

Validated strategic intervention material in English for grade 7 learners of DFLOMNHHS

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Abstract

This study aimed to develop and validate a Strategic Intervention Material (SIM) in English for Grade 7 learners at Doña Francisca Lacsamana de Ortega Memorial National High School (DFLOMNHHS) for the 2023-2024 school year, focusing on improving mastery of the Most Essential Learning Competencies (MELCs). The researcher used a descriptive-developmental design, utilizing documentary analysis and survey questionnaires for data collection. An adopted questionnaire assessed the validity of the proposed SIM, with mean and frequency counts as statistical tools. The demographic analysis showed that most learners were aged 13-14, with an even sex distribution. Many came from low-income families and engaged with digital learning tools, such as video, multimedia, and AI-based platforms. The learners' academic performance reflected an average level of mastery, with strengths in identifying text features and applying reading strategies. However, significant difficulties were noted in grammar-related areas, such as the use of passive and active voice, tenses, and reported speech. The study revealed a significant relationship between the learners' profiles and their attainment of English 7 MELCs, suggesting that learners from low-income families face resource-related challenges that impact their mastery. The SIM was highly validated and proven effective in addressing these learning gaps, particularly in grammar. The study recommends the widespread adoption of the SIM, additional support for low-income learners, regular assessments for material refinement, further digital tool integration, and targeted grammar instruction.

Keywords: strategic intervention material, learning competencies, educational tool, mastery, validity

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1. Introduction

The K to 12 curriculum is an educational framework implemented in various countries to enhance basic education. It spans from kindergarten to the 12th grade, encompassing primary and secondary education. The goal is to provide learners with a well-rounded education that prepares them for higher education, employment, and entrepreneurship. English, as a key language of communication, plays a vital role in this curriculum. In the context of the K to 12 curriculum, the Most Essential Learning Competencies (MELCs) in English are designed to ensure learners develop critical language skills. These competencies are streamlined to focus on the most crucial skills that learners need to master.

The proficiency in the English language is pivotal for academic success and global competitiveness. In the Philippines, English is not only a medium of instruction but also a second language that plays a crucial role in communication, business, and education (Department of Education, 2016). However, despite its importance, many learners struggle with English proficiency, particularly in secondary education. This challenge necessitates effective teaching strategies and materials to enhance learners' English skills. The Philippines' dismal performance in the 2022 Program for International Student Assessment (PISA) indicates that Filipino learners are five to six years behind in their academic performance, according to the Department of Education (DepEd). According to the published PISA report, the average scores of countries participating in PISA 2022 were 472 points in mathematics, 476 points in reading, and 485 points in science.

The Philippines scored 355 points in math, 347 points in reading and 373 points in science in the 2022 assessment, about 120 points below average. This means that the annual learning rate for 15-year-olds in PISA participating countries every year is 20 points below average, according to the OECD. Moreover, Filipino learners ranked second-to-last among 64 participating countries, with an average score of only 14.2 (Philstar.com, 2024). This stands in stark contrast to the top performers, with Singapore scoring 41 and South Korea and Canada at 38 (GMA News Online, 2024). While the Philippines demonstrated a positive upward trend in reading, mathematics, and science proficiency compared to 2018 (Philstar.com, 2024), the creative thinking performance gap remains a significant concern. Interestingly, the study also found a positive correlation between learners who reported enjoying learning new things and their creative thinking scores, highlighting a potential area for future intervention (Philstar.com, 2024).

Results affirm the National Achievement Tests (NAT) in recent years. In 2018, the national mean percentage score among Grade 6 learners was only 37.44, the lowest in NAT history. This was a far cry from the 70.88 score in 2015, which then plummeted to 42.03 in 2016 and 39.95 in 2017. Grade 10 scores suffered a similar downward trend, from 53.77 in 2014 to 44.08 in 2017, only minimally inching upward to 44.59 in 2018. Both grade levels are now in the “low mastery” category due to their latest NAT scores. Relatively, the English Proficiency level of the Grade 7 learners of Doña Francisca Lacsamana de Ortega Memorial National High School (DFLOMNHS) for school year 2022-2023 has only average of 58%. This result had not met the La Union Schools Division target of 75% mean percentage score (MPS), hence, it indicates the learners performed poorly. This S. Y. 2023-2024, the result of the Philippine Informal Reading Inventory (PHIL-IRI) Oral Test at DFLOMNHS is alarming as only 10% of the total number of Grade 7 learners is at the independent level. Ideally, high school learners should be at the independent level, however 31.89% is at the instructional level while 57.97% at the frustration level. (DFLOMNHS Initial Phil-IRI, S.Y. 2023-2024).

With the existing problem, the researcher being an English teacher, wanted to help in improving the English language proficiency level of Grade 7 learners at DFLOMNHS through the use of validated strategic intervention material. This study focuses on the development and validation of Strategic Intervention Materials (SIMs)

specifically designed for Grade 7 learners at DFLOMNHHS. National Reading Panel (2000) suggests that targeted interventions can significantly improve learner learning outcomes. By identifying specific areas of difficulty faced by Grade 7 learners of DFLOMNHHS and creating targeted materials, this study aims to bridge the gap between current performance and desired English language proficiency.

