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Impact of Language Intervention Activities on the English Language Performance of Elementary Learners

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Abstract: This study aims to determine the impact of language intervention activities on the English language performance of Grade 3 learners at Capangpangan Elementary School. Specifically, it seeks to assess learners' English language performance before and after the implementation of the intervention activities, identify the competencies that demonstrate the greatest improvement, and determine the challenges encountered during the implementation process. The study employs a one-group pretest–posttest pre-experimental research design. Grade 3 learners will undergo a pretest to establish their baseline performance, followed by structured language intervention activities designed to address their identified learning needs. After the intervention, a posttest will be administered to measure changes in their English language performance. The intervention activities focus on strengthening essential language competencies, particularly word recognition, oral reading fluency, vocabulary development, reading comprehension, and sentence construction through guided reading, storytelling, word games, picture-based activities, and differentiated learning tasks. Quantitative data from the pretest and posttest will be compared to determine the extent of improvement, while implementation monitoring logs and teacher reflections will document challenges encountered throughout the intervention. The findings of this study are expected to provide evidence on the usefulness of targeted language intervention activities in addressing learners' English language difficulties and improving their academic performance. Furthermore, the results may serve as a basis for enhancing instructional strategies and developing responsive language intervention programs to support literacy development among elementary learners.

Keywords: *Language Intervention Activities, English Language Performance, Grade 3 Learners, Reading Comprehension, Vocabulary Development, Oral Reading Fluency, Pretest–Posttest.*

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I. INTRODUCTION

English is an important language of instruction and communication in Philippine basic education. Developing English language skills during the early grades provides learners with a foundation for understanding texts, expressing thoughts, interacting with others, and accomplishing academic tasks. Consequently, difficulties in basic English competencies may affect not only performance in English but also learners' engagement and achievement in other learning areas where English is used.

Grade 3 is a significant stage in the development of literacy and language skills. At this level, learners are expected to move beyond basic word recognition and develop greater competence in understanding and producing language. They are expected to comprehend age-appropriate texts, use vocabulary appropriately, construct meaningful sentences, communicate ideas, and apply basic language conventions. Learners who have not sufficiently developed these competencies may require additional instructional support.

One way of providing this support is through language intervention activities. Unlike regular classroom instruction, intervention activities are generally focused on particular competencies or learning difficulties identified through assessment. They may provide learners with additional time, guided practice, differentiated activities, repetition, and opportunities for feedback. When appropriately designed, intervention activities can make language learning more accessible and meaningful to learners.

Language intervention may also be strengthened through activities that are interactive and appropriate to the developmental characteristics of elementary learners. For example, storytelling can expose learners to vocabulary and sentence patterns; picture-based activities can support comprehension and oral expression; word and language games can provide opportunities for repeated practice;

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guided reading can strengthen reading fluency and comprehension; and sentence-building activities can develop learners' ability to organize and express ideas.

Despite the availability of different instructional strategies, some learners continue to experience difficulties in English. These difficulties may be associated with limited vocabulary, weak reading skills, lack of confidence in using English, inadequate opportunities for practice, or differences in learners' individual learning needs. Identifying the specific areas of difficulty and providing targeted intervention are therefore important components of effective classroom instruction.

In Capangpangan Elementary School, monitoring learners' classroom performance and assessment results may reveal areas where Grade 3 learners need additional support in English. These learning gaps provide a basis for developing intervention activities that are aligned with the learners' identified needs and the competencies prescribed in the curriculum.

The present study is anchored on the assumption that carefully planned and systematically implemented language intervention activities may help improve learners' English language performance. By comparing learners' performance before and after the intervention, the study will provide empirical evidence regarding the usefulness of the selected activities. The results may subsequently be used to enhance classroom practices and inform future intervention programs at the school.

II. LITERATURE REVIEW

This review explores the role of language intervention activities in improving the performance of young learners who require additional support. The review dwells on the reading outcomes discussed in the literature: word recognition, oral reading fluency, vocabulary, and comprehension skills. Special attention will be paid to the factors that contribute to reading difficulties, remedial instruction, assessment, and research results from the Philippines and other places.

➢ *Related Literature*

- *Factors Associated With Poor Language Performance*

Students with similar reading test scores may display an array of instructional needs. On one side, a slow reader could use further practice of word recognition; on the other, a student with a good reading accuracy could still have difficulties comprehending words and making inferences. Studies on primary reading interventions need to address baseline reading skills and comprehension abilities together, especially if children face constant difficulties (Al Otaiba et al., 2023; Hall et al., 2023). Evidence shows that awareness of meaningful word content, including prefixes and roots, is related to students' comprehension (Liu et al., 2024). This prompts the necessity of assessing word knowledge along with reading orally in order to find out barriers to comprehension.

