Language Skills' Acquisition on the Reading Comprehension and Performance in English Core Subject of Senior High School (TVL) Students in Modular Modality of Learning: Basis for Curriculum Intervention

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ABSTRACT

English as a subject in the Senior High School Curriculum has always been the center for assessment and evaluation activities to measure its cognitive and academic impact to the students. Like many other language researches done in the past, this paper aims to investigate the reading comprehension and academic performance of Senior High students in English Core Subject such as the Reading and Writing. Further, it investigates the level of Language Skills' Acquisition using the theory established by DeKeyser in 2007. The respondents of this study are the students of Technical-Vocational and Livelihood Strand or TVL. The data gathered were interpreted through statistical methods in order to explain the relationships and differences of these factors in the learning process of the students during the advent of Covid-19 pandemic.

Keywords:

Senior high school, language, skills' acquisition, TVL, assessment, core subjects, academic performance

INTRODUCTION

In the Philippines, the K to 12 Curriculum promotes students to become prepared for higher education and careers by developing necessary lifelong learning skills such as problem-solving, communication, collaboration, teamwork, and persistence that are needed to master academic knowledge. Moreover, according to the Department of Education, it *(the K-12 Curriculum)* aims to produce students equipped with competencies holistically (Palafox et.al., 2018).

In connection with the mentioned educational goals, the Junior High School was once viewed as an academic preparation for the entrance of higher education, but today, with the presence of Senior High School, one of its major thrusts is to help the students develop skills that will help significantly in order to land a job. As the relationship of a sufficient level of literacy to employability skills remains uncertain, there is a question of whether schools can provide young people with the wider skills required to enter the working environment (Palafox et.al., 2018).

Indeed, in order to meet the demands of holistic education, the Technical Education and Skills Development Authority (TESDA) was established through the enactment of Republic Act No. 7796 otherwise known as the "Technical Education and Skills Development Act of 1994", which was signed into law by President Fidel V. Ramos on August 25, 1994. This Act aims to encourage the full participation of and mobilize the industry, labor, local government units and technical-vocational institutions in the skills development of the country's human resources.

At present, part of the TVL curriculum are four English Core subjects that aims to develop the students' language competence both in oral and written peripherals. These subjects are Oral Communications in Context, Reading and Writing, English for Academic and Professional Purposes and 21st Century Literature.

As noted, that formal educations' most important outcome is to produce learners who could read and understand the texts being read (Montero, 2019). Thus, it is significantly relevant that in a school setting, the reading comprehension of the students along with those other language skills are given much emphasis in the implementation of the English curriculum.

However, it must be noted that reading comprehension is not an easy process hence not an easy skill to teach, on the part of the teachers, and acquire, in the case of students (Miňoza, 2020). And in order to supplement the needs of this aspect, several initiatives and programs has been designed and launched over the years by the Department of Education to enforce and boost the reading comprehension of the students.

But the 2019 results of PISA (Programme for Internatinal Student Assessment, Philippines scored the lowest in reading comprehension among 79 participating countries, and this is a serious educational concern among the teachers, students and curriculum designers in the Department of Education for both private and public schools.

Also, with the presence of the Covid-19 pandemic, students are bound for personal readings without the aid of the "experts", which made it difficult to assess and evaluate their reading comprehension, language skills' acquisition and more so the academic performance in its totality.

With these concerns that currently hit the educational sector because of the pandemic, the educational leaders as well as other stakeholders, have been in constant pursuit to continuously find alternatives to bridge the gap of an "self – regulated study" among the students versus the "authentic assessment principles by the educators.

Although several studies have stipulated that online program or online delivery mode and modular mode of classes can still be as effective and efficient as that of a physical set up, the language competence of the students remains a futile fact since there has been no established manner of authentic assessment in the past to cater such goal and purpose of academic assessment brought about by notions such as the pandemic.

With the aforementioned changes in the English classes in the TVL strand due to the pandemic, this study seeks to measure the reading comprehension, level of language skills' acquisition and academic performance of students in the English curriculum. It also intends to gauge the level of language competence among students and to evaluate the concerns and problems that occurred during the entire duration and implementation of the English program. Furthermore, the results of this study will guide the stakeholders in crafting other remedial and supplementary activities such as an action plan that will help the students foster and boost their level of skills acquisition and language competence respectively (DeKeyser, 2007).