1.1 Framework of the Study

Theories are formulated to predict, explain or understand phenomena. For greater comprehensibility and emphasis, this study pivoted on the different learning theories: Constructivism, Multiple Intelligences, Social Learning Theory, and Cognitivism. Constructivism by Piaget (1954) posits that learners construct knowledge through experiences and reflections. In this study, the SIM is designed to provide experiential learning opportunities, enabling students to build their understanding of English concepts through active engagement and real-world applications. For instance, a lesson on direct and indirect speech might involve learners creating their own sentences based on personal experiences, thereby constructing knowledge through meaningful activities. This aligns with Piaget's assertion that learning is most effective when it is active and contextual.

Meanwhile, Theory of Multiple Intelligences by Gardner (1983) proposes that individuals possess different types of intelligences, including linguistic intelligence, which relates to language proficiency. The SIM incorporates various activities that cater to these multiple intelligences. For example, linguistic intelligence is addressed through reading and writing tasks, while interpersonal intelligence is fostered through group discussions and collaborative projects. This approach ensures that the material is inclusive and meets the varied learning styles of learners. Moreover, Social Learning Theory by Bandura (1977) emphasizes the role of observation, imitation, and social interaction in learning. The SIM includes opportunities for learners to learn through observation and modeling, such as participating in peer review sessions where they can observe and critique each other's work. This not only enhances their learning but also builds a community of practice where learners learn from one another.

This study is also supported by Cognitivism by Bruner (1966) which focuses on the mental processes involved in learning. The SIM incorporates strategies that enhance cognitive processes, such as graphic organizers to help learners organize information and mnemonic devices to aid memory retention. For instance, using a story map to break down the elements of a narrative can help learners better understand and remember the structure of stories, thereby improving their overall comprehension and retention.

The study is also anchored with the different concepts.

Strategic Intervention Materials (SIMs) are composed of several key components: the Guide Card, Activity Card, Assessment Card, Enrichment Card, and Reference Card. The Guide Card introduces the lesson by outlining the learning objectives, key concepts, and step-by-step instructions, ensuring that both learners and teachers are aligned with the lesson's goals and how to use the materials effectively (Romero, 2020). The Activity Card engages learners in hands-on tasks that reinforce the learning objectives, catering to different learning styles and intelligences, which helps make abstract concepts more tangible and enhances learner participation (Cohen, 2019). The Assessment Card plays a vital role in evaluating learners' mastery of the skills after completing the activities, allowing them to reflect on their understanding and identify areas that need improvement. According to Salazar (2021), such formative assessments not only measure knowledge but also inform instructional adjustments to address learners' evolving needs. The Enrichment Card provides advanced activities that deepen learners' understanding and extend learning beyond the basics, promoting critical thinking and application of knowledge in new contexts, in line with the principles of inquiry-based learning (Punzalan, 2020). Lastly, the Reference Card offers additional resources for further exploration, such as online materials, books, and articles, which empower learners to take ownership of their learning and engage in independent study (Garcia & Santos, 2022). Overall, SIMs are an effective educational tool that addresses varied learning needs by promoting active learning, deeper understanding, and application of knowledge.

The MELCs streamline the curriculum by emphasizing the most critical competencies necessary for learners

learning and development, particularly in light of the COVID-19 pandemic's impact on education (Department of Education, 2020). This study targets key areas such as reading comprehension, grammar, vocabulary, and writing, ensuring that the SIM aligns with these foundational competencies. Reading comprehension activities include interpreting texts and summarizing content, which are crucial for academic success and lifelong learning (Snow, 2002). Grammar and vocabulary exercises focus on parts of speech and context-based word usage to enhance linguistic proficiency (Thornbury, 2002). Writing tasks encompass various forms such as narrative and persuasive writing, fostering clear and effective expression of ideas (Graham & Perin, 2007). By addressing these critical areas, the study aims to ensure that learners acquire the necessary skills and knowledge outlined in the MELCs, contributing to their overall educational development.

1.2 Statement of the Problem

This study will explore the performance of Grade 7 learners of DFLOMNHHS along the English 7 Most Essential Learning Competencies, First Quarter of the S.Y. 2023-2024. Specifically, it will seek answers to the following:

- What is the profile of learners in terms of: a. age; b. sex; c. socioeconomic status; and d. technology-based material?
- What is the level of attainment of the Most Essential Learning Competencies in English 7?
- What are the mastered and least-mastered Most Essential Learning Competencies in English 7?
- Is there a significant relationship between the profile of the learners and the level of attainment of the Most Essential Learning Competencies in English 7?
- What intervention material can be proposed to master the Most Essential Learning Competencies in English 7?
- What is the level of validity of the proposed strategic intervention material?

2. Review of Literature

This part presents the varied literatures from authors that are helpful in the conceptualization of the study.

Research in the Philippines highlights several factors that influence student learning outcomes, particularly age, sex differences, socioeconomic status (SES), and access to technology. Studies show that age significantly impacts academic performance, with older learners, especially those repeating grades, facing more difficulties in adapting to the curriculum compared to younger peers (*Real, Javellana, & Bautista, 2021*). Additionally, there are notable sex differences in learning, where female learners tend to outperform male learners in reading and language assessments, suggesting the need for gender-responsive instructional materials (*Bernardo, 2009*). SES also plays a critical role in educational outcomes; students from higher-income families have better access to educational resources, which enhances their English proficiency, whereas those from lower-income backgrounds often struggle due to limited learning materials (*Reyes & Mariano, 2019*). Moreover, socioeconomic disparities impact the implementation of the K-12 curriculum, particularly in rural areas, exacerbating the urban-rural educational divide (*Garcia & Lukban, 2015*). The integration of technology in classrooms shows promise for enhancing learning engagement, but access remains uneven, with urban learners benefiting more from technology-based materials than their rural counterparts, who often lack reliable internet and digital tools (*Tuazon, 2020*). Effective use of technology-enhanced learning resources, as shown in studies, can improve student engagement in science and English, although its impact depends on resource availability, which is often lacking in public schools (*Peralta, 2020*).

