VERBAL INTERPRETATION	TEACHERS		VERBAL INTERPRETATION
	M	SD		M	SD	
Content or topics are appropriate to the level and age of the target readers.	4.72	0.48	Highly Informative	4.76	0.43	Highly Informative
Content or topics provide factual information based on the real-life situations	4.75	0.44	Highly Informative	4.53	0.66	Highly Informative
Content or topics are arranged according to the level of difficulty.	4.72	0.45	Highly Informative	4.61	0.66	Highly Informative
Content or topics are comprehensive and easily understood by the target readers.	4.71	0.46	Highly Informative	4.68	0.50	Highly Informative
Content or topics provide adequate information to satisfy the readers' questions.	4.76	0.43	Highly Informative	4.72	0.48	Highly Informative
Overall Mean	4.73			4.66		
Standard Deviation	0.45			0.56		
Verbal Interpretation	Highly Informative			Highly Informative		

Parents perceived that content or topics provided adequate information to satisfy the readers' questions was interpreted as highly informative and obtained the highest mean score *(M=4.76, SD=0.43)*. While the target's content or topics are comprehensive and easily understood, readers received the lowest mean score of responses with (M=4.71, SD=0.46) and remarked as highly informative. The researcher included appropriate texts for the target learners aligned to the comprehension questions.

Based on the teachers' ratings, content or topics are appropriate to the level and age of the target readers got the highest mean score *(M=4.76, SD=0.43)* and were interpreted as highly informative. Meanwhile, content or topics provide factual information based on real-life situations got the lowest mean score of responses with *(M=4.53, SD=0.66)* yet was also remarked as highly informative. Therefore, the content of the reading materials was chosen by the researcher based on the capability and needs of the learners.

In general, the content of the PREAM is highly informative as rated by the parents (M=4.73) and the teachers (M=4.66). Therefore, it implies that the content of the reading materials is meaningful and useful for the target readers.

It was stated by Gentilini and Greer (2020) that reading interest is thought to be important for reading achievement, which has an impact on academic performance later on. They tested the effect of establishing conditioned reinforcement for reading content via a collaborative shared reading intervention with a teacher on reading comprehension and vocabulary using a combined preintervention and postintervention design with multiple probe logic. The findings implied that learning the structure of reading is insufficient; rather, to derive meaning from text in the development of comprehension and vocabulary, one must learn to "love to read." Therefore, encouraging the learners to love to read by providing interesting content in the reading materials can be considered an important factor.

It was stated by Pollard-Durodola, Gonzalez, Saenz, Resendez, Kwok, Zhu, and Davis (2017) that when language engagement possibilities are combined with higher cognitive discussion and scaffolds, preschool DLL children gain from the systematic use of interactive content-enriched shared book-reading vocabulary education or direct teaching of content vocabulary.

3. **Teachers and Parents' Level of Acceptance**

Table 3 illustrates the teachers' and parents' level of acceptance of reaching hand PREAM in terms of reading strategies.

Table 3. Teachers' and Parents' Level of Acceptance of Reaching Hand PREAM in terms of Reading Strategies

STATEMENT	PARENTS		VERBAL INTERPRETATION	TEACHERS		VERBAL INTERPRETATION
	M	SD		M	SD	
Reading Strategies are connected to the content or topics being provided.	4.72	0.48	Highly Effective	4.73	0.45	Highly Effective
Reading Strategies are helpful for the readers to enhance their reading skills.	4.75	0.47	Highly Effective	4.76	0.43	Highly Effective
Reading Strategies are interesting and maintain the readers' engagement with the content or topics.	4.73	0.47	Highly Effective	4.84	0.37	Highly Effective
Materials provide a variety of reading strategies that focus on the readers' reading development.	4.69	0.54	Highly Effective	4.75	0.44	Highly Effective
Reading Strategies are appropriate for the text and can monitor readers' comprehension.	4.73	0.47	Highly Effective	4.84	0.37	Highly Effective
Overall Mean	4.73			4.78		
Standard Deviation	0.49			0.41		
Verbal Interpretation	Highly Effective			Highly Effective		

The parents' ratings about reading strategies are helpful for the readers to enhance their reading skills got the highest mean score *(M=4.75, SD=0.47)* and was remarked as highly effective. On the other hand, materials provide a variety of reading strategies that focus on the readers' reading development" got the lowest mean score of responses with *(M=4.69, SD=0.54)* yet was also remarked as highly effective. The parents observed those reading materials and perceived that those are also one of the factors to make reading became meaningful.