The primary purpose of the study is to determine the Reading Comprehension and Language Skills' Acquisition among the students of Trece Martires Senior High School and Osorio Senior High School - Technical, Vocational and Livelihood Strand (TVL) in English.

Specifically, the study aimed to answer the following questions;

1. What is the profile of the students in terms of;
    a. Age
    b. Gender
2. What is the profile of the students based on;
    a. Academic Performance

3. Is there a significant different on the students' Skills' Acquisition when grouped according to age and gender?
4. Is there a significant relationship with the students' Skills' Acquisition and Academic Performance?
5. What intervention plan can be proposed?

REVIEW OF RELATED LITERATURE

VOCATIONAL TRAINING (TVL STRAND)

The Technical Education and Skills Development Authority (TESDA) as an educational entity was established through the Republic Act No. 7796, titled as the "Technical Education and Skills Development Act of 1994." It was President Fidel V. Ramos who signed it to become a law on August 25, 1994. The main goal of this law is to have a full participation of every sector of the government and other institutions related to skills for the development of human resources in this country. As one of the subset government agencies, its prime responsibility is to manage technical and skills' education in the archipelago. TESDA envisages that the training beneficiaries enjoy quality training and acquire proper skills, work attitude, and knowledge leading to better employability after training and improved career mobility. The continued popularity of the track among trainees may be taken as prima facie evidence for the success of the dual mobility in TVET instruction (Buan, 2020).

In addition, Futoshi Yamauchi et al (2016), stated that vocational training has an increasing recognition that responds to the needs in skills for the economy. This happens when those trained individuals contribute directly to the production of the economy and lessens the skills gap accordingly. Since its establishment, TESDA has continuously produced an increasing number of graduates that joins the pool of skilled workers.

In fact, as of November 2017, there are about 263 Training Regulations developed by TESDA, with industry. There are about 3,920 TVET Institutions, 9 percent of which are public while 91 percent are private (Calizo, et. al., 2018).

Further, another TESDA Report (2019) featured that the agency produced 1,919,103 Technical – Vocational graduates. This is 8% lesser than in 2018 with 2,074,384 graduates respectively. Most of the 2019 graduates were 15 to 24 years old, which registered about 43% of graduates' population, of which males slightly outnumbered females. Also, the, institution-based program delivery continuously had the largest share among the graduates and males outnumbered the females at 56.25% in population.

In the same manner, another TESDA Report (2020), stated that among the 2019 graduates, 323,798 or only about 17% of the population emerged into different industries for employment after graduating. The rest of the graduates did not search for a job because they were employed already or attending school for academic enhancement. Those that searched for a job after graduation were able to get an employment or job in less than a year, nonetheless, 82.7% were able to have a job in less than 6 months. What contribute a lot to this formidable number of TESDA graduates and the rate of employment aside from its curriculum and training design are the teachers and trainers.

In summary, from the given reports of TESDA and the vast number of graduates each year, its ultimate goal is to ensure that these graduates are globally competent skilled workers that manifest the quality of trainings TESDA have crafted in their curriculum. Knowing where the graduates are and how well the jobs is essential for the management to improve the training programs and policies that would be beneficial to “their clients” (TESDA Report, 2020).

Skills Acquisition and Its Levels

Secondary education was once viewed as academic preparation for the entrance of higher education, but today, one of its major thrusts is to help the students develop skills that will help the students to land a job.

In this regard, as the relationship of a sufficient level of literacy to employability skills remains uncertain, there is a question of whether schools can provide young people with the wider skills they require to enter the working environment (Quennie, A., Palafox, Lorenzo, T., & Palafox, L., 2018).

Also, according to Saputri, A. C., Sajidan, & Rinanto, Y. (2018) that students who have critical thinking skills will strive to provide logical reasoning in understanding and making complex choices, as well as understanding the interconnections among systems.

In addition, students may also have the ability to compose, disclose, analyze, and resolve problems. Therefore, these skills need to be familiarized to be trained in school learning so that it becomes a skill that becomes the provision of students to face the future and demands of the 21st Century workforce.

