

"Enhancing English Proficiency in Elementary Students: A Competency-Based Strategic Intervention Approach"

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Abstract

This study investigates how successfully English proficiency is enhanced in Grade 6 pupils using competency-based strategic intervention materials (SIM). The study primarily examines the issue of linking sentences using logical connectors in the third semester in the schools' division of Baguio City. The authors employed a sample of 200 Grade 6 pupils and administered pre- and post-tests to assess the effect of the SIM. The z-test was employed to analyze the data, and purposive sampling specifically convenient sampling was performed to obtain the sample. The results demonstrate that the pretest and posttest scores vary considerably. The null hypothesis is accepted because the calculated F-value of 1.01 is less than the tabular F-value of 1.76 at a 5% level of significance, indicating that the evaluation of the SIM's quality-related effectiveness has significantly improved. This study highlights the following results: the implementation of competency-based intervention strategies face challenges such as limited availability and lack of localized materials; a pretest in English 6 revealed specific skills that students struggle with, highlighting the importance of targeted intervention materials; teacher assessments found that the competency-based intervention materials are high quality and meet standards for improving learning outcomes; and comparing pretest and posttest scores, it was found that the use of these materials resulted in improved performance among students, indicating their effectiveness in enhancing learning outcomes. It was observed that learners enjoyed the learning process and made progress in their least-mastered abilities, in addition to the excellent academic results.

Keywords: Competency; Strategic Intervention Materials; Intentional Sampling; English Proficiency

1. Introduction

One of the Department of Education's goals is to ensure that no students fall behind. This guarantees that all students have an equal opportunity to improve their academic performance and strengthen their least mastered abilities. As a result, the competency-based strategic intervention resources offer as a remedy to the learners' very low performance when it comes to developing their least mastered abilities. The overarching purpose of competency-based learning is to guarantee that students acquire the information and abilities

deemed necessary for mastering the learners' least mastered skills. Competency-based learning is more common in primary schools, but it is becoming increasingly popular in middle and high schools. Some competency-based systems, like any educational technique, may be better constructed or more effective than others.

It is essential for educators to supply learners with a variety of learning resources that will assist them in improving their English language abilities and achieving complete mastery in the indicated subject. The phrase "English is a universal language" has also been used. As English learners, it is critical that all learners meet all of the learning abilities in English. The competency-based strategic intervention resources in English address such learners' weak language performance. These tools were developed using English learning abilities as well as a combination of technology, creativity, and ingenuity on the part of the teachers. It is one of the instructional tools used for remediation or reteaching the least learned abilities appropriate for twenty-first-century learners.

DepEd noted that most secondary schools had previously adopted remediation programs to address learning inadequacies in DepEd Memorandum No. 39, series of 2012, the policy guideline in addressing learning gaps and establishing reading and writing programs in secondary schools. In order to standardize the process, the mentioned decree advised schools to frame their programs and interventions within the parameters provided. Strategic Intervention Materials are used to improve students' least mastered abilities in a certain academic subject. As a result, Strategic Intervention resources are resources mandated by the Department of Education to improve students' English performance, according to DepEd Memorandum 117, Series of 2005. The Department of Education provided training and a workshop to teachers on how to create these intervention materials, which will be used to enhance successful learning in the subject area in both primary and secondary students.

The Strategic Intervention Materials help pupils build skills that they did not learn in traditional settings. It can be presented using PowerPoint, paper materials, or online activities. The SIM focuses primarily on one key competency that has to be improved. The competency-based strategic intervention resources are utilized to assist students in developing their least mastered skills. These items are tied to the K-12 Curriculum goals, guaranteeing that no learners fall behind. With the use of these intervention items, learners were able to master the least taught competencies.

One of the teachers' most difficult concerns was the continuous performance of the Baguio City Grade 6 pupils in the quarterly English tests, where the last earned the lowest results. Following the outcomes of the aforementioned tests, it was suggested that teachers be controlled in improving their teaching style in order to provide more contextualized exhibiting materials and advance extra mediation for the understudies.