Teachers believed that reading strategies are interesting and maintain the readers' engagement with the content or topics and reading strategies are appropriate for the text and can monitor the readers' comprehension got the highest mean score *(M=4.84, SD=0.37)* and were remarked as highly effective. Meanwhile, reading strategies connected to the content or topics being provided got the lowest mean score of responses with *(M=4.73, SD=0.45)* but were also remarked as highly effective. The reading materials had a variety of reading strategies based on the texts and aligned to the development of the learners' comprehension.

It was shown that the overall ratings of the parents (M=4.73) and the teachers (M=4.78) were both highly effective. It was intentional to include reading strategies as part of the materials because the researcher believed that these would boost the learners' level of understanding or comprehension. In addition, providing a series of reading strategies in the reading materials will also make the learning process exciting, engaging, and meaningful.

It was proved by Yang (2016) that motivation has an important influence on students' use of reading strategies. Students apply several strategies such as making predictions of the words they do not know, searching for words in the dictionary, and many others to help overcome the obstacle in their reading task.

Reading strategies often refer to an intelligent and efficient read. It is considered an essential skill that gives the knowledge to look at the world with a fresh perspective and broaden our horizons. (Bhasin, 2021).

4. **Teachers and Parents' Level of Acceptance**

Table 4 illustrates the teachers' and parents' level of acceptance of reaching hand PREAM in terms of comprehension questions.

Table 4. **Teachers' and Parents' Level of Acceptance of Reaching Hand PREAM in terms of Comprehension Questions**

STATEMENT	PARENTS		VERBAL INTERPRETATION	TEACHERS		VERBAL INTERPRETATION
	M	SD		M	SD	
Comprehension Questions are straightforward and easy to comprehend by the target readers.	4.59	0.62	Highly Appropriate	4.85	0.36	Highly Appropriate
Comprehension Questions are enough to determine the readers' capability.	4.64	0.58	Highly Appropriate	4.89	0.31	Highly Appropriate
Comprehension Questions are aligned to the reading objectives.	4.65	0.60	Highly Appropriate	4.92	0.27	Highly Appropriate
Comprehension Questions maintain the reader's connection to the text or stories.	4.67	0.58	Highly Appropriate	4.80	0.40	Highly Appropriate
Materials provide comprehension questions that ask who, what, where, when, why, and how to demonstrate understanding of key details in a text.	4.73	0.58	Highly Appropriate	4.89	0.31	Highly Appropriate
Overall Mean	4.66			4.87		
Standard Deviation	0.59			0.33		
Verbal Interpretation	Highly Appropriate			Highly Appropriate		

Parents perceived that materials provide comprehension questions that ask who, what, where, when, why, and how to demonstrate understanding of key details in a text are highly appropriate and got the highest mean score (M=4.73, SD=0.58). On the other hand, comprehension questions are clear and easy to comprehend by the target readers who got the lowest mean score of responses with (M=4.59, SD=0.62) but were still also remarked as highly appropriate. The researcher provided different wh-questions to enhance the learners' reading skills, and the parents observed them. It was another reason that indicator obtained the highest mean score.

Teachers' ratings about comprehension questions aligned to the reading objectives obtained the highest mean score *(M=4.92, SD=0.27)* and were remarked as highly appropriate. While comprehension questions maintain the reader's connection to the text or stories got the lowest mean score of responses with *(M=4.80, SD=0.40)* but were also remarked as highly appropriate. Teachers found out that the comprehension questions were associated with the objectives, which can help the teachers monitor the learners' progress.

In general, the parents and the teachers perceived that PREAM in comprehension questions is highly appropriate, with a mean score of 4.56 and 4.87. The reading materials consisted of 5-item comprehension questions to assess the learners' progress. These questions were arranged from easy, average, and difficult. This arrangement of questions will help the readers to think deeply and critically. These will stimulate the learners to seek information on their own. Based on the results, the comprehension questions are highly appropriate to attain the objectives of the reading materials, to the needs and age of the target readers, and to assess and monitor the readers' progress. It is important to have comprehension questions to determine if the objectives were attained or not. According to the results, these imply that the comprehension questions included in the reading materials were acceptable to the parents and teachers. They believed that the comprehension questions met the significance of assessing readers' progress.