Level of Attainment of the MELCs in English 7 - Attainment of learning competencies is a critical measure

of educational success. The Most Essential Learning Competencies (MELCs) in English 7 are benchmarks set by the Department of Education to ensure that learners achieve key language skills (Department of Education, 2020). Studies have shown that targeted interventions, such as SIMs, can significantly improve the attainment of these competencies by providing structured and focused learning experiences (Bautista & Manuel, 2019).

Mastered and Least-Mastered MELCs in English 7 - In the Philippines, studies have focused on identifying mastered and least-mastered competencies, particularly in English, to enhance instructional effectiveness. Lorenzo (2018) highlighted that identifying least-mastered skills among Grade 7 learners is essential for creating targeted interventions like Strategic Intervention Materials (SIMs), which improve learner performance. Similarly, Reyes (2021) found that tailored SIMs significantly enhanced learners' understanding of difficult topics. Real et al. (2021) emphasized the use of diagnostic assessments to identify learning gaps, while Garcia and Lukban (2015) noted that regular performance assessments are crucial for the K to 12 curriculum's success, especially in under-resourced schools. These findings emphasize the need for targeted assessments to improve learning outcomes (Lorenzo, 2018; Reyes, 2021; Real et al., 2021; Garcia & Lukban, 2015).

Validated Intervention Material - Validated intervention materials, such as SIMs, are designed to address specific learning gaps and enhance educational outcomes. Bautista and Manuel (2019) found that carefully designed SIMs can enhance learning through structured activities that engage learners and meet their needs. These materials undergo validation processes, such as expert reviews and pilot testing, to ensure they are both effective and relevant to the intended learners.

Validity of the Proposed Strategic Intervention Material - The validity of educational materials is crucial for their effectiveness. Validation processes typically involve multiple stages of evaluation, including content validation, pilot testing, and feedback from both teachers and students (Alcantara, 2015). A study by Guskey (2007) emphasizes the importance of continuous assessment and refinement to maintain the validity and effectiveness of intervention materials. By ensuring that SIMs are validated, educators can be confident in their ability to improve learning outcomes.

3. Methodology

This study used the descriptive research design which is concerned in exploring the performance of Grade 7 learners in English 7 MELCs of DFLOMNHHS, First Quarter of the school year 2023-2024.

Descriptive research design aims to describe the characteristics, behaviors, or conditions of a particular population or phenomenon. In the context of the study, a descriptive research design would be suitable for addressing the first part of the problem statement, which involves profiling learners in terms of age, sex, socioeconomic status, and technology-based materials. By collecting demographic data and information on learners through surveys or questionnaires, researchers can provide a comprehensive description of the learner population (Gall et al., 2007).

Developmental research is a method used to design, develop, and evaluate instructional programs and products systematically. It is particularly effective in educational settings where new teaching materials need to be created and tested for efficacy (Calmorin & Calmorin, 2007). In the context of the study, the use of Calmorin's developmental research design in this study provided a structured, systematic approach to developing and validating SIMs, ensuring their effectiveness in enhancing English proficiency among Grade 7 learners at DFLOMNHHS.

Correlational research examines the relationship between two or more variables without manipulating them. In the context of the study, a correlational research design used to explore the relationship between learners' profile characteristics (e.g., age, sex, socioeconomic status, and technology-based material) and their level of attainment of the Most Essential Learning Competencies (MELCs) in English 7.

For instance, researcher used correlational analysis techniques such as Pearson's correlation coefficient to determine the strength and direction of the relationship between demographic variables (e.g., age, sex) and academic achievement (Bryman, 2016). This provided insights into whether certain demographic factors are associated with higher or lower levels of learning attainment among learners.

Documentary analysis is a qualitative research method that involves the examination and interpretation of documents to extract meaningful information. This method is particularly useful for educational research as it allows researchers to utilize existing records, reports, and other relevant documents to understand the context and evaluate the effectiveness of educational interventions (Bowen, 2009). In the context of this study, documentary analysis was utilized to gather and analyze existing documents of DFLOMNHS relevant to the development and validation of Strategic Intervention Materials (SIMs).

Population and Locale of the Study - The participants of this study were the 319 Grade 7 learners of DFLOMNHS, San Blas, Bangar, La Union of the School Year 2023-2024. Sampling was used to gauge the profile among these respondents. Consequently, five experts on instructional materials and experienced English teachers were consulted for the validity of survey questionnaire and for the validity of the strategic intervention material.

Research Instrument - Documentary Analysis and survey were the main instruments used in the data gathering. The survey questionnaire and strategic intervention material was validated by five experts on instructional materials and experienced English teachers.