Learning opportunities also differ outside the classroom. As per Nag et al. (2024), at-home learning environment has a correlation to the language and literacy skills of children in low- and middle-income countries. Different levels of access to printing resources, speaking to someone or reading together greatly influence the teachers' choice of suitable materials and tasks for homework. Finally, at the level of education systems, international studies indicate that schools have faced educational problems during Covid-19, the degree of which differs depending on the country.

In the Philippines, a report from the World Bank and the UNESCO Institute for Statistics (2024) states that there was a high level of learning poverty in the country before the pandemic. This conclusion is supported by results from the Southeast Asia Primary Learning Metrics evaluation in 2024, which demonstrated positive trends in terms of the achievements of primary learners in the Philippines and persistent inequalities related to household wealth and whether or not the student spoke the assessment language at home (UNICEF Philippines, 2025). The section on PISA in the Philippines includes sections on the reading ability of 15-year-olds (OECD, 2023). While PISA shows the bigger picture in terms of education in the country, primary education tests are closely related to what was needed for the primary grades.

- *Reading Profiles and Instructional Needs*

Elements of word recognition and comprehension differ for an early-stage reader. Misreading words disrupts a sentence and may lead to a lack of understanding of the text in general. A reader can pronounce separate words correctly but need such a long time for that reading that they find it hard to remember what they just read. Either way, comprehension questions do not give useful information to locate the source of the problem. Monitoring oral reading and analyzing answers either way allows the educator to understand whether the child needs additional teaching in word recognition, fluency, or comprehension of connected text (Al Otaiba et al., 2023; Vaughn et al., 2022).

In cases when a learner reads a text accurately and at a moderate speed but only remembers disconnected pieces of information, this presents an entirely new profile. The teacher can ask the student something such as explaining a certain term, pointing out the similarities between the paragraphs, or confirming the logical conclusion with the text. Comparing the answers after a student reads a text individually and after a teacher reads a similar text aloud can give an indication of whether the problems with the text stem from the text itself. Another things to take into account when working on providing the right instruction in the future are the additional tasks given to the learner (Denton et al, 2022; Filderman et al, 2022).

The requirements of reading also differ between elementary school levels. While beginning readers work on accurate word identification, oral skills, and comprehension, students gradually face new issues in reading long texts and more advanced vocabulary, including many syllable words

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and new concepts. Research findings from intervention studies in early childhood education indicate that teachers need to take into account the skill set of the students when choosing appropriate texts for this age group (Denton et al., 2022; Vaughn et al., 2022). When it comes to students studying in another language, it also makes sense to consider their familiarity with the language when analyzing the results of their assessments (Nag et al., 2024; UNICEF Philippines, 2025).

- *Importance of Intervention Activities*

The requirements of reading also differ between elementary school levels. While beginning readers work on accurate word identification, oral skills, and comprehension, students gradually face new issues in reading long texts and more advanced vocabulary, including many syllable words and new concepts. Research findings from intervention studies in early childhood education indicate that teachers need to take into account the skill set of the students when choosing appropriate texts for this age group (Denton et al., 2022; Vaughn et al., 2022). When it comes to students studying in another language, it also makes sense to consider their familiarity with the language when analyzing the results of their assessments (Nag et al., 2024; UNICEF Philippines, 2025).

Direct vocabulary instruction can develop awareness of the taught words, since students have chances to work with them in real situations. Instruction can contribute to familiarity with roots and affixes and their meanings. According to Colenbrander et al. (2024), morphological instruction was effective to different extents in achieving different literacy results, thus demonstrating the usefulness of checking the skills which were trained during its application and whether the students have used them by the time they read the unknown material. As far as comprehension is concerned, Filderman et al. (2022) found results suggesting that knowledge about context and instructional strategies can benefit struggling readers. The results of the research carried out by Peng et al. (2024) showed that combination of focusing on central ideas, text structure, and retelling was valuable when the context of instruction included background knowledge provision. Educators can use the outcomes of the research by presenting necessary words and terms beforehand, showing how to find the main idea of the text, and asking students to retell the text using additional evidence.

When tutoring takes place, it gives the opportunity to give students feedback and practice certain skills frequently. According to Nickow and his colleagues (2024), tutoring programs for PreK-12 educational institutions have an average positive impact on learners' performances, especially among younger children and in programs with numerous sessions. In the Philippines, there are various strategies for helping children learn effectively (Department of Education, 2023, 2025a). The ARAL reading instructions explain how the help should be provided (Department of Education 2025b).

