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The Effect of Language Intervention Activities on The Performance of Elementary Learners

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Abstract:

This study aimed to assess the effect of language intervention activities on the performance of fourth-grade pupils at Divisoria Elementary School in Santiago City, Philippines for the School Year 2023-2024. The research involved 82 participants, with 41 learners assigned to the Control group and 41 learners to the Experimental group. A quasi-experimental design, specifically the pretest-posttest design, was employed to measure the effect of the intervention. Data analysis was conducted using Microsoft Excel, ensuring fair treatment of participants' responses for frequency calculation. A paired sample t-test was utilized to analyze significant differences between the two groups pre- and post-testing, with statistical analysis performed using the Statistical Package for Social Sciences (SPSS) version 20 software. The findings revealed a positive effect of language intervention activities on language performance. The experimental group exhibited a significant improvement in mean performance from the pre-test to the post-test, indicating a substantial increase in their language performance. In contrast, the Control group's mean performance showed minimal change, highlighting the importance of language intervention activities in enhancing language skills. The results underscore the significant improvement of language intervention activities on the identified least mastered competencies of Grade 4 students. A proposed strategic intervention material is the output of this study and it was recommended that the crafted material be adopted by elementary teachers in the school and other teachers in the school division as an additional learning material to address the weaknesses of the learners along the identified least learned competencies.

Keywords: Language performance, Language activities, Intervention material

Introduction:

The Problem and Its Background

It is crucial for elementary school pupils to learn English since it serves as a basis for their future learning. They can gradually strengthen their language abilities and expand on them as they go to higher school levels if they begin early. English is not only a subject, but also a worldwide language that is widely used in many sectors of life. In today's interconnected world, communication, both written and verbal, is a significant ability. From reading and understanding books and instructions to speaking with people from other cultures, English is essential for productive interaction.

According to Sepyanda (2019), the importance of learning English in elementary school cannot be overstated. It does not only lay a solid foundation for future language growth, but it also prepares pupils for the language demands of the current world. English proficiency opens doors to opportunities and provides pupils with the

skills needed for academic, personal and professional development. Pupils with low English proficiency may be more motivated to work toward improvement as well as perform poor academically. Low English comprehension and expression can lead to lower grades and have an impact on performance in areas taught in the language. It may also make it difficult to collaborate and communicate, as well as cause emotional and social problems. For these reasons, it is crucial to treat this problem in order to support both academic achievement and personal growth.

But how can educators truly gauge the impact of their teaching? How do they know to what extent their efforts have resonated with their pupils? Herein enters the pivotal element of assessment, the final piece of the teaching-learning puzzle. This integral process empowers teachers to measure, observe and understand the effectiveness of their instruction, allowing them to unravel the mystery of whether their teachings have seamlessly integrated into their pupils' minds. The purpose of assessing classroom learning from the student's perspective is to reassure the teacher that the student has learned a lesson or unit and is ready to move on to the next. Academic performance of pupils serves as the foundation for how teachers initiate remedial activities such as interventions and planned strategies of boosting student retention of learning.

Intervention plays a crucial role in addressing learning gaps, providing tailored support, and helping pupils succeed academically. They are a valuable resource for educators and pupils alike, promoting inclusive and effective education. Jackson (2016) discovered that remedial instructors employed teaching strategies that matched beneficial practices found in the existing research literature. Everyone prefers teachers to provide remediation until pupils are back on track. According to Capuyan et al. (2019), there is a favorable association between the grades of children taking remediation sessions in prior and current grade levels. Tseng et al. (2016) also highlighted that remedial interventions by teaching advisers had a significant impact on pupils' final grade improvement. However, not all learners are able to adapt to learning processes, leading to different outcomes.

In the years leading up to the pandemic from 2019, learners' Grade Weighted Averages (GWAs) exhibited a relatively stable trend, typically ranging between 86 and 87. However, the onset of the pandemic brought about a significant decline, with the GWA dropping to 84.61. This decline is indicative of the profound impact of the pandemic on pupils' academic performance. Furthermore, during the SY 2022-2023 in Divisoria Elementary School, the First Quarterly Exam result showed that most of the Grade 4 pupils have low performance in English. The Mean Percentage Score (MPS) of the pupils during the Fourth Quarterly Examination is 59.64, which is below the National Standard of 75.

According to James (2018), one-on-one student tutorials and after-school tutorial programs focused on essential subject areas and informed by an administrator's leadership philosophy significantly contributed to student achievement. This is consistent with the corrective action approach outlined in the Department of Education (DepEd) Order No. 73 Series 2012 entitled “Guidelines for the Assessment and Classification of Learning Outcomes in the Primary Program for Children and Youths”.