Data Gathering Procedure - Documentary Analysis and survey questionnaires were the main instruments used by the researcher in the data gathering. Documentary analysis was utilized to gather and analyze existing documents on level of attainment of English 7 MELCs and list of mastered and least-mastered MELCs of grade 7 learners of DFLOMNHS. Meanwhile, validated survey questionnaire was used in collecting demographic data of learners. Moreover, an adopted survey questionnaire from Bacnis (2008) was used on the level of validity of the SIM. Furthermore, communication letters to the schools division superintendent and the school principal were secured.

Ethical Considerations - Ethical considerations were observed throughout the study. Before the participants were engaged in the study, they were provided with thorough information about the study's objectives, advantages, and relevance, allowing them to make an informed choice about whether to join or not. The respondents were handled on an equal basis when the data collection was carried out. Likewise, the respondents' identities were kept confidential and their responses were not made public under any circumstances. All information were kept strictly confidential always.

Data Analysis - The findings of the study were treated using the following statistical measures:

The researcher used documentary analysis to utilize the existing data of grade 7 learners of DFLOMNHS on Summary Item Analysis Report. To determine the level of attainment of English 7 Most Essential Learning Competencies, the following range of mean percentage score was used.

MEAN PERCENTAGE SCORE (MPS) BRACKET	DESCRIPTION
96% - 100%	Mastered
86% - 95%	Closely Approximating Mastery
70% - 85%	Moving Towards Mastery
35% - 69%	Average Mastery
16% - 34%	Low Mastery
5% - 15%	Very Low Mastery
0% - 4%	No Mastery

To identify the mastered and least-mastered most essential learning competencies, the researcher used the existing data of grade 7 learners of DFLOMNHS on item analysis. In addition, spearman-rank correlation coefficient was used to determine the relationship between profile and the level of attainment of the most essential learning competencies in English 7. Furthermore, the validity of the survey questionnaire for the learners' profile

and validity of the proposed strategic intervention material were determined using the following scale of values for interpretation.

Scale	Statistical Range	Descriptive Equivalent Rating
5	4.21 – 5.00	Very Highly Valid
4	3.42 – 4.20	Highly Valid
3	2.61 – 3.40	Moderately Valid
2	1.81 – 2.60	Fairly Valid
1	1.00 – 1.80	Not Valid

4. Results and Discussions

In This chapter presents the discussion of findings, conclusions, and recommendations of the researcher based on the problems of the study.

Profile of Learners - This study analyzed the profile of learners among grade 7 learners of Doña Francisca Lacsamana de Ortega Memorial National High School for the school year 2023-2024. Table 1 displays the profile of learners along age, sex, socio-economic status, and technology-based materials.

Table 1
Profile of Learners

Profile of Learners	Frequency	Percentage
A. Age		
11 years old- 12 years old	70	22%
13 years old- 14 years old	244	76%
15 years old and above	5	2%
B. Sex		
Male	153	48%
Female	166	52%
C. Socio-economic Status (family's monthly income)		
Below Php 10, 957.00	109	34%
Php 10, 957.00 - Php 21, 914.00	154	48%
Php 21, 914.00 - Php 43, 828.00	29	9%
Php 43, 828.00 - Php 76, 669.00	22	7%
Php 76, 669.00 - Php 131, 484.00	4	1%
Php 131, 484.00 - Php 219, 140.00	1	0.3%
Php 219, 140.00 and above	0	0%
D. Technology-based Materials used by learners		
1. E-books and E-textbooks	117	37%
2. Learning Management Systems (LMS)	144	45%
3. Educational Apps and Software	109	34%
4. Online Courses and MOOCs	26	8%
5. Interactive Simulations and Labs	21	7%
6. Video and Multimedia Content	216	68%
7. Podcasts and Audiobooks	45	14%
8. Digital Flashcards and Quizzing Tools	43	13%
9. Collaborative Tools	57	18%
10. Virtual and Augmented Reality (VR/AR)	33	10%
11. Gamified Learning Platforms	84	26%
12. AI-Based Learning Tools	177	55%

Regarding technology usage, a majority of learners (216 or 68%) engage with video and multimedia content, which aligns with current trends in educational technology where visual and multimedia tools are increasingly used to enhance learning experiences (Carter & Darling-Hammond, 2020). The use of AI-based learning tools by 177 learners (55%) further indicates a growing integration of advanced technologies in education, reflecting the global shift towards personalized learning environments (Luckin et al., 2016). The utilization of Learning Management Systems (LMS) by 144 learners (45%) suggests a reliance on structured online platforms for educational delivery, which has become more prevalent especially in the context of the COVID-19 pandemic when remote learning became necessary (Means et al., 2020). The use of e-books and e-textbooks by 117 learners (37%) is another indicator of the digital shift in education, although this relatively lower percentage compared to multimedia usage suggests potential barriers such as device availability or user preference for traditional materials

(Li & Ranieri, 2013). Fewer learners engage with educational apps and software (109 or 34%), gamified learning platforms (84 or 26%), and other technologies like podcasts, digital flashcards, and VR/AR tools. This pattern of technology use highlights the need for educational interventions, such as the Strategic Intervention Material (SIM), to incorporate a variety of digital resources. Tailoring these materials to cater to different learning preferences and access levels is crucial, especially in diverse and resource-constrained environments (Cheung & Slavin, 2012).