Thus, as the study and nature of Skills' Acquisition has many posits, in Language learning for example, there is still an ongoing debate whether such norm is implicit or explicit and the measurement of its knowledge (Kang, et.al., 2019). In addition, as proposed by Lang (2015) that there is a profound influence on the role of implicit learning in usage-based approaches in Interaction Hypothesis.

Also, DeKeyser (2020) described grammar rules, word-meaning ang sounds as features for declarative knowledge in language learning. While declarative memory is the one responsible for the learning on information and arbitrary associations (Lovellette, 2018).

Meanwhile, Robert DeKeyser (2007, 2020) developed The Skill Acquisition Theory and its basic claim "is that the learning of a wide variety of skills shows a remarkable similarity in development from initial representation of knowledge through initial changes in behavior to eventual fluent, spontaneous, largely effortless, and highly skilled behavior, and that this set of phenomena can be accounted for by a set of basic principles common to acquisition of all skills." The theory deals with both cognitive and psychomotor aspects acquiring a particular skill. The scope expands from classroom learning application to its industrial application. Its concept is theoretical to later as quite applied. Nevertheless, several scholars have adapted the theory and developed three stages associated to it accordingly.

METHODOLOGY

This study used the descriptive-correlational design. As defined, a descriptive study is used to describe the relationship among variables without an established causal connection. In this study, the researcher used the descriptive design to describe the demographic profile of the students, Gates – MacGinitie Reading Tests, NCAE Results, Academic Performance and the level of skills' acquisition among the students.

The respondents of this study are the 85 grade 11 students of Senior High Schools in Trece Martires, Cavite – Trece Martires City Senior High School for SY 2022 – 2023 whose specializations are Bread and Pastry Production NC II and Caregiving NC II and 6 TVL teachers who are teaching Core subjects in English. The school mentioned is the only public Senior High School in Trece Martires offering TVL Strand.

The respondents were determined by complete enumeration where all members of the whole population will be measured and considered as respondents. This sampling approach is

utilized because the data population is small and the variables to be measured cannot be time-sampled realistically.

This study utilized the Gates – MacGinitie Reading Tests, Survey Questionnaires and School Documents as the primary instruments used for data gathering process.

The following statistical tests will be used in the analysis of the data gathered.

Percent. This will be used in discussing the demographic profile of the TVET student respondents in terms of age; gender.

Mean. This will be used to determine the Skills' Acquisition level of the TVET student respondents and their numerical academic rating.

Frequency count. This will be used to tally the demographic profile of the participants such the ag and gender.

Chi square test. This was used to determine the relationship between the demographic profile ***(nominal data - gender) and*** the results on Gates – MacGinitie Reading Tests.

Spearman rho. This was used to determine the relationship between the demographic profile ***(ordinal data – age)***, and academic rating.

RESULT AND DISCUSSION

Status of Students' Profile

Students' Profile, in this study this refers to the respondents' age and sex.

Status of Students' Profile in terms of Age

The status of Students' Profile in terms of age were shown in Figure 2, which shows the frequency and percentage as depicted in the pie graph.