The effectiveness of supervised instruction and pedagogical reinforcement correlates strongly with student success. Before allowing pupils to move on to other activities or to apply what they have learned to new situations, teachers often use basic, traditional practices and practical techniques for pupils who lack basic understanding or skills in an academic subject. The adage "practice makes perfect" has some support for Thorndike's Law of Practice, which states that the more a stimulus-response connection is made, the stronger it becomes, and Skinner's discovery that the "strengthening" of a response the likelihood of their reaction recurrence increases. Practice is essential before the student moves on to the next level of difficulty and when making mistakes.

Jarrar (2014) highlights the importance of prioritizing remedial education techniques and collaboration with remedial teachers to support low achievers in advancing their language performance. In alignment with this

perspective, this pioneering effort within the Division of Santiago City centered on evaluating the effect of language intervention activities on the performance of fourth-grade pupils at Divisoria Elementary School, emphasizing the unique contribution of this study.

The researcher, based on firsthand observations in his teaching post, identified a prevalent challenge among pupils, namely, difficulties in comprehending English. This study thus focused on specific competencies—connotation and denotation, analogy, and word affixes—identified as least mastered by Grade 4 pupils in a recent examination. In his division, and specifically within his school, there has been no research conducted on this topic. This gap in the existing literature highlighted the need for the study, as it would contribute new insights and knowledge that are currently lacking to the educational context.

By conducting a study to evaluate the effect of language intervention activities on pupils' performance, the researcher aimed to provide empirical evidence to support the development of strategic intervention material for remedial English sessions. This research is particularly relevant and necessary in the researcher's teaching post and other schools, where a significant number of pupils are struggling with English proficiency.

Statement of the Problem

Generally, this research sought to determine the effect of language intervention activities on the performance in English of fourth-grade pupils at Divisoria Elementary School in the Division of Santiago City, Philippines. Specifically, it sought answers to the following questions:

1. What is the level of language performance of Grade 4 learners in the control and experimental groups prior to the administration of language intervention activities?
2. What is the level of language performance of Grade 4 learners in the control and experimental groups after the administration of language intervention activities?
3. What are the differences between the level of language performance of Grade 4 learners in the control and experimental groups prior to and after the administration of language intervention activities?
4. What strategic intervention material may be proposed based on the findings of the study?

Body Text

Research Design

The study employed a quasi-experimental design. It is also known as the pretest-posttest control and experimental group design and it consists of one control group and one experimental group. Quasi-experimental methods are research designs that that aim to identify the effect of a particular intervention (a "treatment") by comparing treated units to control units according to Reichardt (2009). The symbols in the table below help to clarify the elements of this design.

Table 1. Control and Experimental Groups of the Study.

Group	**Pre-test**	**Treatment**	**Post-test**
G1 (Control Group)	**O1**	**-**	**O2**
G2 (Experimental Group)	**O1**	**X**	**O2**

The first group is control which is symbolized by G1 with O1 which stands for a pretest, without X or treatment and O2 which stands for the post test. The second one is experimental group which is symbolized by G2 with

O2 which stands for a pretest, with X that stands for the treatment by language intervention activities and O2 that stands for the post test.

Locale of the Study

The study was conducted at Divisoria Elementary School which is situated within the Division of Santiago City to ensure that the findings can be directly applicable to the local education system. Divisoria Elementary School (DES) is a full elementary school that serve pupils from Kindergarten through Grade VI. It also offers a Special Program in Journalism, implemented for Grade 4 this school year and to be offered to Grade 5 next school year. Under the leadership of School Principal Johnny Lalas, DES is staffed by 21 teaching and 2 non-teaching personnel. The school, recognized as a medium-sized institution, has received numerous awards, including Most Sustainable Eco-Friendly Nationally and Internationally in 2015, and has been a benchmark for other schools in the region. The selection of the said school provided easier access to resources and support from the local education authorities. Also, it helped the researcher to facilitate the smooth implementation of the study and to give assistance if any issue or challenge arose during the research process.

Respondents of the Study

The study involved 41 learners in the control group and 41 learners in the experimental group from the fourth grade. Several key considerations guided the selection of these participants. Firstly, learners from the same school were chosen to eliminate potential influences from school-specific factors, such as teaching methods, curriculum, and school environment. This decision ensured that any differences in the results can be attributed to the variable being tested, rather than school-related factors.

Secondly, learners from the same grade level (Grade 4) were selected to ensure they are at a similar stage of cognitive and academic development. This minimized variations in learning ability or prior knowledge that could affect the results, allowing the research to focus on the impact of the variable under study. Furthermore, it simplified the management and coordination of the study. The experimental group received additional instruction or intervention related to the variable being tested, while the control group did not. This setup enabled a comparison between the two groups to assess the intervention's impact.