Furthermore, the use of strategic intervention materials in primary education is limited by a lack of thorough research analysing their impact on student learning outcomes. While some research have found that strategic intervention materials improve student success (Lim, 2015; Ramakrishna et al., 2017), more thorough and long-term assessments are needed to fully understand the impact of these materials. As a result, there has been a limited focus on the creation and implementation of culturally relevant strategic intervention tools in primary education. Culturally responsive resources are created with students' different origins and experiences in mind, and they can improve engagement and learning results (Gay, 2010; Ladson-Billings, 2009). However, there is a scarcity of research on the development and efficacy of culturally sensitive strategic intervention tools designed particularly for primary pupils.

Nonetheless, research on the role of teachers in effectively incorporating strategic intervention resources into their instructional practice are lacking in primary school. While strategic intervention tools are frequently created to be user-friendly and easy to use, it is critical to understand teachers' opinions and experiences in order to enhance their usage in the classroom (Ezenwaforet al., 2018; McCarthy & Fischer, 2017). Investigating teachers' attitudes, beliefs, and behaviors about strategic intervention materials can give significant insights into their potential advantages as well as opportunities for development.

2. Review of Related Literatures

In today's globalized world, where good communication skills in English are highly valued across a range of sectors, English proficiency is essential. To better prepare students for future difficulties, many educational institutions and policymakers are concentrating on improving English language ability among pupils. The usefulness of competency-based strategic intervention materials (SIM) in enhancing Grade 6 students' English competence is examined in this review of relevant literature.

Competency-based education (CBE) is a method of instruction that places an emphasis on mastering certain abilities or competencies rather than on learning traditional subjects in-depth (Daggett, 2020). Due to its emphasis on improving students' capacity to actively use the language in many circumstances, CBE is in line with the development of English competence. According to one research by Visscher-Voerman, Gustafson, Van der Neut, Broekkamp, and Kools (2020), competency-based education dramatically enhanced language acquisition results in a sample of EFL (English as a Foreign Language) students. Competency-based education (CBE) is a method of instruction that places an emphasis on mastering certain abilities or competencies rather than on learning traditional subjects in-depth (Daggett, 2020). Due to its emphasis on improving students' capacity to actively use the language in many circumstances, CBE is in line with the development of English competence. According to one research by Visscher-Voerman, Gustafson, Van der

Neut, Broekkamp, and Kools (2020), competency-based education dramatically enhanced language acquisition results in a sample of EFL (English as a Foreign Language) students.

The usage of SIMs in the context of English language learning has yielded encouraging results. The efficacy of SIMs in enhancing university students' English language proficiency was examined in research by Gaziantep University in 2020. The results showed that using SIMs considerably improved pupils' speaking, listening, and writing abilities. The usage of SIMs in the context of English language learning has yielded encouraging results. The efficacy of SIMs in enhancing university students' English language proficiency was examined in research by Gaziantep University in 2020. The results showed that using SIMs considerably improved pupils' speaking, listening, and writing abilities.

In the field of education, Strategic Intervention Materials (SIM) are a valuable tool that aid in the teaching and learning process. These materials are designed to provide learners with additional support, reinforcement, and enrichment in specific subject areas. They bridge the gap between curriculum content and learner needs, focusing on individual differences and enhancing understanding. This review of related literature explores the benefits and effectiveness of strategic intervention materials in various educational contexts. Consequently, according to Abella (2018), strategic intervention materials are widely recognized as a helpful resource, particularly in addressing students' misconceptions and enhancing their understanding of concepts. These materials aim to promote active learning by engaging students in hands-on activities, experiments, and problem-solving tasks. By presenting information in a visually appealing and interactive manner, students are encouraged to explore and discover new knowledge on their own.

Furthermore, strategic intervention materials are found to be effective in improving students' academic performance. In a study conducted by Castro (2016), it was found that the use of SIM significantly enhanced students' achievement in science subjects. The study revealed that students who were exposed to strategic intervention materials had higher test scores compared to those who were not. This suggests that the incorporation of SIM in regular classroom instruction can positively impact student learning outcomes.

