

Usability and content validity of Strategic Intervention Materials (SIMS) for English 2 learners

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Abstract: This study developed and validated Strategic Intervention Materials (SIMs) to improve the phonological awareness and word recognition among Grade 2 learners. Specifically, this study crafted SIMs for English 2 learners who failed to master the competencies in phonic and word recognition in MELCs English 2. It employed descriptive-developmental research design. A purposive sampling technique was used to select the participants who possessed the requisite expertise for the validation process of the crafted Strategic Intervention Material (SIM). The study adapted the instrument of Cubillas (2018). Results showed that the least-learned competency among Grade 2 learners in English 2 was related to phonics and word recognition. Specifically, learners struggled with tasks such as matching pictures to sight words and reading short phrases with specific word patterns. Furthermore, the content experts rated the developed SIMs as "Very High," indicating that the materials were suitable for enhancing the mastery of least-learned competencies among Grade 2 learners. Usability experts rated the SIMs highly in terms of ease of administration, scoring, cost-effectiveness, and time efficiency, suggesting practicality for classroom use. However, areas for improvement were identified, including enhancing instructional clarity, learner independence, and engagement, as well as ensuring alignment with language arts content standards. Overall, the SIMs demonstrated consistency in high content validity ratings across various indicators, reinforcing their effectiveness in meeting educational objectives and curriculum standards for Grade 2 English learners. A proposed action plan offered a structured approach to maximize the potential of the SIMs, involving material refinement, professional development, stakeholder collaboration, and continuous evaluation.

Keywords: Content, English, Strategic Intervention Materials Validation, Usability Validation

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INTRODUCTION

Reading is the foundation for learning across all academic subjects. However, according to Paige (2019), many learners failed to develop their reading skills. Based on global assessments, millions of children entered late primary school without basic literacy abilities. This "learning crisis" severely restricted learners' educational progress and life potential. Providing targeted reading support in early grades was very important to help struggling learners before gaps widened.

The ability to read fluently, defined as reading quickly and accurately with good emotion (Greenspan et al., 2019), was a vital component of skilled reading. According to Multilit (2024), fluency had three components: rate, prosody, and accuracy. Accuracy referred to the correct decoding of letters (graphemes) and sounds (phonemes) and combining them to form a word. Around Grade 2, learners transitioned from "learning to read" to "reading to learn" content across subjects. Fluency was essential for understanding texts and gaining knowledge (Nogayon, 2020). Nevertheless, evidence suggested that many early primary learners lacked fluency, which impeded understanding (Williams et al., 2019).

Phonics and word recognition were important elements of fluent reading (New York State Education Department, 2024). Learners without fluency struggled to grasp grade-level texts, falling behind peers. Yet, in many educational contexts, fluency building was overlooked or underemphasized compared to other areas like vocabulary (Nogayon, 2020). More research on effective reading fluency techniques tailored for young learners was needed.

One promising approach to address early reading difficulties was the use of tailored Strategic Intervention Materials (SIMs). SIMs, or instructional packages, were dedicated to cultivating foundational literacy skills using evidence-based techniques, tailored to individual learner needs (Goodwin et al., 2020). Recent studies indicated that SIMs, specifically designed for essential areas such as phonics, vocabulary, comprehension, and fluency, exhibited notable efficacy in enhancing outcomes for struggling readers (Koushik, 2020). When integrated with classroom instruction, SIMs offered focused and intensive practice, enabling struggling readers to master literacy skills and bridge the gap with their peers (Paige, 2019). Carefully developed and evaluated SIMs had the potential to enhance the reading abilities of many at-risk learners in the early elementary grades.

In the Philippines, national tests showed most learners still lacked reading proficiency even by Grade 3 (DepEd, 2019). This situation continues across regions and schools, indicating that Grade 2 learners continue to be poor readers (Idulog et al., 2023).