The school principal together with the teachers were informed about the study's objectives before the instructional process began, ensuring that all necessary preparations and communication were in place. This approach promoted a clear and organized research methodology. The welfare of the participants was observed in all stages of this study. The participants were asked for the consent from which the researcher explained both the scope of the study and outline avenue available to them should they feel harm during the process. Likewise, parents of these pupils were notified of the participation of their children. Approval of the authorities (School Research Committee, School Head and the SDO Research Committee) was sought for the continuation of the study.

Sources of Data

The researcher prepared an English test designed for Grade 4 focusing on least mastered competencies from the First Quarterly Examination Result. The test covered topics like connotation and denotation, analogy, and word affixes, specifically tailored for Grade 4 pupils. The test consisted of 35 items.

The pre-test results were used to determine the composition of the control and experimental groups. Pupils in the experimental group received language intervention activities, while those in the control group did not. Language intervention activities are tasks or exercises designed to assist pupils in understanding and mastering lesson competencies. The teacher-researcher made PowerPoint lessons for the pupils to review concepts such as denotation/connotation, affixes, and analogy. Following the lessons, pupils engaged in various activities

related to these topics to achieve mastery. Additionally, individual and group activities were provided to enhance learning.

To assess the effect of language intervention activities on pupils' performance, pre-test prior was administered to the start of the additional instruction and a post-test following the course of treatment. This test was designed to evaluate the effect of language intervention activities on the English competence of fourth-grade low achievers.

Data Gathering Procedures

Before the start of the second grading period, the participants underwent a pre-test. Following this assessment, the researcher offered them ten (10) weeks of additional instruction to provide language intervention activities. Then, the researcher conducted a post-test to evaluate the effect of the language intervention activities.

Pre-testing. A formal conference with the instructors involved to discuss the study and ensure clear communication and understanding of the objectives and procedures was held. Information then was gathered from teachers about the initial assessments to identify areas of weakness that require remediation.

Treatment. In this stage, language intervention activities were employed in the classroom, including paper and pen drills and games that integrate technology. These activities covered various topics to the least mastered competencies, aimed at helping pupils understand the lesson.

Post-testing. Language intervention activities to provide feedback and monitor pupils' progress were reviewed and assessed. Pre-test scores were compared with post-test scores to determine the effect of the intervention activities. The number of post-test items was ensured to match the number of questions on the pre-test to maintain consistency in evaluating pupils' progress. Additionally, precautionary steps for handling empirical data included ensuring confidentiality and privacy, using assessment tools, maintaining transparency through documentation, and validating data interpretation with experts.

Statistical Analysis and Study Output

The data were tallied using Microsoft Excel which also allowed the statistical handling of the findings. Participants' responses were fairly treated for calculating the frequency.

To describe any significant differences between the two groups utilizing pre- and post-testing procedures, this study used a paired sample t-test. To evaluate the information acquired for the study, the researcher utilized the Statistical Package for Social Sciences (SPSS) version 20 software. Using the calculated t-value, the pretest scores were compared to the posttest scores to assess the impact of the language intervention activities.

The study's findings paved the way for a comprehensive plan to improve the delivery of additional instruction, focusing on elevating the language performance of Grade 4 learners. This strategy involved integrating instructional materials and learning activities tailored to diverse learning styles, the introduction of engaging activities, leveraging technology and interactive methods, encouraging active participation and critical thinking. Ultimately, this initiative sought to create a dynamic learning environment that not only imparted linguistic proficiency but also instilled a passion for language and learning among Grade 4 pupils.

Results and Discussion:

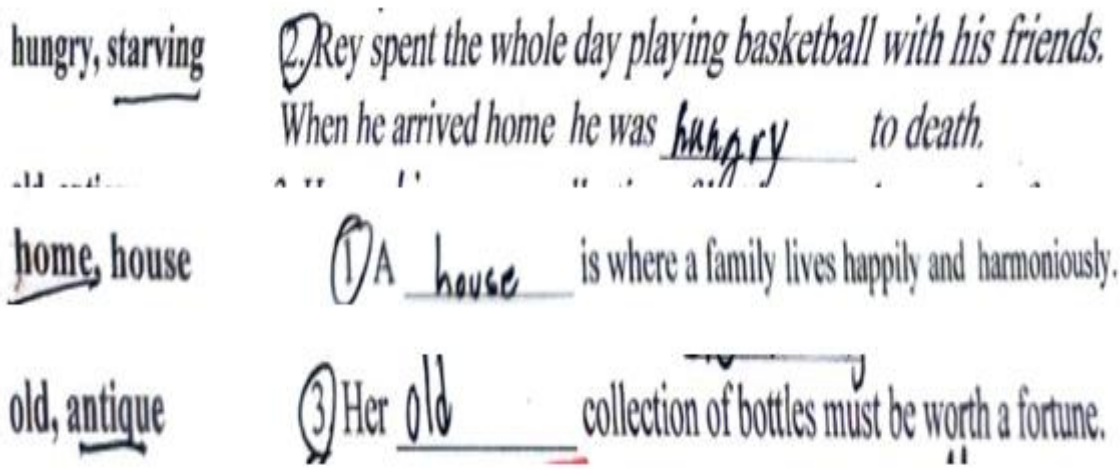
PRE-TEST								
Student No.	**CONTROL GROUP**				**EXPERIMENTAL GROUP**			
	D/C (15 items)	**Analogy (10 items)**	**Affixes (10 items)**	**TOTAL**	**D/C (15 items)**	**Analogy (10 items)**	**Affixes (10 items)**	**TOTAL**
1.	9	9	5	23	7	4	3	14
2.	12	7	7	26	9	7	2	18
3.	12	7	7	26	8	3	7	18
4.	14	6	7	27	8	5	3	16
5.	11	6	3	20	6	5	6	17
6.	7	5	7	19	6	4	2	12
7.	12	6	8	26	9	4	2	15
8.	11	7	7	25	6	3	5	14
9.	8	6	5	19	1	5	1	7
10.	11	9	7	27	10	5	2	17
11.	15	7	7	29	4	2	1	7
12.	10	6	6	22	4	0	3	11
13.	10	5	4	19	5	3	3	11
14.	13	8	7	28	6	5	4	15
15.	14	5	6	25	9	1	3	13
16.	11	6	6	23	4	6	6	16
17.	13	5	3	21	9	3	4	16
18.	11	8	7	26	9	4	3	16
19.	11	6	5	21	10	3	2	15
20.	12	7	8	27	8	3	3	14
21.	14	7	8	29	10	1	7	18
22.	15	7	7	30	10	5	2	17
23.	14	6	8	28	5	6	2	13
24.	13	5	6	24	2	1	4	7
25.	13	8	8	29	1	3	3	7
26.	12	7	7	26	4	3	2	9
27.	14	6	5	25	4	6	2	12
28.	10	6	3	19	8	4	3	15
29.	13	6	8	27	8	3	3	14
30.	11	5	3	19	8	4	3	15
31.	12	6	7	25	3	6	1	10
32.	10	5	8	23	5	4	8	17
33.	11	6	5	22	6	6	3	15
34.	15	9	8	32	3	5	6	14
35.	10	8	3	21	7	6	0	13
36.	10	6	6	22	9	4	5	18
37.	8	5	6	19	4	4	4	12
38.	9	8	8	25	5	5	5	15
39.	11	5	5	21	9	6	0	15
40.	9	7	4	20	6	7	5	18
41.	11	9	5	25	5	3	1	9
MEAN	**31.6**	**26.6**	**23.9**		**17.33**	**16.2**	**13.7**	

Pretest Performance

Table 2 presents the pre-test scores of the control and experimental groups in the three least mastered competencies:

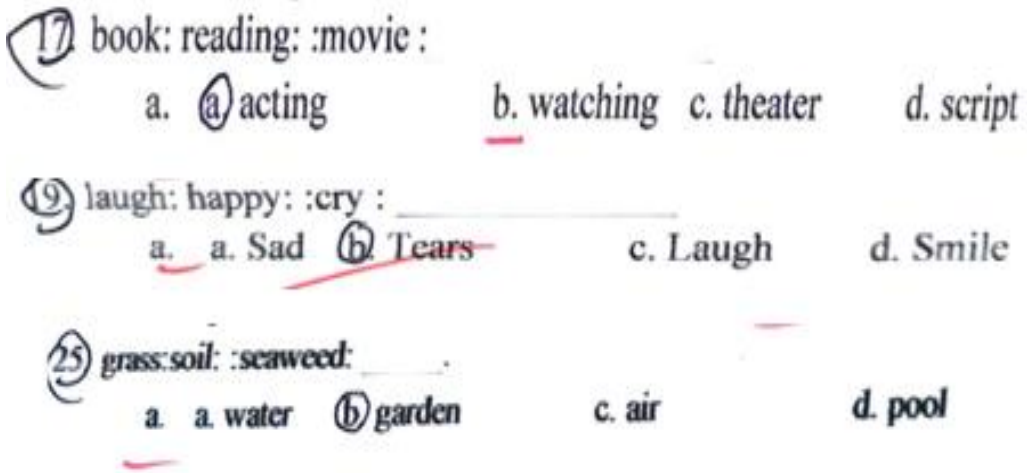
Table 2. Pretest Scores of Control and Experimental Groups in the Three Least Mastered Competencies.