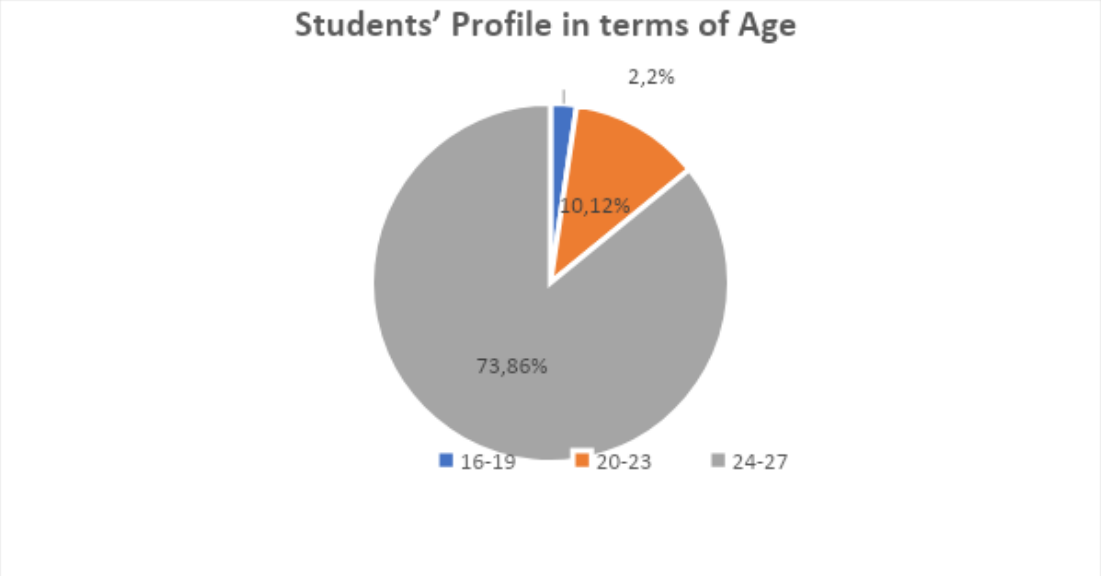

Figure 2. Pie graph showing the status of Students Profile in terms of Age

It was found out that most of the respondents belong to the age bracket of 16 – 19 years old, which represented both by eighty-five-point eighty-eight percent (85.88 %). The second range age of the respondents belong to the age bracket of 20-23 years old comprises eleven point seventy-six (11.76%), followed by 24 - 27 years old comprises two point thirty-five percent (2.35%).

In this study, age is defined as length of that somebody or something has existed regardless of its gender and other attributes.

(In) The study conducted by Aransi (2018), revealed that there was no interactive effect of the actual age of the students when used as a fixed factor to measure academic performance respectively. Similarly, the study of Fleming (2017) suggests that, despite the often-espoused stereotype, age is not a significant factor impacting either future use intentions or satisfaction with learning. These findings are relevant to this study in establishing the facts that despite the varied ages of the respondents, this has no significant impact or relationship to the kind, manner

and amount of learning they gained from the online immersion program of the TVL Strand during the pandemic.

Status of Students' Profile in terms of Sex

The status of Students' Profile in terms of Sex were shown in Figure 3, which shows the frequency and percentage as depicted in the pie graph.

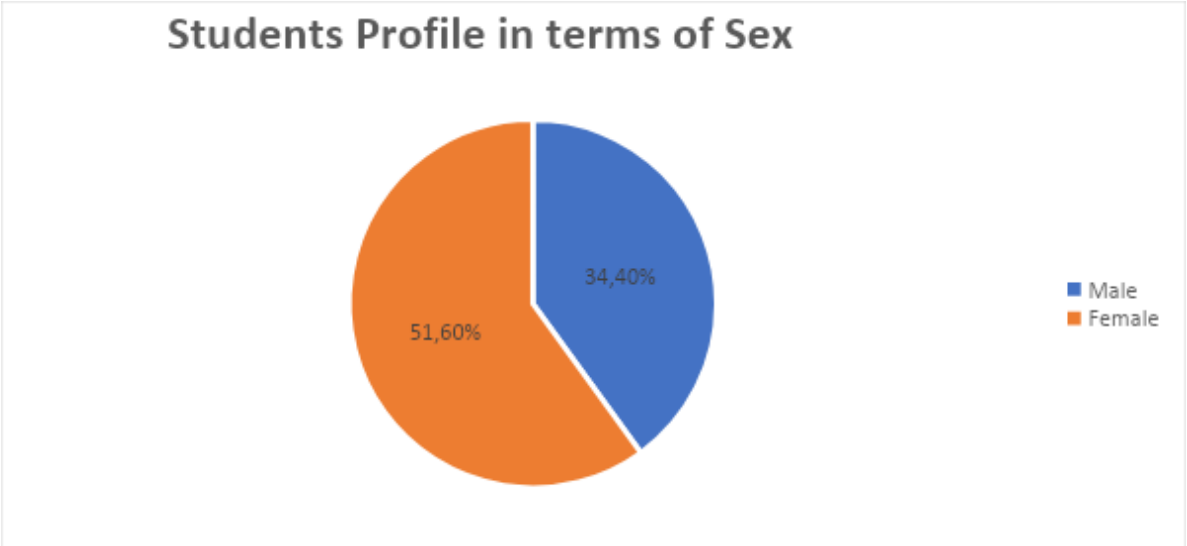

Figure 3. Pie graph showing the status of Students' Profile in terms of Sex

It was found out that most of the respondents belong are females, which represented by fifty-one (51) or sixty percent (60 %). Next, respondents are males, which represented by thirty-four (34) or forty percent (40 %).