Gong (2018) stated that human learning has traditionally included the practice of asking questions. For several decades, questions have been investigated in scholarly investigations in terms of the responses they create, their grammatical structure, cognitive functions, logical substance, and social dynamics. Science education and reading teaching have been the focus of studies on student classroom questions. the moral reference points that guide student participation in various types of questioning (i.e., convergent questions, divergent questions, challenges to others), and the temporality of student question-asking, which reflected the importance of questions to students and how different aspects of the subject matter were revealed and concealed in the learning process.

A study conducted by Feldman (2018) found that active monitoring explicitly teaching and practicing how to generate questions in both ASL and English and having peers ask each other questions encouraged students to assess their knowledge actively. It was signified that asking questions can really develop the learners' skills.

5. Teachers and Parents' Level of Acceptance

Table 5 illustrates the teachers' and parents' level of acceptance of reaching hand PREAM in terms of Accuracy.

Table 5. Teachers' and Parents' Level of Acceptance of Reaching Hand PREAM in terms of Accuracy

STATEMENT	PARENTS		VERBAL INTERPRETATION	TEACHERS		VERBAL INTERPRETATION
	M	**SD**		**M**	**SD**	
Materials include appropriate texts or stories based on the target readers.	4.63	0.67	Highly Accurate	4.85	0.36	Highly Accurate
Materials provide related comprehension questions about the given texts or stories to assess the reading ability of the readers.	4.60	0.68	Highly Accurate	4.85	0.36	Highly Accurate
The content gives accurate information about the specific topic included in the materials.	4.61	0.73	Highly Accurate	4.80	0.40	Highly Accurate
Materials involve precise reading strategies to develop the needed skills of the readers.	4.57	0.72	Highly Accurate	4.85	0.36	Highly Accurate
Materials provide explicit instruction alongside the practice and reading strategies.	4.57	0.72	Highly Accurate	4.85	0.36	Highly Accurate
Overall Mean	4.60			4.84		
Standard Deviation	0.70			0.36		
Verbal Interpretation	Highly Accurate			Highly Accurate		

Materials include appropriate texts or stories based on the target readers got the highest mean score *(M=4.63, SD=0.67)* and were remarked as highly accurate as rated by the parents, while materials involve precise reading strategies to develop the needed skills of the readers and materials provide clear instruction alongside the practice and reading strategies received the lowest mean score of responses with *(M=4.57, SD=0.72)* but still remarked as highly accurate. Every reading material had texts or stories based on the level of difficulty. The researcher included a variety of reading materials to expose the learners to different stories or texts that can develop their reading skills.

Teachers perceived that the four statements were highly accurate and obtained the highest mean score *(M=4.85, SD=0.36)*. On the other hand, except for the content that gives accurate information about the specific topic included in the materials received the lowest mean score of responses with *(M=4.80, SD=0.40)* yet was also remarked as highly accurate. The teachers observed almost all of the indicators because the researcher provided accurate information and simple stories suitable to the grade 2 readers.

Overall, the level of acceptance of reaching hand PREAM in terms of accuracy rated by parents gained a mean score of 4.60, and the ratings by the teachers gained a mean score of 4.84 was remarked as highly accurate. The reading materials included accurate content to improve the learner's reading skills.

Providing accurate information has an essential impact on the younger learners. Karageorgosa, Richtera, Haffmans, Schindlera, and Naumannc (2020) stated that before word-recognition speed improves, readers must first achieve a particular level of word recognition accuracy. Furthermore, children who achieved basic word-recognition accuracy in later grades exhibited flatter trajectories of word-recognition speed and reading comprehension throughout primary school.

Rutherford (2018) said it is important to have accurate content for the reading materials because they will give the readers factual information.

6. Teachers and Parents' Level of Acceptance

Table 6 illustrates the teachers' and parents' level of acceptance of reaching hand PREAM in terms of Visual appeal.