The control group scored significantly higher in all three areas, with average scores of 31.6 in Denotation and Connotation, 26.6 in Analogy, and 23.9 in Word Affixes. In contrast, the experimental group scored 17.33 in Denotation and Connotation, 16.2 in Analogy, and 13.7 in Word Affixes. In denotation and connotation, the control group exhibited a solid grasp, scoring between 7 and 15. Conversely, the experimental group struggled more, scoring between 1 and 10, with these sample item with mistakes indicating a need for intervention to clarify such distinctions:

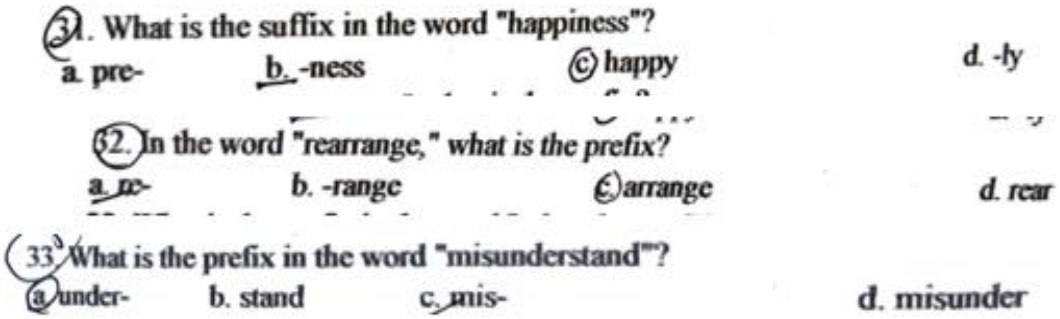


The students often made common mistakes when distinguishing between connotation and denotation. These mistakes stem from a fundamental lack of understanding.

Regarding analogical reasoning, the control group performed well, scoring from 5 to 9. However, the experimental group scored lower, from 0 to 7, suggesting a need for improvement in identifying and applying such relationships. The students frequently made mistakes due to their confusion. They had difficulty understanding how to identify relationships between pairs of concepts, resulting in inaccurate or flawed comparisons such as the ones in the samples below:



In affixes, the control group demonstrated proficiency, scoring from 3 to 8. On the other hand, the experimental group struggled, scoring from 0 to 7 and highlighting a need for language intervention activity on affix identification as shown by the following:


31. What is the suffix in the word "happiness"?
a. pre- b. -ness c. happy d. -ly

32. In the word "rearrange," what is the prefix?
a. re- b. -range c. arrange d. rear

33. What is the prefix in the word "misunderstand"?
a. under- b. stand c. mis- d. misunder

The students made errors because they do not know how to identify the suffix or prefix in a word. This lack of knowledge led to mistakes in word formation and interpretation.

These results indicate that the control group had a stronger understanding of these competencies. The lower scores of the experimental group highlighted a noticeable disparity in baseline knowledge, suggesting a need for targeted language intervention activity to improve their performance.

Table 3 presents the comparative assessment of language performance levels between the experimental and control groups, prior to the implementation of any interventions. The findings reveal notable differences in the distribution of performance categories between the two groups.

Table 3. Frequency Counts and Percentages of the Level of Language Performance of the Learners in the Experimental and Control Groups before the Interventions.

Level of Performance	**Control Group**		**Experimental Group**	
	F	**%**	**F**	**%**
Outstanding	16	39.0	0	0.0
Very Satisfactory	13	31.7	0	0.0
Satisfactory	12	29.3	5	12.2
Fairly Satisfactory	0	0.0	20	48.8
Did not meet expectations	0	0.0	16	39.0
Total	**41**	**100.0**	**41**	**100.0**

The table shows that the control group exhibited a higher prevalence of outstanding and very satisfactory performances compared to the experimental group. Specifically, 16 or 39.0% of learners in the control group were classified as outstanding, whereas none were classified as such in the experimental group. Moreover, 13 or 31.7% of learners in the control group were categorized as very satisfactory, and again with none in the experimental group.

Conversely, the experimental group had a higher proportion of learners classified as fairly satisfactory (20 or 48.8%) or not meeting expectations (16 or 39.0%) compared to the control group. These initial disparities in language performance levels suggest a need for targeted interventions to address the varying needs of pupils in both groups.

Based on the results of the pre-test, the experimental group received targeted intervention to improve their language proficiency. This intervention was designed to address identified gaps in language skills and enhance overall performance.

In contrast, the control group continued with their standard instruction without any supplementary interventions. This design allowed for a clear comparison between the two groups enabling the assessment of the specific effect of the language intervention activities on the performance of the experimental group.

Post-Test Performance

Table 4 below shows the post test results for both the control and the experimental groups in the three least mastered competencies.