- *Word Reading and Oral Reading Fluency*

Fixing incorrect reading of words involves a stepping-up approach, from demonstration to guided practice. Teachers can model how to break a multisyllabic word into chunks, prompt students to blend the chunks of sounds together to read the word and help them learn to recognize the same process in other words. Then students should read sentences and short passages that contain this pattern. Practicing the skill on connected text provides an opportunity for teachers to check whether students apply this pattern in reading. Evidently, data from synthesis of studies on elementary reading interventions have shown that systematic training in basic skills is very effective for students with serious word reading problems (Al Otaiba at al, 2023; Hall et al, 2023).

Fluency practices can consist of pairing a model of reading with phrasing with guided re-reading and immediate corrective feedback. A teacher may read a short text, showing how punctuation and meaning influence the process of phrasing in reading, and have students read it while paying attention to pauses and wrong words in the text. Further reading of the text that students have never seen before will reveal whether their skills have been improved only in the practiced material (Vaughn et al, 2022).

- *Vocabulary and Word Analysis*

One example of vocabulary work is word analysis. Teachers may initiate vocabulary instruction using only the most basic words that the students must know in order to understand the passage. Students can define each word using their own words, and tell someone whether it is an example or not, and use it in a sentence from the reading. The same activity may require the students to try to guess the meaning of an unknown word, based on the root of the word, the morpheme, or the context of the reading. This process allows us to see both the remembering of the words that were taught directly and the ability to apply some word-learning strategy on the material that is new.

Word analyses may take place during comprehension activities. For example, in an informational passage, the teacher may ask how the prefix of the word changes its meaning and let students specify how they use that meaning in the task. Liu et al. (2024) say that morphological awareness is connected to reading comprehension. The findings in the review conducted by Colenbrander et al. (2024) also confirm that morphological instruction produces some effect and presents different results depending on the way of literacy.

- *Reading Comprehension and Oral Language*

Comprehension activities can be carried out at different times of the reading process, that is, before, during, and after reading. Before reading, the teacher may establish the necessary background for understanding the reading material and give some key vocabulary. While reading, students may pause to clarify the meaning of a paragraph, verify a prediction, or figure out what the author describes. After reading, students may summarize the story in order, or

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organize the informational text according to the main idea and supporting details. Organizing the text can guide the oral activity. Narrative text would require focusing on the characters and the events, while informational text would require distinguishing between cause and effect (Filderman et al., 2022; Peng et al., 2024).

Through oral explanation, students practice showing their thought process. For instance, asking a student to name the sentence that gives support for the answer shows if the answer is based on the text or is just a guess. While conducting guided conversation, a teacher may respond first, ask students to repeat it or fill a similar explanation, then ask them to provide their own response. The use of this conversation facilitates the studies that were reviewed in this paper.

- *Assessment in Remedial Instruction*

Comprehension activities can be carried out at different times of the reading process, that is, before, during, and after reading. Before reading, the teacher may establish the necessary background for understanding the reading material and give some key vocabulary. While reading, students may pause to clarify the meaning of a paragraph, verify a prediction, or figure out what the author describes. After reading, students may summarize the story in order, or organize the informational text according to the main idea and supporting details. Organizing the text can guide the oral activity. Narrative text would require focusing on the characters and the events, while informational text would require distinguishing between cause and effect (Filderman et al., 2022; Peng et al., 2024).

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Both the skill taught and how it is applied to new material should be evaluated. Hansford et al. (2026) compared results from standardized and nonstandardized measures of comprehension, revealing that the evaluation methods may yield different conclusions about the effectiveness of an intervention. This distinction is significant when students are practicing specific words or texts in the course of the program. Good performance on the same tasks indicates learning success, while good performance on new texts serves as proof of transfer.

- *Baseline, Progress, and Outcome Evidence*

A baseline assessment is the process of assessing what a student is good at before teaching begins. Meanwhile, a progress assessment answers the question of what improvements the student has made during the teaching process, while an outcome assessment looks at how the student has performed following intervention. Each type has its own implications. Thus, a baseline assessment can determine which group a student is best fitted for, a progress assessment can make teachers change their methods, while outcome assessments will help decide whether the student should continue receiving additional learning support (Fuchs et al., 2025; Harris et al., 2022; Xuan et al., 2022).

Proper assessment conditions will enable the researcher to interpret the obtained results accurately. For instance, if a person achieves an obvious level of fluency, the reason for such improvement may be easier reading materials used or familiarity with identical materials due to rereading. Using the same passages for assessment and having common criteria for marking solves the problem of determining what the improvement stands for. Moreover, teachers may use categories of frustration, instructional, and independent along with individual marks or their evaluation of particular aspects of a learner's skills (Casingal, 2022; Hansford et al., 2026; Jumao-as et al., 2025).