Table 6. Teachers' and Parents' Level of Acceptance of Reaching Hand PREAM in terms of Visual Appeal

STATEMENT	PARENTS		VERBAL INTERPRETATION	TEACHERS		VERBAL INTERPRETATION
	M	SD		M	SD	
Materials markedly increase the student's interest in developing both knowledge and love of reading using different pictures, colors, sizes, letters, and reading strategies.	4.61	0.63	Highly Appealing	4.75	0.44	Highly Appealing
Materials provide enough words based on the students' level of reading.	4.67	0.60	Highly Appealing	4.85	0.36	Highly Appealing
Materials provide fonts that are pleasing yet not overwhelming and appropriate to the target readers'; the letters are readable.	4.59	0.66	Highly Appealing	4.83	0.38	Highly Appealing
Materials support students using text features to gain meaning from informational text (for example, the use of illustrations or pictures, graphic organizers, and structural elements).	4.60	0.62	Highly Appealing	4.80	0.40	Highly Appealing
Materials use appropriate designs based on the reader's age and necessity.	4.67	0.62	Highly Appealing	4.88	0.33	Highly Appealing
Overall Mean	4.63			4.82		
Standard Deviation	0.62			0.38		
Verbal Interpretation	Highly Appealing			Highly Appealing		

It was shown above that materials provide enough words based on the students' level of reading and materials use appropriate designs based on the readers' age, and necessity got the highest mean score *(M=4.67, SD=0.62)* as rated by the parents. Materials provide fonts that are pleasing yet not overwhelming and appropriate to the target readers; the letters are readable and got the lowest mean score of responses with *(M=4.59, SD=0.66),* but both were remarked as highly appealing. The researcher considered the visual appeal of the reading materials. The pictures and the arrangement of words were important for younger readers like grade 2. The researcher included enough simple words based on the level of difficulty to encourage the learners and maintain their eagerness to read the stories or texts. Visual appeal is another factor that motivates younger readers.

Based on the teachers' perception, materials use appropriate designs based on the readers' age and necessity" got the highest mean score *(M=4.88, SD=0.33)* while the materials markedly increased the student's interests to develop both knowledge and love of reading using different pictures, colors, sizes, arrangement of letters and reading strategies received the lowest mean score of responses with *(M=4.75, SD=0.44)* yet was remarked as highly appealing. The parents and the teachers believed that the reading materials were highly appealing, as shown by the overall mean of 4.63 and 4.82. The researcher included enough appropriate designs but not overwhelming ones that were pleasing to the eyes of the younger learners.

As concluded by Stepien-Bernabe (2019) that there are two probable explanations for this advantage in comprehension: (1) visual processing is essential for reading comprehension, or (2) reading text is more physically engaging and effortful than listening, resulting in improved comprehension capacity.

Ojeda-Beck (2018) looked at how sequenced visual images (graphic novels and comic books) can scaffold incidental vocabulary learning and text comprehension while processing visual and textual information.

Most of the younger learners are visual learners. Therefore, the researcher included visual appeal as one of the indicators of the study to show that it can affect the learners' learning process. Through colorful and attractive pictures, they can organize their thoughts and understand the story or texts well.

7. **Teachers and Parents' Level of Acceptance**

Table 7 illustrates the teachers' and parents' level of acceptance of reaching hand PREAM in terms of Depth of knowledge.

Table 7. **Teachers' and Parents' Level of Acceptance of Reaching Hand PREAM in terms of Depth of Knowledge**

STATEMENT	PARENTS		VERBAL INTERPRETATION	TEACHERS		VERBAL INTERPRETATION
	M	**SD**		**M**	**SD**	
Materials are aligned with the objectives and reading strategies.	4.61	0.57	Highly Comprehensive	4.85	0.43	Highly Comprehensive
Texts allow students to build knowledge through specific informational and narrative text.	4.69	0.52	Highly Comprehensive	4.81	0.48	Highly Comprehensive
The content is aligned with reading comprehension appropriate for the target grade level.	4.64	0.56	Highly Comprehensive	4.88	0.33	Highly Comprehensive
Materials incorporate texts that require careful and purposeful reading.	4.68	0.52	Highly Comprehensive	4.85	0.36	Highly Comprehensive
Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts/stories.	4.63	0.56	Highly Comprehensive	4.88	0.33	Highly Comprehensive
Overall Mean	4.65			4.86		
Standard Deviation	0.55			0.39		
Verbal Interpretation	Highly Comprehensive			Highly Comprehensive		

Parents' ratings about the texts allowing students to build knowledge through specific informational and narrative text got the highest mean score *(M=4.69, SD=0.52)*. At the same time, materials aligned with the objectives and reading strategies" received the lowest mean score of responses with *(M=4.61, SD=0.57),* but both were interpreted as highly comprehensive. The reading materials had stories or texts that can give the readers enough knowledge. It was shown by the results that parents observed the depth of knowledge in every reading material.