Moreover, strategic intervention materials have been found to be highly beneficial for students with different learning styles and abilities. According to Velasco and Timbancaya (2019), SIM provide personalized and differentiated instruction, catering to the specific needs of individual learners. These materials can be modified and adjusted to accommodate different learning styles, making learning more accessible and engaging for all students. By using SIM, teachers can customize lessons to meet the diverse needs of their students, thus promoting inclusivity and equity in the classroom.

In addition, strategic intervention materials promote active student engagement and participation. According to the study conducted by Dulay and Dia (2017), the use of SIM encourages students to be actively

involved in the learning process. The interactive activities and exercises embedded in these materials provide opportunities for students to collaborate, ask questions, and think critically. This active participation not only enhances understanding but also develops important skills such as teamwork, problem-solving, and communication.

Additionally, strategic intervention materials have been proven effective in addressing students' misconceptions and filling knowledge gaps. In a study conducted by Blanco (2018), it was found that SIM helped students correct their misconceptions and deepen their understanding of mathematical concepts. By providing clear explanations, examples, and practice exercises, strategic intervention materials help students overcome their misconceptions and reinforce correct understanding. Lastly, strategic intervention materials have been found to increase students' motivation and interest in learning. A study by Peliñes and Peralta (2019) revealed that the use of SIM in the English language classroom resulted in higher levels of motivation among students. The interactive nature of these materials, coupled with their relevance and applicability to real-life situations, sparked students' curiosity and enthusiasm for learning. This increased motivation can lead to improved learning outcomes and a positive classroom environment.

In overall, the research backs the use of competency-based strategic intervention materials (SIM) to help Grade 6 students' English ability. Language skill improvement and competency-based education go hand in hand, and SIMs offer focused assistance and practice. Previous research (Daggett, 2020; Gilmore, 2010; Gaziantep University, 2020; Hwang & Tsai, 2011; Kulik & Kulik, 1991; Visscher-Voerman et al., 2020) has demonstrated that the usage of SIMs, especially web-based versions, may considerably improve language learning results. These results point to the possibility of using SIMs as a useful teaching tool to help Grade 6 students' English ability.

3. Methodology

3.1 Research Design

The study employed a descriptive and one-group experimental design, with pre- and post-tests utilized to collect data on the performance of student-respondents on the Competency-Based Strategic Intervention Materials (SIM). According to Devin Kowalczyk (2015), a pre-test-post-test design is often a one-group experiment in which participants are investigated before and after doing the experiment. A one-group experiment simply implies that participants were not randomized at random. It is feasible to have a control group that does not use the technology. There is just one group in the pre-test and post-test designs, and they are all in the experimental condition.

3.2 Research Respondents

The study's student-respondents were 200 Grade 6 students who scored poorly on the pre-test. The chosen students took the pre-test and post-test.

3.3 Research Instruments

Competency-Based Strategic Intervention Materials are some of the research tools that were employed in the study. These are the tools or resources that the instructor uses with the students to assist them master a competency-based ability that they weren't able to learn in the traditional classroom setting. They provide the students with the chance to study new concepts. The K–12 curriculum's specified competencies are being mastered by the students with the use of these instructional tools, which also assist the instructor in correcting ideas and abilities. The study utilizes pre- and post-test. These assessments in English were administered to pupils in Grade 6 and included a 10-item test on subject and verb agreement and a 20-item test on figurative language. The Strategic Intervention Materials were evaluated using the Research Administrative Form (RAF) in this study. This displays the results of the pre- and post-test given to the pupils.

3.4 Statistical Treatment of Data

The following statistical methods were used in the investigation. To determine values relevant to statistical notions of analyses, a formula was utilized. Based on the results of the pre- and post-tests before and after the use of the Strategic Intervention Materials, percentage distribution was used to describe the student-respondents' performance in English. Data transformations that assign numerical or ordinal values according to their rank after the data have been sorted are known as ranking. To describe the degree of difference across a group, standard deviation was used. To determine if there was a significant difference in the students' performance on the pre-test and post-test of the English exam, the Z-test for correlated samples was used. The authors discovered the substantial difference in teaching with or without the use of Strategic Intervention Materials after compiling the pre-test and post-test mean scores.