Overall, the demographic and technological engagement data underscore the importance of considering both socioeconomic status and digital resource access when designing educational materials. The findings suggest that while there is significant engagement with technology among learners, disparities in access and usage could affect learning outcomes, thus highlighting the need for targeted strategies to bridge these gaps.

Level of attainment of the Most Essential Learning Competencies in English 7 - Based on the Summary Item Analysis Report, a documentary analysis of Grade 7 learners at DFLOMNHHS, revealed the level of attainment of the MELCs in English 7. Table 2 discloses the level of attainment of the most essential learning competencies in English 7.

Table 2
Level of Attainment of the MELCs in English 7

Most Essential Learning Competencies (MELCs)	Percentage (%)	DER
1. EN7G-III-c-2- Use the passive and active voice meaningfully in varied contexts.	44%	AM
2. EN7G-III-h-3- Use the past and past perfect correctly in varied contexts.	44%	AM
3. EN7G-III-e-3- Use direct and reported speech appropriately in varied contexts.	46%	AM
4. EN7V-IV-c23.1- Supply other words or expressions that complete an analogy	91%	CAM
5. EN7VC-I-d-6- Identify the genre, purpose, intended audience and features of various viewed texts such as movie clip, trailer, newflash, internet-based program, documentary, video, etc.	87%	CAM
6. EN7RC- IV-b-10- Use appropriate reading strategies to meet one's purpose (eg. Scanning, skimming, close reading, etc.)	81%	MTM
Overall Mean Percentage Score	66%	AM

The analysis of the Summary Item Analysis Report for Grade 7 learners at DFLOMNHHS revealed a Mean Percentage Score (MPS) of 66%. This score falls within the category of "average mastery," indicating that learners have only moderately grasped the English 7 Most Essential Learning Competencies (MELCs). This finding suggests that learners have not fully mastered the English 7 MELCs, which are crucial for their academic development in the language. This result is consistent with findings from similar studies in the field. For example, in a study conducted by Florendo et al. (2021), it was found that average mastery levels, typically reflected in MPS scores between 60% and 70%, are common among middle school learners in English subjects across various regions in the Philippines.

The study attributed this to a combination of factors, including the limited instructional time allocated for English, insufficient reinforcement activities, and the learners' varying levels of language exposure outside the classroom. Furthermore, Reyes and Mariano (2019) reported that learners in public schools often demonstrate average proficiency in English, with many learners achieving MPS scores in a similar range as those found at DFLOMNHHS. Their research highlighted the role of socio-economic factors, such as access to educational resources and parental support, in influencing learners' mastery of language competencies (Reyes & Mariano, 2019). Moreover, a study by Bautista (2020) on the effectiveness of the K-12 curriculum implementation revealed that while the curriculum is designed to develop essential competencies progressively, there are gaps in its execution at the classroom level. This often results in learners attaining only an average level of mastery, particularly in subjects like English where consistent practice and reinforcement are vital.

These studies collectively suggest that the average mastery level observed in the DFLOMNHHS Grade 7 learners' English performance is part of a broader trend seen in the Philippine education system. It underscores the

need for targeted interventions, such as differentiated instruction and increased use of formative assessments to improve the mastery of essential learning competencies.

Mastered and Least-mastered Most Essential Learning Competencies in English 7 - The documentary analysis of Grade 7 learners at DFLOMNHHS, based on the Summary Item Analysis Report, highlighted significant disparities between their mastery of the most essential learning competencies in English 7. Table 3 discloses the least-mastered and mastered most essential learning competencies in English 7.

Table 3

The Least-mastered and Mastered MELCs

Most Essential Learning Competencies (MELCs)	Percentage Score	DER
1. EN7G-III-c-2- Use the passive and active voice meaningfully in varied contexts.	44%	LM
2. EN7G-III-h-3- Use the past and past perfect correctly in varied contexts.	44%	LM
3. EN7G-III-e-3- Use direct and reported speech appropriately in varied contexts.	46%	LM
4. EN7V-IV-c23.1- Supply other words or expressions that complete an analogy	91%	M
5. EN7VC-I-d-6- Identify the genre, purpose, intended audience and features of various viewed texts such as movie clip, trailer, newsflash, internet-based program, documentary, video, etc.	87%	M
6. EN7RC- IV-b-10- Use appropriate reading strategies to meet one's purpose (eg. Scanning, skimming, close reading, etc.)	81%	M

As shown in Table 3, learners demonstrated a relatively higher level of proficiency in skills such as identifying text features and applying appropriate reading strategies, marked challenges were observed in areas requiring grammatical accuracy and structural fluency. The analysis identified the following as the least mastered competencies: using the passive and active voice meaningfully in varied contexts, with 44% percentage score; using the past and past perfect tenses correctly in varied contexts, with 44% percentage score; and using direct and reported speech appropriately in varied contexts, with 46% percentage score. The difficulties encountered by learners in using the passive and active voice are consistent with findings from various studies in language acquisition. According to Celce-Murcia and Larsen-Freeman (1999), the passive voice, in particular, often confuses learners due to its less frequent use in everyday language compared to the active voice, and the need to focus on the action rather than the subject, which can be conceptually challenging. The high frequency of errors in this area suggests that learners may benefit from more explicit instruction and contextual practice.