Sex is defined as male and female in this study regardless of other physical and non-physical attributes. The study (of) by Korlat, et.al. (2021) showed no differences in learning competence between males and females. It indicated that both males and females have equal levels of perceived abilities in learning, also in the era of digital learning. It further discussed that both

genders can submit and perform school tasks using technologies and can comprehend tasks performed even in digital format.

1. **What is the level of Language Skills' Acquisition among the students?**

In this study, the level of Language Skills' Acquisition refers to Declarative Knowledge; Procedural Knowledge; and Automaticity Stage.

The level of Language Skills' Acquisition was revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

Table 1. Level of Language Skills' Acquisition in terms of Declarative Knowledge

Statement	Mean (x)	Standard Deviation	Verbal Interpretation
1. I understand our topics all by myself.	4.20	1.14	Very Good Extent
2. I can't understand the topics / instructions without my teacher.	4.15	1.14	Good Extent
3. I understand the different "terms" in our topics.	3.98	1.25	Good Extent
4. I can see in my mind the required outputs in English.	4.05	1.19	Good Extent
5. I am familiar with the instructions and activities required for our performance.	3.92	1.21	Good Extent
6. I listened and understand all the instructions of my teacher.	3.94	1.14	Good Extent
7. I know how to observe well and perform it afterwards.	3.89	1.21	Good Extent
8. I can focus well in my studies so I understand our lessons.	3.96	1.10	Good Extent
9. I do not know how to answer some lessons or topics.	4.07	1.09	Good Extent
10. I can perform activities using my prior knowledge.	3.95	1.11	Good Extent
Overall	***4.01***		***Good Extent***

Legend:
4.20 – 5.00 Very Good Extent
3.40 – 4.19 Good Extent
2.60 – 3.39 Medium Extent
1.80 – 2.59 Little Extent
1.00 – 1.79 Not at All

Table 2. Level of Language Skills' Acquisition in terms of Procedural Knowledge

Statement	Mean (x)	Standard Deviation	Verbal Interpretation
1. I do personal research of our lessons.	3.49	1.02	Good Extent
2. I ask questions to my teacher if there is something I don't understand.	4.14	0.99	Good Extent
3. I learn better when the lesson is being explained by the teacher.	4.24	0.85	Very Good Extent
4. I learn better through watching videos than personal reading.	3.87	1.13	Good Extent
5. I can understand the lesson very well if the teacher will explain it.	4.14	0.94	Good Extent
6. I prefer face to face than online type of conducting our class.	4.26	0.95	Very Good Extent
7. I practice the things I have learned from our class.	4.04	1.04	Good Extent
8. I know how to follow the procedures correctly in the modules.	4.20	0.95	Very Good Extent
9. I ask my parents or somebody from our household about our lesson.	4.13	0.99	Good Extent
10. I ask for assistance in assistance in answering the modules in our class.	4.20	1.03	Very Good Extent
Overall		***4.07***	Good Extent

Legend:

4.20 – 5.00	*Very Good Extent*
3.40 – 4.19	*Good Extent*
2.60 – 3.39	*Medium Extent*
1.80 – 2.59	*Little Extent*
1.00 – 1.79	*Not at All*

Table 3. Level of Language Skills' Acquisition in terms of Automaticity Stage

Statement	Mean (x)	Standard Deviation	Verbal Interpretation
1. I can work independently with the tasks given by my teacher.	4.13	0.90	Good Extent
2. I know how to execute the instructions correctly.	3.69	1.11	Good Extent
3. I can understand the lesson even if my teacher did not explain it.	3.61	1.09	Good Extent