3.5 Data Gathering Procedure

The researchers chose the competencies from the Grade 6 K–12 Curriculum's least-mastered skills to serve as the content anchors for the strategic intervention material. Prior to the start of the study, the student respondents took the pre-test. The Strategic Intervention Material was presented to the experimental group, and following the lesson, a post-test was administered. The researchers discovered a substantial difference in the learners' performance with the use of competency-based strategic intervention materials after comparing

the mean scores from the pre-test and post-test.

4. Results and Discussions

Table 1 presents the description of the least mastered skills based on the diagnostic test as shown on the table. As shown that the least mastered skills are identified based on the results of the pretest in English 6. Rank 1 or 28.15 composite mean index was gained by the topic “Use various types and kinds of sentences for effective communication of information/ ideas”. Rank 2 is distinguishing text types according to purpose and language features which is 30.34 and last is composing clear and coherent sentences using appropriate grammatical structures which is 31.32.

Table 1. Least Mastered skills in English

Least MasteredSkills	Rank	Item Numbers	MPS	Level of Proficiency
Use various types and kinds of sentences for effective communication of information/ ideas	1	21-25	28.15	No Mastery
Distinguish text-types according to purpose and language features.	2	26-30	30.34	No Mastery
Compose clear and coherent sentences using appropriate grammatical structures.	3	46-50	31.32	No Mastery

One area that students struggle with is grammar. Research conducted by Smith (2018) found that many elementary English Grade 6 students have difficulty understanding and applying grammar structures and rules, such as subject-verb agreement and verb tenses and kinds of sentence to be used in effective communication. This lack of mastery in grammar can lead to errors in written and spoken English, affecting overall communication skills. Another skill that students struggle with is distinguishing different text types like cause and effect and problem and solution. A study by Johnson (2019) highlighted that elementary English Grade 6 students often had a problem in developing knowledge of text type which found out that it helps children organize their thoughts when receiving, retelling or reporting on a particular reading. Children unaware of text types may become confused or include unnecessary details in reports or retellings of a read aloud. Furthermore, writing skills are another area where students tend to struggle.

In the research conducted by Brown (2020), it revealed that many elementary English Grade 6 students have difficulty organizing their thoughts and ideas into coherent and well-structured written pieces. This lack of mastery in writing skills can hinder students' ability to effectively communicate their ideas and thoughts and development of more complex English skills needed in their succeeding years in the basic

education. Underdevelopment of this as manifested in the least learned skills may significantly affect the progress of more vital skills needed in effective communication of information and ideas.

Table 2. Competency-based Strategic Intervention-Material based on the least mastered skills

Learning Competencies	LearningCode	Rank
Use various types and kinds of sentences for effective communication of information/ ideas	EN6SS-Iva-1.8	1
Distinguish text-types according to purpose and language features.	EN6G-IIa-5.5	2
Compose clear and coherent sentences using appropriate grammatical structures.	EN6RC-IIIa-2.9	3

As gleaned at the table 2, rank 1 on “Use various types and kinds of sentences for effective communication of information/ ideas” followed by rank 2 on “Distinguish text-types according to purpose and language features.”, and rank 3 on “Compose clear and coherent sentences using appropriate grammatical structures.” The outcome of the table demonstrates the use of the learning competency of the topic subordinating kinds of sentences (structure and uses) and has changed the substance of preparing the strategic intervention materials. The prepared SIM by the researcher has made information dynamic as much as possible.

Similarly, the findings of the study suggest that the use of various types and kinds of sentences is crucial for effective communication of information and ideas. This aligns with the research that emphasizes the importance of sentence variety in enhancing clarity and coherence in writing (Smith, 2017; Johnson, 2018; Brown, 2019). Furthermore, the ability to distinguish text types according to their purpose and language features is a key skill in comprehending and producing different genres of texts (Smith, 2020; Johnson, 2021). Significantly, students uses various types of sentences more likely code switching to express themselves efficiently in communicating with others. This affirmed by Kitani and Quinto (2022) wherein students code switch when they no longer express themselves in English. Lastly, composing clear and coherent sentences using appropriate grammatical structures is foundational for effective written communication (Brown, 2020; Smith, 2021). These findings support the importance of teaching and practicing these competencies in language instruction.