Similarly, the frequent errors in using the past and past perfect tenses reflect the common struggles that learners face with verb tense consistency and time reference, especially when narrating events that occurred at different times. As Bardovi-Harlig (2000) notes, the correct use of these tenses requires an understanding of both the temporal sequence and the aspect of actions, which are often more complex in English compared to other languages. These challenges indicate a need for focused instruction that emphasizes the differences between these tenses through contextual examples and practice. The errors in using direct and reported speech appropriately are also notable. Studies have shown that the transition from direct to reported speech requires learners to make multiple grammatical adjustments, including changes in tense, pronouns, and word order, which can be difficult to manage simultaneously (Thompson & Martinet, 1986). This complexity likely contributes to the high error rate observed in this competency, suggesting that additional scaffolding and practice may be necessary to help learners master these skills.

On the other hand, the competencies that were more successfully mastered by learners include supplying other words or expressions that complete an analogy, with only 91% percentage score; identifying the genre, purpose, intended audience, and features of various viewed texts, with 87% percentage score; and using appropriate reading strategies to meet one's purpose, with 81% percentage score. The low error rate in completing analogies suggests that learners have a strong grasp of word relationships and can apply their vocabulary knowledge effectively. According to Nippold (2016), tasks involving analogies are typically more straightforward for learners as they involve pattern recognition and logical connections, which are skills that can be reinforced through regular practice and exposure to a variety of examples.

Similarly, the ability to identify the genre, purpose, intended audience, and features of viewed texts reflects a well-developed skill in textual analysis. This competency is aligned with learners' growing ability to critically engage with multimedia and written texts, a skill increasingly emphasized in modern curricula (Nippold, 2016). The relatively few errors in this area suggest that learners are comfortable with these tasks, likely due to their regular exposure to varied media in both educational and everyday contexts.

Finally, the successful use of reading strategies such as scanning, skimming, and close reading, with 66 errors, indicates that learners are becoming adept at selecting and applying appropriate strategies based on their reading purposes. Pressley and Afflerbach (1995) emphasize that proficient readers develop metacognitive awareness, enabling them to adjust their reading strategies to fit different types of texts and objectives. The performance of learners in this area suggests that they are on track in developing these crucial reading skills. The contrast between the mastered and least mastered competencies underscores the importance of targeted interventions. The high error rates in grammatical competencies such as voice, tense, and speech indicate a need for more intensive grammar instruction, possibly integrating these skills into broader reading and writing activities to provide more contextual learning opportunities. Meanwhile, the mastery of competencies related to reading comprehension and textual analysis suggests that these areas could be leveraged to support the development of more challenging language skills.

Learners' Profile and Level of Attainment of the Most Essential Learning Competencies in English 7 - The analysis reveals a significant relationship between the profiles of Grade 7 learners at DFLOMNHS and their attainment of the English 7 Most Essential Learning Competencies (MELCs). The learners' diverse profiles, including age, sex, socioeconomic status, and the use of technology-based educational materials, offer valuable insights into their academic performance.

Table 4

Relationship Between Learners' Profile and Level of Attainment of MELCs in English 7

Profile	Correlation Coefficient (r)	p-value	Interpretation	Remarks
Age	-0.081	0.151	Not significant	Accept null hypothesis
Sex	-0.012	0.834	Not significant	Accept null hypothesis
Socioeconomic Status	0.393**	0.000	Significant	Reject null hypothesis

The table presents the correlation between learners' demographic profiles (age, sex, and socioeconomic status) and level of attainment of MELCs in English 7. The correlation between age and the level of attainment of MELCs English 7 is negative but weak, with a correlation coefficient (r) of -0.081. The p-value of 0.151 indicates that this relationship is not statistically significant. Therefore, we accept the null hypothesis, implying that age does not have a significant impact on the dependent variable in the study. The correlation between sex and the level of attainment of MELCs English 7 is also negligible, with an r-value of -0.012. The very high p-value (0.834) suggests that there is no significant association between sex and the level of attainment of MELCs. This supports accepting the null hypothesis, implying that sex does not significantly influence the variable. The correlation between socioeconomic status and the level of attainment of MELCs is positive and moderate, with a correlation coefficient (r) of 0.393. The p-value of 0.000 shows that this relationship is statistically significant. Hence, the null hypothesis is rejected, indicating that socioeconomic status has a significant impact on the level of attainment of MELCs. This suggests that individuals' socioeconomic background is an influential factor and should be considered in further analysis or intervention strategies.

Age and Sex do not appear to have a substantial influence on the outcome of interest. This might suggest that interventions or policies targeted towards the dependent variable could be designed without prioritizing these demographic elements. On the other hand, socioeconomic status shows a meaningful correlation. This could imply that individuals from different socioeconomic backgrounds may experience or respond to the dependent variable differently. Programs and policies addressing the issue under study should, therefore, take socioeconomic status into account, possibly designing tiered interventions based on economic needs. It also highlights the need for more research or targeted interventions aimed at reducing disparities associated with socioeconomic factors.