4. I know how to answer all the modules given by the teacher by understanding all the given instructions.	3.39	1.12	Medium Extent
5. I do not ask questions to my teacher about our topic / lessons.	3.61	1.11	Good Extent
6. I can perform the given task by our teacher without errors.	3.55	1.15	Good Extent
7. I can work / answer efficiently on my own.	3.46	1.14	Good Extent
8. My grades are high because I can work on my own.	3.52	1.01	Good Extent
9. I can perform a task within the given period of time.	3.61	0.94	Good Extent
10. I learned independently from the modules given by the teacher.	3.61	1.17	Good Extent
Overall		***3.62***	Good Extent

Legend:

4.20 – 5.00 Very Good Extent

3.40 – 4.19 Good Extent

2.60 – 3.39 Medium Extent

1.80 – 2.59 Little Extent

1.00 – 1.79 Not at All

Table 1 shows the. Level of Language Skills' Acquisition under the domain Declarative Knowledge. 1 indicator was rated highest, I understand our topics all by myself, with the mean rating of 4.20 and interpreted as Very Good Extent. While the 3 indicators I can't understand the topics / instructions without my teacher has a computed mean of 4.15, the indicator I can see in my mind the required outputs in English have a computed mean of 4.05 and the indicator I do not know how to answer some lessons or topics has a computed mean of 4.07. These three indicators were interpreted as to a Good Extent. Meanwhile, I understand the different "terms" in our topics has a computed mean of 3.98 and interpreted as Good Extent. The indicators I am familiar with the instructions and activities required for our performance with a computed mean 3.92 and I listened and understand all the instructions of my teacher has a computed mean of

3.94 are both interpreted as Good Extent. Lastly, the indicators I know how to observe well and perform it afterwards, has a computed mean of 3.89, the indicator I can focus well in my studies so I understand our lessons has a computed mean of 3.96 and I can perform activities using my prior knowledge has a computed mean of 3.95 and these are all interpreted as Good Extent. The computed total mean under declarative knowledge was 4.01 which was interpreted as Good Extent.

Table 2 shows the. Level of Language Skills' Acquisition under the domain Procedural Knowledge. The highest indicators are I learn better when the lesson is being explained by the teacher with a computed mean of 4.85, the indicator I prefer face to face than online type of conducting our class has a computed mean of 4.26. Also, the indicator I know how to follow the procedures correctly in the modules has a computed mean of 4.20 and the indicator I ask for assistance in assistance in answering the modules in our class has a computed mean of 4.20 and these four indicators are interpreted as Very Good Extent. While the other six indicators, I do personal research of our lessons has a computed mean of 3.49, I ask questions to my teacher if there is something I don’t understand has a computed mean of 4.14, I learn better through watching videos than personal reading has a computed mean of 3.87, I can understand the lesson very well if the teacher will explain it has a computed mean of 4.14, the indicator I practice the things I have learned from our class has a computed mean of 4.04 and lastly the indicator I ask my parents or somebody from our household about our lesson has a computed mean of 4.13. These six indicators were interpreted as Good Extent. The computed average of these indicators is 4.07 and interpreted as Good Extent.

Table 3 shows the Level of Language Skills' Acquisition in terms of Automaticity Domain. The indicator I know how to answer all the modules given by the teacher by understanding all the given

instructions has the lowest computed mean of 3.39 and interpreted as Medium Extent. While the indicatorsI can work independently with the tasks given by my teacher has a computed mean of 4.13, I know how to execute the instructions correctly has a computed mean of 3.69, I can understand the lesson even if my teacher did not explain it has a computed mean of 3.61, I do not ask questions to my teacher about our topic / lessons also has a computed mean of 3.61, I can perform the given task by our teacher without errors, has a computed mean of 3.55, the indicator I can work / answer efficiently on my own has a computed mean of 3.46, My grades are high because I can work on my own has a computed mean of 3.52, I can perform a task within the given period of time has a computed mean of 3.61 and lastly, the indicator learned independently from the modules given by the teacher has a computed mean of 3.61 which these indicators are interpreted as Good Extent. The total computed for this domain is 3.62 which is also interpreted as Good Extent.