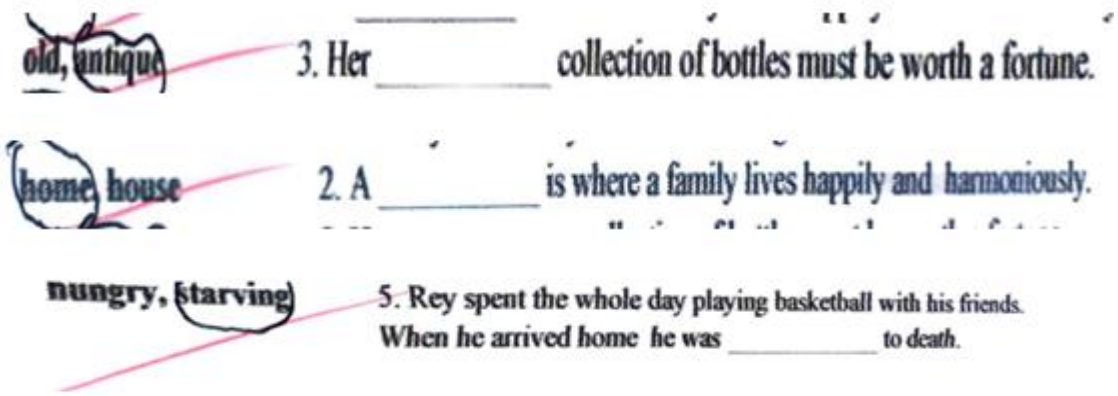
Table 4. Post-test Scores of Control and Experimental Groups in the Three Least Mastered Competencies.

POST- TEST								
Student No.	**CONTROL GROUP**				**EXPERIMENTAL GROUP**			
	D/C (15 items)	**Analogy (10 items)**	**Affixes (10 items)**	**TOTAL**	**D/C (15 items)**	**Analogy (10 items)**	**Affixes (10 items)**	**TOTAL**
1.	11	9	5	25	14	5	6	25
2.	11	8	8	27	12	9	8	29
3.	10	8	9	27	14	10	8	32
4.	12	7	7	26	12	10	7	29
5.	12	8	4	24	12	7	7	26
6.	7	8	7	22	8	9	9	26
7.	13	8	6	27	14	9	9	32
8.	9	8	6	23	12	6	9	27
9.	8	6	7	25	10	7	9	26
10.	13	8	7	28	11	10	9	30
11.	13	5	8	26	11	8	5	24
12.	11	6	7	24	13	8	8	29
13.	9	8	5	22	12	7	6	25
14.	12	7	8	27	12	9	7	28
15.	12	6	9	27	13	5	7	25
16.	11	7	9	27	10	9	7	26
17.	13	3	5	21	12	7	6	25
18.	13	8	8	29	13	7	8	28
19.	10	2	4	16	13	9	6	28
20.	11	6	5	23	13	7	7	27
21.	15	9	8	33	15	6	6	26
22.	13	9	8	30	12	8	5	25
23.	13	8	9	30	13	7	8	28
24.	13	8	9	30	13	9	3	25
25.	14	9	9	32	13	8	5	26
26.	9	5	7	21	13	5	7	25
27.	10	4	2	16	12	8	6	26
28.	8	3	5	16	12	7	5	24
29.	14	6	8	28	13	8	8	29
30.	8	6	2	16	13	6	8	27
31.	11	6	8	25	12	7	7	26
32.	11	5	5	21	13	8	7	29

33.	11	6	5	22	12	9	8	29
34.	11	8	8	27	14	7	7	29
35.	8	6	5	19	10	7	6	23
36.	10	6	5	22	9	9	8	26
37.	9	7	6	22	13	6	6	25
38.	10	8	8	26	11	5	7	23
39.	9	7	7	23	14	6	6	26
40.	10	7	5	22	12	7	7	26
41.	9	7	5	21	13	7	9	29
MEAN	**29.47**	**26.70**	**24.60**		**33.73**	**29.40**	**26.90**	

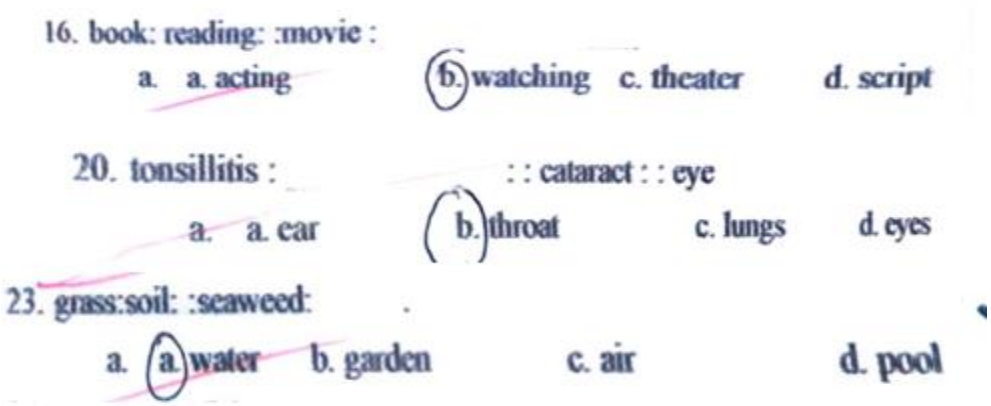
The results show that the experimental group, which received language intervention, scored higher across all three competencies compared to the control group. In Denotation and Connotation, the experimental group had an average score of 33.73, significantly higher than the control group's 29.47. For Analogy, the experimental group scored an average of 29.40, outpacing the control group's 26.70. In the Word Affixes category, the experimental group scored 26.90, while the control group scored 24.60. This improvement shows that the language intervention enhanced the students' language performance.