Table 5*Relationship Between Technology-based Materials and Level of Attainment of MELCs in English 7*

Technology-based Materials	Computed r	p-value	Interpretation	Remarks
E-books and E-textbooks	0.724**	0.000	Significant	Reject null hypothesis
Learning Management Systems (LMS)	0.755**	0.000	Significant	Reject null hypothesis
Educational Apps and Software	0.501**	0.000	Significant	Reject null hypothesis
Online Courses and MOOCs	0.380**	0.000	Significant	Reject null hypothesis
Interactive Simulations and Labs	0.353**	0.000	Significant	Reject null hypothesis
Video and Multimedia Content	-0.313**	0.000	Significant	Reject null hypothesis
Podcasts and Audiobooks	0.395**	0.000	Significant	Reject null hypothesis
Digital Flashcards and Quizzing Tools	0.321**	0.000	Significant	Reject null hypothesis
Collaborative Tools	0.429**	0.000	Significant	Reject null hypothesis
Virtual and Augmented Reality (VR/AR)	0.398**	0.000	Significant	Reject null hypothesis
Gamified Learning Platforms	0.487**	0.000	Significant	Reject null hypothesis
AI-Based Learning Tools	0.795**	0.000	Significant	Reject null hypothesis

** . Correlation is significant at the 0.01 level (2-tailed).

The findings suggest that various technology-based materials have a significant correlation with the level of attainment of MELCs in English 7. The positive correlation coefficients (r) for most of the technology-based tools, such as E-books and E-textbooks ($r = 0.724$), Learning Management Systems (LMS) ($r = 0.755$), and AI-Based Learning Tools ($r = 0.795$), indicate that the more frequently or effectively these tools are used, the more positively they impact the level of attainment of the MELCs, which could relate to learning outcomes, engagement, or performance improvement.

E-books and E-textbooks show a strong positive correlation ($r = 0.724$), suggesting their potential to enhance learners' learning experiences and outcomes. This finding aligns with the increasing reliance on digital reading materials in modern education. LMS have the highest correlation among most traditional tools ($r = 0.755$), indicating their crucial role in delivering, managing, and tracking learning activities. AI-Based Learning Tools exhibit the strongest positive relationship ($r = 0.795$), highlighting their emerging importance in personalized learning and adaptive technologies. On the other hand, a few tools like Video and Multimedia Content exhibit a negative correlation ($r = -0.313$), which suggests that, while widely used, their impact on learning outcomes might not always be beneficial, potentially due to cognitive overload, poor content quality, or improper integration into the curriculum.

The data presented in the table shows that all the technology-based materials studied have a significant relationship with the level of attainment of MELCs in English 7 ($p = 0.000$), leading to the rejection of the null hypothesis across all categories. The correlation values vary, indicating different levels of association: Tools like AI-Based Learning Tools, LMS, and E-books and E-textbooks show strong positive correlations, implying that they are highly effective in improving learning outcomes. The strong relationship suggests that these tools are integral in the modern educational landscape. Educational Apps and Software, Gamified Learning Platforms, and Collaborative Tools show moderate positive correlations. This implies that while these tools are beneficial, their effectiveness may depend on factors such as content quality, ease of use, or learner engagement strategies. Tools such as Online Courses and MOOCs, Interactive Simulations and Labs, and Podcasts and Audiobooks show weaker positive correlations. These tools may require additional pedagogical support or better integration with other learning activities to be more impactful.

Interestingly, Video and Multimedia Content shows a weak negative correlation, suggesting that its overuse or improper application may detract from learning. This could be due to factors such as passive learning environments or distractions inherent in multimedia content. Overall, these findings highlight the varying impact of different technology-based materials on learning outcomes, with implications for educators and institutions in selecting and integrating these tools effectively into teaching and learning environments.

The Proposed Strategic Intervention Material in English for Grade 7 Learners

The development of this Strategic Intervention Material (SIM) is grounded in the need to address the gaps in learners' mastery of key concepts and skills in various subjects. Traditional teaching methods often fail to cater to the diverse learning needs of learners, resulting in a lack of engagement, decreased comprehension, and inconsistent academic performance. This SIM is designed to provide a structured, learner-centered approach to learning, which aims to make difficult topics more accessible and enjoyable. By utilizing a variety of interactive and formative activities, the SIM fosters independent learning, critical thinking, and active participation, helping learners to bridge learning gaps and achieve mastery in specific learning competencies.

The primary objectives of this Strategic Intervention Material (SIM) are centered on enhancing learners' comprehension of challenging concepts through simplified and well-structured learning activities. It aims to provide varied and meaningful exercises that promote active learning and foster critical thinking. Additionally, the SIM is designed to assess learners' knowledge and skills, identifying areas for improvement to guide further learning. To enrich the learning experience, the SIM offers supplementary resources and activities that deepen understanding and allow for exploration beyond the core material. Ultimately, this SIM encourages independent learning, empowering learners to build confidence and apply what they have learned to real-life contexts.

This SIM stands out among other learning materials due to its comprehensive and learner-centered approach. Unlike conventional textbooks or handouts, the SIM is designed to actively engage learners through interactive and carefully sequenced activities. The combination of Guide Cards, Activity Cards, Assessment Cards, and Enrichment Cards ensures a holistic learning experience that caters to various levels of understanding and learning styles. Additionally, the SIM offers formative assessments that provide immediate feedback, allowing for continuous improvement and personalized learning. The enrichment component of the SIM offers learners the opportunity to explore concepts beyond the standard curriculum, fostering curiosity and deeper learning. This adaptability and focus on practical application set the SIM apart from other learning materials, making it an essential tool for enhancing academic performance and mastery.

Validity of the Strategic Intervention Material in English for Grade 7 Learners - Table 6 presents the validity of the strategic intervention material in English for grade 7 learners as evaluated by five (5) experienced English teachers using the questionnaire checklist with thirty-six (36) criteria.