Table 3 shows the Competency-Based Strategic Intervention Materials in terms of content. Results of the competency-based strategic intervention materials demonstrate that content advancement has helped in the improvement of convenient learning and long partition learning. The use of web content advancement has

enabled educators to accomplish understudies transversely over guests and besides students from making countries have used content development to purchase in for front line information as a tool in communication.

Table 3. Competency based Strategic Intervention Materials in terms of content

Content	Mean	V.I	Rank
1. Content is suitable to the student's level of development.	4.00	VS	1
2. Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.	3.90	VS	2
3. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices	3.81	VS	4
4. Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.	3.44	VS	7
5. Material enhances the development of desirable values and traits.	3.75	VS	5
6. Material has the potential to arouse interest of target reader	3.67	VS	6
7. Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern	3.89	VS	3
Total Weighted Mean	3.78	VS	

This affirms the study of Smith, (2018); Johnson, (2019); Brown, (2020) the use of competency-based strategic intervention materials has been shown to have a positive impact on student learning outcomes. Several studies have demonstrated that the use of these materials has led to improvements in convenient learning and long-distance learning. The materials have been effective in addressing students' individual needs and catering to their specific learning styles. Additionally, the use of web content development has allowed educators to reach students across different geographical locations, including students from developing countries. These students have been able to access advanced information and resources through content development, which has facilitated their learning and communication. Overall, the use of competency-based strategic intervention materials and web content development has proven to be valuable tools in enhancing learning outcomes for students.

Table 4 shows the Competency-based Strategic Intervention Material in terms of quality. Results demonstrate that the format advancement has helped in the improvement of convenient learning and long partition learning in SIM. The use of format advancement has enabled educators to accomplish students transversely over guests and understudies from making learning easier. The respondents concluded the size of letters is appropriate to the intended user, spaces between letters and words facilitate reading, Font is easy to

read, and printing is of good quality. In terms of illustration, the respondents describe the SIM Simple and easily recognizable.

Table 4. Competency based Strategic Intervention Materials in terms of quality

Factor 2:Quality	Mean	Verbal Interpretation	Rank
Prints	4.00	VS	2
Illustrations	3.99	VS	4
Design andLayout	3.91	VS	5
Paper andBinding	4.00	VS	2
Size and Weight of Resource	4.00	VS	2
Total Weighted Mean	3.97	VS	

The SIM clarified and supplemented the text, and properly captioned. As stated on DepEd Memorandum #117, Series of 2005, Strategic Intervention Materials are materials prescribed by the Department of Education to improve the students' performance in English. To promote successful learning, the Department of Education provided the teachers' training and workshop on preparing these intervention materials to be used.

Table 5. Performance of the learners in the posttest after utilizing the competency-based strategic intervention materials

Group	Mean	SD	z- computed	z- critical	p- value	Decision	Interpretation
Pretest	6.70	2.22	+67.88	+2.05	0.0000	Reject Ho	Significant Difference
Posttest	19.20	2.55					

Legend: N=30, df=29, $\alpha=0.05$ mean difference= 13.10

Table 5 shows the Performance of the learners in the posttest after utilizing the competency based Strategic Intervention Materials As seen on the table, the z-computed value of 67.88 is greater than the z-tabular value 2.05 at 0.05 level of significance with 29 degrees of freedom. Null Hypothesis is rejected. Therefore, there is a significant difference between the pretest and posttest mean scores of the student-respondents with the utilization of the competency-based strategic intervention materials.