Additionally, in the control group, denotation/connotation had scores from 7 to 15, while in the experimental group, the scores are from 9 and 15. This suggests that the intervention helped the experimental group achieve a more consistent and higher level of understanding in this area compared to the control group. Samples of improved and correct items are as follows:



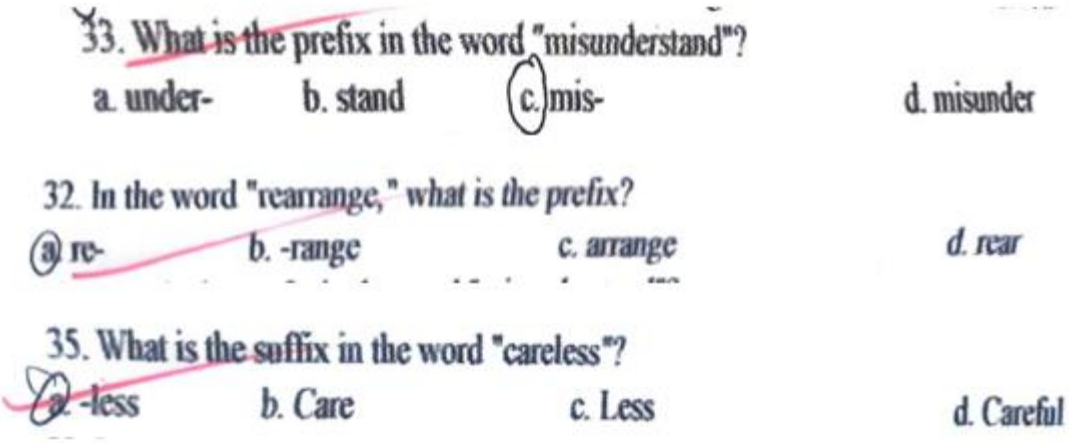
After the language intervention activity during the additional instruction classes, the students demonstrated a significant improvement in their understanding of connotation and denotation. This was evidenced by their ability to correctly answer questions in the connotation and denotation category, indicating that they had successfully grasped the concepts.

For analogy, the control group scored from 2 to 9, with the experimental group scoring from 5 to 10. Again, the experimental group showed a more consistent and improved performance after the intervention. Samples of improvement are the following:



Their ability to provide correct answers in the analogy category indicated a solid understanding of the concept. This improvement suggests that the intervention effectively clarified the relationships between different sets of concepts.

In affixes, both groups had similar highest scores 9 for control and 9 for experimental, but the lowest score in the control group was 2, compared to 5 in the experimental group. This indicates that even the lower-performing students in the experimental group improved in their understanding of affixes compared to those in the control group as the following examples will show:



The students mastered the lesson on affixes as a direct result of the language intervention activity provided. This intervention effectively clarified the usage and meanings of prefixes and suffixes, enabling students to understand how these affixes modify words.

This revealed that the language intervention activity during the additional instruction classes had a positive impact on the experimental group's performance across all competencies, with the lowest scores in the experimental group often surpassing the highest scores in the control group. This indicates that the intervention was effective in enhancing the students' understanding and mastery of the concepts related to denotation/connotation, analogy, and affixes.

Table 3 illustrates the language performance levels among learners in both the experimental and control groups following the implementation of interventions.

Table 3. Frequency Counts and Percentages of the Level of Language Performance of the Learners in the Control and Experimental Groups.

Level of Performance	**Control Group**		**Experimental Group**	
	F	**%**	**F**	**%**
Outstanding	18	43.9	29	70.7
Very Satisfactory	14	34.1	12	29.3
Satisfactory	5	12.2	0	0.0
Fairly Satisfactory	4	9.8	0	0.0
Did not meet expectations	0	0.0	0	0.0
Total	**41**	**100.0**	**41**	**100.0**

In the experimental group, there was a notable enhancement in language performance, with 29 or 70.7% of learners classified as outstanding post-intervention, a significant increase from none in this category before the interventions. Additionally, 12 or 29.3% of learners in the experimental group achieved a classification of very satisfactory, contrasting with the absence of such designations before interventions. On the other hand, while the control group who did not receive any supplementary instruction, the members still exhibited improvements but these changes were less pronounced. In the control group, 18 or 43.9% of learners were categorized as outstanding without the intervention and 14 or 34.1% classified as very satisfactory post-intervention, showing only a slight increase from pre-intervention levels.