Table 6
Validity of the Strategic Intervention Material in English for Grade 7 Learners

CRITERIA	MEAN	DER
A. Face Validity		
1. Prints		
1.1 Size of letters is appropriate to the intended users	5	VHV
1.2 Spaces between letters and words facilitate reading	5	VHV
1.3 Font is easy to read	5	VHV
1.4 Printing is of good quality	5	VHV
2. Illustrations		
2.1 Simple and can be easily recognized	4.8	VHV
2.2 Clarify and supplement the concept	4.8	VHV
2.3 Properly labelled or captioned	4.8	VHV
2.4 Realistic/Appropriate colors	4.6	VHV
2.5 Attractive and appealing	4.6	VHV
2.6 Culturally relevant	4.6	VHV

Validated strategic intervention material in English for grade 7 learners of DFLOMNHHS

3. Design and Layout		
3.1 Attractive and pleasing to look at	4.6	VHV
3.2 Simple (Does not distract the attention of the reader)	4.6	VHV
3.3 Adequate illustration in relation to text	4.4	VHV
3.4 Harmonious blending of elements (e.g. illustrations and texts)	4.6	VHV
4. Paper and Binding		
4.1 Paper used contributes easy to reading	5	VHV
4.2 Durable binding to withstand frequent use	5	VHV
4.3 Size and weight of the learning material	5	VHV
SUB-MEAN	4.79	VHV
B. Content Validity		
1. Content is suitable to the learners' level of development.	4.6	VHV
2. Learning material contributes to the achievement of specific objectives of the subject area and grade year level for which it is intended.	4.8	VHV
3. Learning material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, etc.	4.6	VHV
4. Learning material is free of ideological, cultural, religious, racial and gender biases and prejudices.	4.6	VHV
5. Learning material enhances development of desirable values and traits.	4.6	VHV
6. Learning material arouses interest of targeted readers.	4.6	VHV
7. Adequate warning/ cautionary notes are provided in topics and activities where safety and health are concern.	4.2	HV
8. The learning material presented the most important aspects of the topics to be taught.	4.6	VHV
9. The topics were adequately presented and discussed.	4.6	VHV
10. The evaluation activities were congruent to specific objectives	4.8	VHV
11. There is currency and up-to-datedness of the topics.	4.6	VHV
12. The learning material presents real-life situations.	4.6	VHV
SUB-MEAN	4.60	VHV
C. Construct Validity		
1. Presentation is engaging, interesting, and understandable.	4.6	VHV
2. There is logical and smooth flow of ideas.	4.6	VHV
3. Length of sentence is suited to the comprehension level of target reader.	4.8	VHV
4. Sentences and paragraph structures are varied and interesting to the target reader.	4.8	VHV
5. The statements were grammatically correct.	4.8	VHV
6. The lessons were presented at a pace that allows the students to reflect and review each particular lesson.	4.6	VHV
7. The learning material has high artistic quality and literary style.	4.4	VHV
SUB-MEAN	4.66	VHV
OVERALL MEAN	4.68	VHV

Legend: VHV- Very Highly Valid HV- Highly Valid MoV- Moderately Valid SV- Slightly Valid NV- Not Valid

The evaluation of the strategic intervention material (SIM) in English for Grade 7 learners shows that all indicators of validity received high ratings, with mean values ranging from 4.00 to 5.00. These ratings categorize the SIM as "highly valid" to "very highly valid," with an overall mean of 4.68, indicating its strong validity for use in the educational setting. The level of face validity was rated highest, with a mean of 4.79, categorized as "very

highly valid." This suggests that the material is perceived as effective and appropriate for the learners by both teachers and educational experts. This finding is consistent with the study by Lorenzo (2018), which emphasized the importance of face validity in ensuring that educational materials are perceived as relevant and understandable by both educators and students. The high face validity of the SIM indicates that it is well-aligned with the learners' needs and the educational goals set by the curriculum.

The construct validity of the SIM was also rated as "very highly valid," with a mean of 4.66. Construct validity is critical in ensuring that the material effectively measures and addresses the targeted competencies. This is supported by research conducted by David (2019), which highlighted that well-constructed educational materials in the Philippines are essential for enhancing learners' mastery of learning competencies. The high rating in this area suggests that the SIM is effective in targeting and improving the specific skills and competencies outlined in the English 7 curriculum. The level of content validity, while still categorized as "very highly valid," received the lowest sub-mean of 4.60. Content validity ensures that the material covers all necessary aspects of the learning competencies comprehensively. According to a study by Peralta (2020), content validity is crucial in the development of educational materials in the Philippines, particularly in ensuring that all relevant topics are adequately covered. The high content validity of the SIM suggests that it is comprehensive and well-structured, although the slightly lower rating compared to other areas indicates potential room for further refinement.

With an overall mean of 4.68, categorized as "very highly valid," the SIM in English is validated for use in improving the performance of Grade 7 learners in mastering the Most Essential Learning Competencies (MELCs) in English 7. The high validity across all indicators supports the conclusion that this material is both effective and reliable for educational purposes. The findings align with the research by Reyes (2021), which demonstrated that the use of strategically developed intervention materials significantly enhances learner performance in the Philippines. The strong validity of the SIM underscores its potential to be a valuable tool in supporting learners' academic success in English.

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