In the study made by Muratore et al., (2017) participating in a standardized skills module can result to improvement and proficiency in performing basic airway skills. These skills in classroom setting can possibly achieved by the students and deemed to be proficient. This supports the current study that students with high regards with acquisition of skills have the potential to performed and achieve in any academic endeavor. With the results of the computed mean of the individual and overall indicators, it shows that that students have a high regard in terms of the acquisition of skills.

2. What is the Level of Reading Comprehension among the students?

In this study, the level of Reading Comprehension this refers to Macginitie Reading Test Results.

The level of Reading Comprehension was revealed in the following table, which shows the frequency, percentage and verbal interpretation. The mean and standard deviation is also presented for further details.

The table 4 shows the level of Reading Comprehension.

Table 4. Level of Reading Comprehension

Reading Comprehension	Frequency (f)	Percentage (%)	Verbal Interpretation
44 and Above	4	4.7 %	Outstanding
33- 43	35	41.2 %	Very Satisfactory
22- 32	29	34.1 %	Satisfactory
11 - 21	17	20 %	Fairly Satisfactory
0 - 10	0	0 %	Did Not Meet Expectations
Total	**N=85**	**100 %**	**Satisfactory**

Mean =30.62 SD=8.87

Based on the statistical results, it was found out that the respondents belong to specific brackets, for bracket 0 -10, which represented by zero (0) or zero percent (0 %). Followed by 11-21 represented by seventeen (17) or 20 percent (20%), the bracket 22-32 represented by twenty-nine (29) or thirty-four-point one percent (34.1%). The bracket 33-43 represented by thirty-five (35) or forty-one-point two percent (41.2%) And lastly, the bracket 44-above is represented by four (4) or four-point seven percent (4.7%).

It can be gleaned from table 4, (see previous page) that the level of Reading Comprehension is 30.62 with “outstanding” as verbal interpretation. The standard deviation of 0.26 indicates that the level of Reading Comprehension is **heterogenous.**

3. What is the Level of Performance in English Core Subject among the students?

In this study, the level of Performance in English Core Subject refers to Reading and Writing.

The level of Performance in English Core Subject refers to Reading and Writing were revealed in the following table, which shows the frequency, percentage and verbal interpretation. The mean and standard deviation is also presented for further details.

The table 5 shows the of Performance in English Core Subject in terms of Reading and Writing.

Table 5. Level of Performance in English Core Subject in terms of Reading and Writing

Performance in English Core Subject in terms of Reading and Writing	Frequency (f)	Percentage (%)	Verbal Interpretation
90-100	35	41.18 %	Outstanding
85-89	44	51.76 %	Very Satisfactory
80-84	6	7.06 %	Satisfactory
75-79	0	0 %	Fairly Satisfactory
Below 75	0	0 %	Did Not Meet Expectations
	N=85	**100 %**	**Very Satisfactory**

Mean =89.33 SD=3.89

In the statistical treatment of data, it was found out that the respondents belong to specific brackets, for bracket 75 and below, which represented by zero (0) or zero percent (0 %). Followed by the bracket of 75-79 represented by zero (0) or 0 percent (0%), the bracket 80-84 represented by six (6) or seven-point zero six percent (7.06%). The bracket 85-89 represented by forty-four (44) or fifty-one-point seventy-six percent (51.76%) And lastly, the bracket 90-100 is represented by thirty-five (35) or forty-one-point eighteen percent (41.18%).

It can be gleaned from table 5 that the Performance in English Core Subject in terms of Reading and Writing is 4.93 with “outstanding” as verbal interpretation. The standard deviation of 0.26 indicates that the Performance in English Core Subject in terms of Reading and Writing is homogeneous.

4. **Is there a Significant Effect of Student's Profile on the Reading Comprehension and Performance in English Core Subject in terms of Reading and Writing among the students?**

Table 6. Significant Effect of Student's Profile on the Reading Comprehension and Performance in English Core Subject in terms of Reading and Writing

Students' Profile	Indicators	Coefficient	t-value	p-value	Verbal Interpretation
Age	Reading Comprehension	0.014243	0.092174	0.926782	**NS**
	Performance in English	0.109445	0.510551	0.61102	**NS**
Sex	Reading Comprehension	0.127451	0.94537	0.347214	**NS**
	Performance in English	0.12745	0.67866	0.49924	**NS**

There is no observed Significant Effect of Student's Profile on the Reading Comprehension and Performance in English Core Subject in terms of Reading and Writing when grouped according to age based on the computed t-statistic with a p-value that is less than the significance alpha 0.05.