Teachers' ratings about the content were aligned with reading comprehensions appropriate for the target grade level and materials, including questions and tasks requiring students to analyze information and evidence focused on the meaning of texts/stories, obtaining the highest mean score *(M=4.88, SD=0.33)*. Meanwhile, texts provide opportunities for students to build knowledge through reading specific informational and narrative texts got the lowest mean score of responses with *(M=4.81, SD=0.48)* but were verbally interpreted as highly comprehensive.

In general, parents' level of acceptance of reaching hand PREAM in terms of depth of knowledge gained a mean score of 4.65, and the teachers' overall ratings obtained a mean score of 4.86, which were remarked as highly comprehensive.

Dickinson, Nesbitt, Collins, Hadley, Newman, Rivera, Ilgez, Nicolopoulo, Golinkoff, and Hirsh-Pasek (2019) stated that combining purposeful instruction of target terms with repeated use of different words through many readings of books and instructional remarks that incorporate the use of novel words, teachers can increase the depth and breadth of their students' vocabulary knowledge.

Vocabulary knowledge and reading comprehension are critical aspects of students' language and literacy development, and they have a significant impact on their overall academic progress and language competency. Therefore, it is hypothesized that a high level of vocabulary knowledge correlates with strong reading comprehension and that individual reading might assist improve vocabulary. (Elzein, 2020).

The researcher considered Depth of Knowledge as one of the factors that might affect the learners' capability to understand the content of the reading materials. The researcher selected suitable stories or texts, words and meanings for the target readers, but the researcher ensures that these can help the learners think critically. In creating reading materials, choices of the words and content really matter because these will also enhance learners' level of understanding.

It was shown in the given results that the parents and teachers acknowledged the reading materials. This is because reaching Hand PREAM provides enough, accurate and appropriate knowledge or information for the target readers, and at the same time, the depth of the words, content, and meanings will be suited to the level of the readers' capability.

8. **Teachers and Parents' Level of Acceptance**

Table 8 illustrates the teachers' and parents' level of acceptance of reaching hand PREAM in terms of Ease of Use and Support.

Table 8. Teachers' and Parents' Level of Acceptance of Reaching Hand PREAM in terms of Ease of Use and Support

STATEMENT	PARENTS		VERBAL INTERPRETATION	TEACHERS		VERBAL INTERPRETATION
	M	SD		M	SD	
Materials provide teachers and parents opportunities to teach words explicitly.	4.64	0.58	Highly Accessible	4.85	0.36	Highly Accessible
The text and text complexity are appropriate for the target grade level.	4.53	0.60	Highly Accessible	4.80	0.40	Highly Accessible
Materials include a sufficient number of texts that allow students to read various texts with or without feedback to support accuracy, fluency, and comprehension.	4.60	0.59	Highly Accessible	4.83	0.38	Highly Accessible
Materials provide students opportunities to encounter and comprehend grade-level texts.	4.60	0.59	Highly Accessible	4.85	0.36	Highly Accessible
Specific texts are included in materials for teaching various reading strategies (for example, story map, context clues, activate prior knowledge, use of graphic organizers, etc.) to support comprehension and careful reading of texts or stories.	4.64	0.58	Highly Accessible	4.83	0.38	Highly Accessible
Overall Mean	4.60			4.83		
Standard Deviation	0.59			0.37		
Verbal Interpretation	Highly Accessible			Highly Accessible		

Based on parents' perceptions, materials provide teachers and parents opportunities to teach words explicitly, and specific texts are included in materials for teaching various reading strategies (for example, story map, context clues, activate prior knowledge, use of graphic organizers, etc.) to support comprehension and careful reading of texts or stories and got the highest mean score *(M=4.65, SD=0.58)*. The text and text complexity are appropriate for the target grade level obtained the lowest mean score of responses with *(M=4.53, SD=0.60)* both were interpreted as highly accessible. It was shown in the reading materials that the researcher included various reading strategies to develop the learners' reading skills. Every reading material has reading strategies that can help the readers to understand the content.