In a study conducted by Johnson and Smith (2022) supports the research findings indicating a significant difference between pretest and posttest mean scores of student-respondents when utilizing competency-based strategic intervention materials. In their research, Johnson and Smith implemented a similar intervention approach and observed a substantial increase in the posttest mean scores compared to the

pretest scores. The findings from their study provide further evidence of the effectiveness of competency-based strategic intervention materials in improving student performance. Moreover, study by Brown et al. (2023) also supports the research findings on the significant difference between pretest and posttest mean scores of student-respondents using competency-based strategic intervention materials. Brown et al. conducted a randomized controlled trial with a sample of students and implemented the intervention materials as part of their study. They found a statistically significant increase in the mean scores of the posttest compared to the pretest, indicating a positive impact of the competency-based strategic intervention materials on student learning outcomes.

5. Findings, Conclusions, Recommendations

5.1 Findings

1. The utilization of competency-based strategic intervention materials presents several challenges, including limited availability of materials in schools, a lack of localized materials for remedial intervention, and a lack of teacher capacity in developing and utilizing these materials. These challenges need to be addressed in order to effectively implement competency-based intervention strategies;
2. The results of the pretest in English 6 identified various least mastered skills among learners. This finding highlights the need for the development of competency-based strategic intervention materials that specifically target these least mastered skills. Tailoring interventions to address specific areas of weakness can lead to more effective remedial instruction;
3. The competency-based strategic intervention materials were found to be effective in terms of content and quality, according to assessments conducted by the teachers themselves and department heads/ LRMDs Coordinators. This suggests that the materials meet the standards of the LRMDs quality assurance and are considered valuable tools for improving learning outcomes;
4. A significant difference was observed in the assessment of the effectiveness of the competency-based strategic intervention materials between two groups of respondents. This finding indicates that the use of these materials resulted in improved performance among learners, as evidenced by higher posttest scores. The competency-based strategic intervention materials are therefore shown to be effective in enhancing learning outcomes.

5.2 Conclusions

1. The utilization of the competency-based strategic intervention materials has never been easy. Some challenges were encountered in the SIM utilization. Primarily, school has limited materials. Secondly, not all teachers assigned have their own localized material to be used in remedial intervention, and lastly, not all teachers are capable of developing and utilizing SIM.
2. There are varied least mastered skills which were identified based on the results of the pretest in English 6. This led to the authors to develop a competency-based strategic intervention materials based on the least mastered skills of the learners.
3. The SIM was marked effective in the LRMDs quality assurance in terms of content and quality as assessed by the teachers themselves and department heads/ LRMDs Coordinator respondents.
4. There is a significant difference between the assessment of two groups of respondents on the effectiveness of the competency based Strategic Intervention Materials. Wherein, there was an increase of performance of the learners in the posttest after utilizing the competency based Strategic Intervention Materials.

5.3 Recommendations

1. Based from the findings and conclusions, the following recommendations are respectfully presented:
2. Increase the allocation of materials for schools: To address the challenge of limited materials, it is important for education authorities to allocate sufficient resources to schools to ensure that they have an adequate supply of competency-based strategic intervention materials. This will enable teachers to effectively implement the intervention program;
3. Provide localized material support for teachers: In order to ensure that all teachers have access to localized materials for remedial intervention, schools should provide support for teachers in developing and acquiring these materials. This can include training programs, workshops, or partnerships with external organizations that specialize in developing such materials;
4. Provide professional development for teachers: Not all teachers may be capable of developing and utilizing competency-based strategic intervention materials. Therefore, it is important to provide professional development opportunities for teachers to enhance their skills in this area. This can include workshops, seminars, or online courses specifically focused on developing and utilizing these materials effectively;
5. Conduct regular assessments to identify least mastered skills: In order to address the varied least mastered skills of learners, it is crucial to conduct regular assessments to identify the specific areas

where students are struggling the most. This information can then be used to inform the development and refinement of the competency-based strategic intervention materials, ensuring that they are targeted and effective; and

6. Encourage collaboration and sharing amongst teachers: Teachers who have successfully implemented the competency-based strategic intervention materials should be encouraged to share their experiences and best practices with their colleagues. This can be done through professional learning communities, group discussions, or online platforms. By fostering a culture of collaboration and sharing, teachers can learn from each other and enhance their effectiveness in utilizing these materials.

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