Also, there is no observed significant effect on the Reading Comprehension and Performance in English Core Subject in terms of Reading and Writing when grouped according to Sex based on the computed t-statistic with a p-value that is less than the significance alpha 0.05.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant effect of Student's Profile on the Reading Comprehension and Performance in English Core Subject in terms of Reading and Writing is accepted.

5. **Is there a Significant Effect on the Reading Comprehension and Performance in English Core Subject in terms of Reading and Writing among the students?**

Table 7. Significant Effect of Language Skills' Acquisition on the Students' Reading Comprehension and Performance in English

Language Skills' Acquisition	Indicators	Coefficient	t-value	p-value	Verbal Interpretation
Declarative Knowledge	Reading Comprehension	-0.01806	0.14583	0.884411	**NS**
	Performance in English	0.020227	0.11755	0.90671	**NS**
Procedural Knowledge	Reading Comprehension	0.10165	0.50762	0.613063	**NS**
	Performance in English	0.23993	0.86487	0.389604	**NS**
Automaticity Stage	Reading Comprehension	0.22712	1.27869	0.204572	**NS**
	Performance in English	0.04201	0.16861	0.866514	**NS**

There is no observed Significant Effect of Language Skills' Acquisition on the Reading Comprehension and Performance in English Core Subject in terms of Reading and Writing when grouped according to Declarative Knowledge, Procedural Knowledge, and Automaticity Stage based on the computed t-statistic with a p-value that is less than the significance alpha 0.05.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no Significant Effect of Language Skills' Acquisition on the Reading Comprehension and Performance in English Core Subject in terms of Reading and Writing is accepted.

CONCLUSION

Based on the findings of the study the following conclusions are made:

1. The majority of students in the study were young adults, indicating that they were in the right age group for their academic level. Also, the majority of respondents were women.
2. In terms of Language Skills’ Acquisition, most students are in the second and third levels. This means that they can understand the lesson independently especially if it was being explained by the teachers beforehand. In the case of having the pandemic, these students resorted to self-learning pace using their modules of learning as both the learning resource and submitted outputs afterwards.
3. The interpreted result for Reading Comprehension Is Satisfactory. This means that students that students are able to understand instructions and activities given in English. This is an indicator that they can do a self-learning activity which lingua franca is in English. Furthermore, the result of the given McGinitie test indicated that the students can comprehend international based language assessment.
4. In the advent of the students’ Academic Performance in English manifested by their numerical rating, the students have an average rating interpreted as Very Satisfactory.

This is a positive indicator which regard to the language competence of the students in the realm of language mastery and comprehension.

5. The students' profiles do not affect nor has an impact on their academic rating or in terms of language competence. Therefore, regardless of sex and age, the students learn and can learn on their own pacing during the conduct of modular activities in language subject such as English.
6. Lastly, it was found out that the there was no significant relationship between the skills' acquisition, reading comprehension and academic performance among the students. This means that students have different level of learning, inferred learning styles in English as well as competence in the English subject. This result established the fact that modular teaching is a positive learning modality among the students due to the given results of these indicators.

RECOMMENDATIONS

1. The school must consider having a "relevant and contextualized" learning modules for the TVL Strand in order to augment the learning performance of the students in modular distance learning.
2. Tailor teaching approach and materials to the young adult age group and ensure a gender-inclusive curriculum and learning environment.
3. Design teacher training programs to focus on the needs of the adult age group and include training on using digital platforms for remote teaching.
4. Based on the high ratings on various curriculum indicators, it is recommended to continue to provide teachers with training on the prescribed competencies and assessment

methods. Efforts should also be made to improve the use of modular learning structures and online platforms to enhance online teaching strategies

5. Encourage hands-on learning experiences for students to develop their skills. Address communication and participation issues to improve performance.

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