Despite teachers' efforts to improve learners' reading fluency and reading proficiency, recent data from the post-test conducted in the Southwest Butuan District during the 2022-2023 academic year revealed a significant concern. Approximately 50% of the total learners assessed in the district were identified as struggling readers based on the Functional Literacy Assessment Tool (FLAT). In addition, phonics and word recognition were the competencies with the lowest MPS among Grade 2 learners of Bit-os Elementary School. This finding indicated that a considerable portion of the learner population in this specific geographical area faced challenges in developing proficient reading skills.

Many reading programs were available for elementary school students, but not many specifically catered to the needs of students in Grade 2. Phonics and word recognition were not included in most classroom remedial programs, which had an impact on the fluency component (Idulog, 2023). They failed to adequately address this major barrier to reading fluency and learning by neglecting phonics and word recognition areas. This revealed a gap in research and practice on evidence-based Grade 2 phonics and word recognition instruction in the Philippine setting.

This research aimed to address the gap in addressing the barrier to reading fluency by developing Strategic Intervention Materials (SIMs) based on the identified least-learned skills of Grade 2 learners. It examined the validity of the developed Strategic Intervention Materials (SIMs) in terms of objectives, technical quality, instructional quality, organization, language arts content, and alignment. Additionally, this research examined the usability of the materials in terms of ease of administration, ease of scoring, expenses, and time. Moreover, this research aimed to propose an action plan based on the findings of the study.

Research Objectives

This study aimed to develop and validate Strategic Intervention Materials (SIMs) to improve reading fluency among Grade 2 learners.

Specifically, the study aimed to answer the following questions:

1. What is the least learned competency of the Grade 2 learners?
2. What strategic intervention materials could be developed based on the least learned competencies?
3. What is the level of validity of the SIMs in terms of:
 - 3.1 objectives;
 - 3.2 technical quality;
 - 3.3 instructional quality;
 - 3.4 organization;
 - 3.5 language arts content; and
 - 3.6 alignment?
4. What is the level of usability of the of the SIMs in terms of:
 - 4.1 ease of administration;
 - 4.2 ease of scoring;
 - 4.3 expenses; and
 - 4.4 time?
5. Based on the findings, what action plan could be proposed to enhance the strategic intervention materials?

METHODOLOGY

Research Design

The study employed descriptive-developmental research design in developing and validating a strategic intervention material (SIMs) that facilitates the difficulties of the learners in reading. Descriptive research design is use to describe the result and the data of the study. Descriptive research design was used in the study because the design allows for a detailed exploration and documentation of the current status of reading fluency among Grade 2 learners at Bit-os Elementary School. Descriptive research is important in this study to establish a baseline understanding of the existing challenges and variations in reading abilities. Furthermore, the study identified specific areas where learners encounter difficulties, laying the groundwork for the subsequent developmental phase.

Respondents and Locale of the Study

The study was conducted at Bit-os Elementary School, located in Butuan City, Philippines. Butuan City is a highly urbanized city situated in the northeastern part of Mindanao island, within the Caraga administrative region. With a population of over 337,000 as of 2020, Butuan City serves as the regional center of Caraga.

Barangay Bit-os had a total population of 71,234 residents as of the 2020 census. The school lies in the heart of a dense residential neighborhood within the barangay, enabling it to conveniently serve the educational needs of families living in the immediate vicinity.

Bit-os Elementary School first opened its doors to learners on January 1, 1956. For over six decades, the school has provided quality primary education to generations of learners in the community. Bit-os Elementary is identified as School ID #132105 under the administration of the Southwest Butuan District.

This study focused specifically on the Grade 2 level learners at Bit-os Elementary School. There are two sections of second graders at the school, named Section Mango and Section Orange. Between these two classes, there is a total enrollment of 45 learners – 22 boys and 23 girls.

These particular Grade 2 sections were purposefully chosen as the focus for the research due to observed needs to improve reading fluency skills among learners at this grade level within Bit-os Elementary School. Through the item analysis for the first grading period, the least-learned skills aimed to address by the Strategic Intervention Materials which this study produced.