The results suggest that learners in the experimental group, who received additional instruction, had higher levels of outstanding performance compared to the control group, which did not receive supplementary intervention.

Difference of Pre-test and Post-test Performance

Table 4 highlights the effectiveness of interventions by comparing mean language performance scores before and after the intervention.

Table 4. Difference between the Level of Language Performance of the Learners before and after the Interventions in the Control and Experimental Groups.

		Mean	N	SD	T	df	Sig.
Control	Pretest	87.59	41	4.04	0.387^{ns}	40	.701
	Posttest	87.81	41	4.87			
Experimental	Pre-test	75.66	41	3.80	5.041*	40	.001
	Posttest	90.66	41	2.46			

*Legend: * = significant; ns = not significant*

It is shown in the table above that the experimental group showed a significant improvement, with a substantial increase in mean performance from the pre-test to the post-test. Specifically, the experimental group scored with a mean of 90.66 in the post-test, compared to the mean of 75.66 in the pre-test. In contrast, the control group's mean performance showed minimal change only, with a mean score of 87.81 in the post-test from a mean score of 87.59 in the pre-test.

Statistical analysis confirmed the significance of these findings, with a highly significant difference observed in the experimental group ($t = -25.041$, $p < 0.001$), while the control group's difference was non-significant ($t = -0.387$, $p = 0.701$). These results strongly suggest that the interventions significantly enhanced language skills in the experimental group, highlighting the effectiveness of the implemented strategies compared to the control group.

The 41 pupils comprising the experimental group participated in language intervention sessions after regular school hours throughout the entire quarter. The pupils were given language intervention activities. This material was tailored to address the competencies that the pupils found most challenging. It included a variety of tasks and activities carefully designed to reinforce learning and help the pupils master the lessons effectively.

Study Output

Based on the study's significant findings regarding improved language performance, the researcher developed a Strategic Intervention Material (SIM) titled "Effort Shapes Future Mastery." This tool aims to support

learners during classes with additional instruction and targets competencies such as connotation and denotation, analogy, and word affixes. The SIM consists of several components.

The Guide Card provides a comprehensive review of the lesson's central theme, clearly outlining learning objectives and key concepts to ensure pupils have a strong foundation before proceeding to activities. The Activity Card features engaging tasks relevant to the lesson, promoting active learning and encouraging the practical application of concepts.

The Assessment Card includes exercises and questions that assess understanding across different difficulty levels, providing valuable feedback to both pupils and teachers. The Enrichment Card includes a wider range of supplementary tasks that challenge pupils to think critically and creatively, deepening their understanding and promoting real-world application.

Finally, the Answer Key helps pupils learn from mistakes and improve their understanding. By utilizing the crafted SIM, "Effort Shapes Future Mastery," teachers can deliver more effective instruction in Grade 4 English, leading to improved learning outcomes for pupils in language proficiency.

Conclusions:

The conclusions derived of this study are as follows:

1. The findings underscore the effectiveness of the language intervention activities in enhancing language performance of the learners. Notably, there was a noticeable improvement in pupils' performance from the pre-test to the post-test in the experimental group. These results carry significant implications for educators aiming to refine their teaching methodologies and enrich their pupils' learning experiences.
2. The substantial increase in participants' scores following the implementation of the language intervention activities was statistically significant, validating the enhancement of language skills. These findings are pertinent for educators aspiring to elevate their pupils' language proficiency. Integrating the five components to craft the SIM can help teachers facilitate the acquisition of essential language abilities and foster improved language performance among their pupils. Hence, the study revealed a significant and substantial effect of language intervention activities on learners' performance.
3. The SIM as an intervention can be utilized as a tool to elevate pupils' language performance in Grade 4.

The recommendations arising from the conclusions of this study are as follows:

1. Language intervention activities can be implemented within the immediate school locale of this study and expanding its implementation to other educational institutions for ongoing refinement and enhancement of its content and application may also be considered.
2. By utilizing the crafted SIM, "Effort Shapes Future Mastery," teachers can deliver more effective instruction in Grade 4 English, leading to improved learning outcomes for pupils in language proficiency.
3. Considering the limitations identified in this study, future research may address the following:

   a. Conduct further investigations to assess the applicability of these findings across diverse populations and educational settings, and to evaluate the long-term effects of such interventions on pupils' language proficiency.
   b. Future studies may ensure similarities of the respondents of the study to avoid issues on internal validity.
   c. Replicate the study in different contexts and with varied populations to validate the reliability and generalizability of the results, ensuring robustness across different educational environments.

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