A low initial score followed by improvement provides a record of change. The strength of the inference about the intervention depends on how the study is designed and what else occurred during the period. Regular classroom instruction, growing familiarity with the tasks, and variation in attendance may also affect the observed performance. Reporting the baseline, the post-intervention scores, and the assessment procedures gives readers a clearer basis for judging what the result supports. The Philippine studies illustrate the importance of making these distinctions when interpreting pretest–posttest results (Bebis & Prieto, 2023; Casingal, 2022; Po et al., 2025).

- *Choosing Language Intervention Activities*

When picking the method of intervention, one needs to consider the pupil’s reading ability. For example, if a student frequently misreads words while reading, they would benefit from decoding drills followed by reading coherent text. If a pupil reads words correctly, but slowly, modeled reading with oral practice may be the most appropriate intervention. In fact, pupils who do read correctly but face comprehension problems will benefit from vocabulary instruction or from the generation of questions and retelling of the stories they read (Killingly et al., 2026; Vaughn et al., 2022). As teachers find out more about their students, the groups they have created can be adjusted.

So that the technology can be used for practice, it is essential that its tasks match the existing learning gap. Technology interventions for primary school pupils have been analyzed in several research papers that dealt with various types of such interventions both for pupils struggling with reading and with other problems (Alqahtani, 2024; Dahl-Leonard et al., 2024). Teachers can select different activities based on some digital technology that can provide feedback for the appropriate skill and check whether pupils have accomplished this skill in reading the text aloud or reading a new passage.

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- *Grouping, Delivery, and Participation*

Small group teaching enables an instructor to monitor students' responses and provide assessments. The learners can be grouped according to their instructional requirements initially. They can be regrouped afterwards as needed according to the results of assessments. Differentiation involves texts, modeling, and guided practices. In Philippine action research done by Po et al. (2025), tiered instruction was utilized to improve reading comprehension skills of Grade 3 students, providing an illustration of availability of variations in reading.

Program reports may differentiate between the frequency of planned sessions and the frequency of actual attendance. They may also provide information on instructional activities conducted in sessions and whether instructions were presented in a similar manner across the groups. This is important because students who miss a number of sessions tend to get fewer opportunities for practice and feedback. The reviewed tutoring results show that program delivery in terms of number of sessions was correlated with the outcomes by Nickow et al. (2024).

When necessary, educational institutions are allowed to provide short practical tasks for families. Instructions can involve easy tasks like providing the students with the passage to retell or discussing the meaning of some important words. The materials and instructions need to be in line with the availability of printed materials in the home, as well as the language commonly used by families. The evidence relating to household literacy confirms the need to keep these differences in mind when providing assistance while educational institutions continue to offer explicit teaching and monitor the progress of their students (Nag et al., 2024).

➢ *Related Studies*

- *Philippine Studies*

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Jumao-as et al. (2025) examined a sample of 31 Grade 4 students from Ozamiz City. The sample went from being in the frustration stage to the instructional stage after the remedy for reading difficulties. Po et al. (2025) examined sprinkled reading activities and their effects on Grade 3 students from Cebu City, showing improvements in five out of the six comprehension skills being measured. Measures of success in the two studies suggest that the use of reading levels and skills in specific comprehension areas can provide indicators about the performance of the students. It is important to understand changes relevant to only one group of students in conjunction with standard classroom interventions and influences experienced during the time when the intervention was taking place.

- *International Studies*

In their research, Hall et al. (2023) collated data from both experimental and quasi-experimental primary studies focused on children with dyslexia or those at increased risk. The study concluded that reading interventions were able to improve standardized reading outcomes for children, pointing towards effective supplemental instruction for children with word reading problems. However, the average effect is expected to vary from one program to another. The analysis by Killingly et al. (2026) confirmed that students with reading difficulties receive positive outcomes in grades 4 through 12. The effect varies by outcome category.

The use of international evidence clarifies the different effects of certain interventions and the methods of delivering the intervention. Research into comprehension has looked at the nature of instruction, that is, the elements of prior knowledge, main messages in the text, structure of the text, and retelling of the text (Filderman et al., 2022; Peng et al., 2024). Research has looked at methods of delivery, for instance, the number of sessions and the level of tutor’s guidance (Nickow et al., 2024). The results of these studies indicated that an assessment of a language intervention program should include both the description of the character of what learners had to do in the intervention as well as the description of exposure to the classes.