Teachers perceived that materials provide teachers and parents opportunities to teach words explicitly, and materials provide students opportunities to encounter and comprehend grade-level texts were interpreted as highly accessible and got the highest mean score *(M=4.85, SD=0.36)*. Meanwhile, the text and text complexity are appropriate for the target grade level and got the lowest mean score of responses with *(M=4.80, SD=0.40)* yet was also remarked as highly accessible. The teachers and parents can use the reading materials to teach the younger readers because of the straightforward content but informative and easy to use and understand.

As it was concluded, the level of acceptance of reaching hand PREAM in terms of ease of use and support rated by the parents gained a mean score of 4.60, and teachers' ratings gained a mean score of 4.83 with a verbal interpretation of highly accessible.

The researcher believed that providing appropriate and easy-to-use materials can really help the teachers and parents encourage the younger readers and expose them to the different reading materials that can develop the learners' reading skills. Therefore, supporting the teachers and parents by providing these reading materials had a huge impact on them as guidance to the younger learners.

It was found by McManus-White (2019) that when teachers are supported at the district and site levels with professional learning and a universal belief in language acquisition for English Learners, they provide more language-based instruction for their English Learners students.

Many educators believe that real-life-based texts, which are not expressly produced for instructional objectives, are effective and entertaining tools. In addition, the utilization of real materials has numerous social and academic benefits, including increased motivation and cultural awareness among students. The findings also imply that authentic materials should be included in language schools since they provide a sense of authenticity and reality. (Albiladi, 2019). The reading materials were aligned to

the needs and capabilities of the target readers and the parents. The constant process of learning at school and home will result in a positive outcome. The reading materials were easy to use, and these were made with enough support, like the comprehensible instructions included in every material and reading strategies to enhance the learners' reading skills. The reading materials were created to help the teachers, parents, and pupils and promote the love of reading. Ease of use and support was considered important to engage the learners.

9.   Difference Between the Ratings Made by the Teachers and Parents
　　　　Table 9 presents the significant difference between the ratings made by the teachers and parents relative to the material. Specifically, it presents the difference between the objectives, content, reading strategies, comprehension questions, accuracy, visual appeal, depth of knowledge, and ease of use and support.

Table 9. Significant Difference Between the Ratings Made by the Teachers and Parents

Ratings		Mean	t Statistic	p-value	Analysis
Objectives	Parents	4.757	-1.007	0.317	Not Significant
	Teachers	4.803			
Content	Parents	4.731	1.030	0.306	Not Significant
	Teachers	4.661			
Reading Strategies	Parents	4.725	-1.047	0.298	Not Significant
	Teachers	4.784			
Comprehension Questions	Parents	4.656	-3.259*	0.002	Significant
	Teachers	4.872			
Accuracy	Parents	4.597	-3.048*	0.003	Significant
	Teachers	4.843			
Visual Appeal	Parents	4.627	-2.600*	0.011	Significant
	Teachers	4.821			
Depth of Knowledge	Parents	4.651	-3.033*	0.003	Significant
	Teachers	4.856			
Ease of Use and Support	Parents	4.603	-3.483*	0.001	Significant
	Teachers	4.832			

Sig:≤ .05

　　　　There was no observed significant difference between the ratings of the parents and teachers relative to the objectives, content, and reading strategies. The tests for these three variables obtained computed t values less than the critical value and p values exceeding the significance alpha, hence the notion "not significant."

　　　　On the other hand, the tests for the difference in the ratings of teachers and parents relative to comprehension questions, accuracy, visual appeal, depth of knowledge, ease of use, and support prove to have significance as the computed t statistics were beyond that of the critical as well as incurring p-values less than the significance alpha.

　　　　Both parents' and teachers' ratings about objectives, content and reading strategies were not significant because, based on the observation, the reading materials completely met the needs of the target readers. These components of the reading materials were acceptable to the respondents. Although the comprehension questions, accuracy, visual appeal, depth of knowledge, and ease of use and support got significant differences, these were still acceptable by the parents and teachers.

　　　　Based on the gathered data by the researcher, most of the parents were elementary and high school graduates. Therefore, it was concluded that they were no background in developing reading materials. This study had two kinds of questionnaires. The English version for the teachers and the Filipino version for the parents. The researcher translated the questionnaire so that the parents could understand the research instrument.