- *Comparison of Findings Across Settings*

Local studies on interventions provide for variation regarding age groups, evaluations, and designs. According to Casingal (2022) and Jumao-as et al. (2025), changes documented with Phil-IRI were used to present how students receiving intervention improved. In turn, Po et al. (2025) noted differential skills in comprehension, which demonstrated that progress can show variation in the same study. Bebis and Prieto (2023) engaged control group in their design and found improvement in the test results of the intervention group, but statistically nonsignificant difference between groups. The findings of the studies contribute to the idea of documenting changes that have occurred and the design used for assessment.

The meta-analysis of international studies allows pooling of evidence collected from several studies, including those that involve control groups. In this respect, the scope of reviews is different too. Denton et al. (2022) conducted research focused on primary school, Hall and his colleagues (2023) analyzed elementary school students with dyslexia, while Killingly and his colleagues (2026) studied broader categories, starting from grade four. The gathered information confirms applicability of the targeted intervention in the field, but raises questions about the most suitable methods for such intervention methods.

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Various outcome measures may also contribute to the difficulty in making direct comparisons among research findings. A classification of reading level, a general score on vocabulary taught, and a score of comprehension of an unknown text all refer to different types of performance. Hansford et al. (2026) stress the need to understand this difference in considering results related to comprehension. In this study, the basis for the measure used in the research will come from the performance that the activities aim to improve. If the activities relate mainly to improving comprehension, accuracy or fluency measures of performance will help understand pupils' needs while a comprehension measure would answer the question regarding the outcome.

III. METHODOLOGY

➢ *Research Design*

This study will employ a one-group pretest–posttest pre-experimental research design to determine the impact of language intervention activities on the English language performance of Grade 3 learners at Capangpangan Elementary School. The design will allow the researcher to determine the learners' level of performance before and after their participation in the intervention and to examine whether the difference between the two sets of scores is statistically significant.

Before the intervention, the selected participants will take a pretest to establish their baseline performance in the English language competencies covered by the study. The researcher will then implement a series of structured language intervention activities based on the learners' identified needs. After the intervention period, the participants will take a posttest to determine changes in their performance. The pretest and posttest results will be compared to identify the competencies that show the greatest improvement.

The study will also include a descriptive component to document the challenges encountered during the implementation of the intervention activities. These challenges will be gathered through an implementation monitoring log and written reflections or responses from the teacher or personnel directly involved in the intervention. The quantitative results will address the learners' performance and the qualitative information will describe implementation-related concerns. Since the study will use one group without a comparison group, any observed improvement will be interpreted as a change associated with participation in the intervention and not as conclusive proof that the intervention alone caused the change.

IV. CONCLUSION

Philippine literature and international studies highlight the necessity of determining the needs of learners, implementing specialized training programs, and assessing their outcomes. Fundamental reading exercises focus on problematic word reading. Vocabulary and comprehension exercises support learners in understanding the meaning of texts, which become more and more challenging. Although these competencies are interrelated, improvement in one of them does not guarantee improvement in other components of language ability.

Philippine literature shows an increase in specific reading performance measures with discrepancies depending on skills and methodologies used. International literature shows overall positive effects of reading training programs employed and the importance of educational content and indicators of performance. The current paper addresses a practical question related to this literature by examining the performance of primary school students in terms of a defined set of language interventions. The interpretation of the findings depends on how students' performance was assessed and to what extent the research design distinguishes the changes related only to language intervention from the effects of other factors influencing students' achievement.

The available literature has shown reasons for providing additional instruction based on the student's needs. It indicated that the effectiveness of a particular program cannot be used for the success of another program for a different group of elementary students. The most relevant studies conducted in the Philippines refer to different grade levels and get different conclusions depending on the measures used in each case. While some studies show progress in the students' overall reading competencies, others indicate differences in various comprehension skills. It is still not clear how the students in the current research will succeed in the outcomes targeted in intervention programs undertaken.

Research discusses links between three crucial aspects of the present study: the specific skill determined through baseline assessment, the instruction session during intervention, and the students' performance assessment. For instance, the activity aimed at making students identify the main idea and supporting details can be best assessed by those tasks that involve the same skills with similar parts of information. The description of the plan, activities, and evaluation of the process make the current findings comparable to Philippine studies conducted to remedy the situation and to international studies in the area.

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➢ *Conflict of Interest Statement*

The author declares no conflicts of interest.

➢ *Ethical Statement*

This article is based solely on a qualitative narrative review and thematic synthesis of existing academic literature and relevant institutional publications. No primary data were collected from human participants, and ethical approval was therefore not required.

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