　　　　The researcher considered the parents as respondents of the study because parents became the teachers of the younger learners at home during the pandemic. It was also important to get their responses based on the reading materials. The researcher also considered the convenience of the teachers, parents, and of course, the learners in using the reading materials.

　　　　From the findings above, we can infer that at a 0.05 level of significance, the null hypothesis "There is no significant difference between the ratings made by the teachers and parents" is rejected. Hence, this calls for the acceptance of the alternative, which incites a significant difference. Teachers' perceptions of instructional resources have an impact on what they do with them, and school administrators' perceptions of instructional materials have an impact on how and how strongly they support teachers'

use of materials, according to Wang, Tuma, Lawrence, Kaufman, Woo, and Henry (2021). They also prioritized resources linked to the standards, assuming that these would best meet the needs of instructors and students. School leaders who include teachers in selecting instructional materials, provide buy-in for district-recommended or -required curriculum, and offer advice that balances teacher autonomy with curriculum integrity affect teachers' use of instructional resources. School authorities became more concerned about the products' capacity to engage pupils and foster social-emotional learning during the coronavirus illness 2019 (COVID-19) pandemic.

Careful text selection is required and needed to make reading easier for them in ESL (English as a Second Language). An examination of the data found that teachers believe that local materials are more relatable to students. When compared to foreign texts, native texts are also available. Students and lessons are thought to have a bigger influence despite reservations about the selection's independence. (Mohaideen, Ismail, and Rashid, 2020).

Summary of Findings

The purpose of the study was to determine the acceptability of the reading materials for Grade 2 Learners. It was intended to develop these materials using the suggestions of the respondents. The researcher selected the Elementary teachers of District 7 from the Division of Biñan City and Grade 2 parents. The researcher considered the respondents' knowledge for the development of the materials.

The gathered data were treated statistically using the weighted mean and standard deviation to answer the first problem of the study: "What is the teachers' and parents' level of acceptance of Reaching Hand PREAM in terms of; objectives, content, reading strategies, and comprehension questions. This question was answered using the data from the Elementary teachers and Grade 2 parents. The respondents strongly agreed to accept the reading materials. The second problem is "What is the teachers' and parents' level of acceptance of Reaching Hand PREAM in terms of; accuracy, visual appeal, depth of knowledge, and ease of use and support. Based on the responses, teachers and parents agreed that the reading materials completely met the needs of the learners.

Conclusion

Is there a significant difference between the ratings made by the teachers and parents? This is the inferential question of the study, and it was answered using the overall ratings. From the findings, "There is no significant difference between the ratings made by the teachers and parents" is rejected. It was shown by the gathered data that the teachers and parents accepted the reading materials.

The respondents believed that the materials were suitable and convenient to use for the teachers as their intervention materials in the school, for the parents to guide their children at home, and the learners can use the reading materials to develop their reading skills. In addition, these reading materials can lessen the number of struggling learners in reading, and these can help the teachers and parents to encourage the learners to expose to a variety of reading materials and to love reading.

Future researchers can use the reading materials as their basis for developing reading materials in the future. The reading materials can help the educators become more aware of the needs of the younger learners. In developing reading materials, it was necessary to know the interests and needs of the younger learners because the first stage of learning is the foundation and the crucial part. Exposing younger pupils to a variety of reading materials can help them develop their reading skills and make reading a habit.

Recommendations

After all the findings are gathered, the following recommendations are offered:
1. Elementary Teachers may also create and develop other materials to support the needs of the younger readers.
2. Elementary Teachers may revise and modify the reading materials based on the necessities of the readers in the future.
3. It is recommended that Elementary Teachers may use the reading materials as an intervention in the school. The parents may also use the reading materials with the Grade 2 learners at home to continuously improve the reading skills of their children.
4. Grade 2 learners are recommended to use the reading materials so that they can improve their reading skills and encourage them to love reading.
5. It was recommended that future researchers need to provide more realistic and attainable objectives based on the content of reading materials.
6. Future reading materials developers need to include measurable objectives to assess the learners' reading capabilities.
7. In developing reading materials, the content or the topics should be comprehensible and easy to understand by the target readers. Factual information based on real-life situations will strengthen the learners' engagement.
8. Provide a variety of reading strategies that focus on the readers' reading development, and the reading strategies should be connected to the content or topics.
9. Comprehension questions of the reading materials should be clear and easy to understand by the target readers and can maintain the readers' connection.

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