Research Instrument

This study utilized an adapted version of the instrument developed by Cubillas (2018). The adapted instrument was utilized in the study because it assessed the validity of Strategic Intervention Material localized in Butuan City.

The questionnaire was structured with a 5-point Likert scale response format to quantitatively assess the following aspects: in terms of content validity; objectives, technical quality, instructional quality, organization, language arts content and alignment, and in terms of usability; ease of administration, ease of scoring, expenses, time, and other factors. The instrument was validated by experts in English specialist, and reading coordinators.

Utilizing a previously developed instrument as the basis of this study provided a strong foundation for the questionnaire. While the specifics are fit to the fluency focus, the overall structure, response format, and validation process was drawn from the existing measure. The instrument has provided strong insights into the perceived efficacy of the fluency-based SIMs. Overall, this adaptation process was yielding a validated instrument tailored specifically to evaluate the SIMs created for building Grade 2 reading fluency skills at Bit-os Elementary School.

Data Analysis

This study employed a descriptive statistic which was weighted mean to answer the problem posed in Chapter 1. The weighted mean was applied to get the average rating of the least-learned and validity of the constructed Strategic Intervention Material. Mean Percentage Score was also utilized to get the statistical result of the least learned skills.

FINDINGS AND DISCUSSION

Least-learned competency of the Grade 2 learners in Bit-Os Elementary School

The results from the consolidated item analysis revealed the least-learned competencies of the learners in English 2 among the two Grade 2 classes of Bit-os Elementary School . Upon careful examination of the data presented in Table 2, it becomes evident that the domain of "Phonics and Word Recognition" emerges as the area where learners struggle the most.

Specifically, the items related to matching pictures with their corresponding sight words (EN2PWR-IIIId-f-7.1), read short phrases consisting of short /e/ words (EN2PWR-IIIId-f-10), and reading short phrases and sentences (EN2PA-Ig-2.3) and reading short stories consisting of short 'e' words and sight words (EN2PWR-IIIi-j-12) have the lowest average percentage of correct responses. These findings align with existing research that highlights the challenges young learners face in developing phonological awareness and word recognition skills, which are foundational for reading proficiency (Castles et al., 2018).

The results highlight the lack for targeted intervention strategies that focus on explicitly teaching phonics and sight word recognition. Studies suggest that systematic and structured phonics instruction, along with ample opportunities for extensive reading practice, can significantly improve word recognition abilities among struggling readers (Ehri, 2020).

Furthermore, the relatively low performance in these areas indicated gaps in the instructional approach or materials used, necessitating a comprehensive review and revision of the curriculum and teaching methodologies. Incorporating multisensory techniques and engaging hands-on activities, such as Strategic Intervention Material have been shown to enhance the effectiveness of phonics and word recognition instruction (Coyne et al., 2018).

The Developed strategic intervention materials based on the least learned competencies

The three SIMs target specific phonics skills related to reading short phrases, matching pictures with sight words, and decoding words with the medial /e/ sound and various onset and rime combinations. The family of words such as /et/, /en/, and /eg/ were included as titles of the materials. This approach aligns with extensive research highlighting the critical role of phonemic awareness and phonics instruction in developing foundational reading abilities (Ehri, 2020).

By concentrating on the identified least learned competencies, the SIMs have the potential to address the root cause of the learners' struggles with phonics word recognition and reading fluency.

Moreover, the inclusion of activities involving picture-word matching and reading short stories in the developed SIMs' aligns with evidence-based practices that promote the integration of phonics instruction with meaningful reading experiences (Coyne et al., 2018). This approach not only reinforces the application of phonics skills but also fosters engagement and motivation, which are essential for sustained learning. By focusing on the least learned competencies, the SIMs have the potential to close achievement gaps and prevent further widening of reading difficulties gap among struggling learners (Wanzek et al., 2018).

The proposed strategic intervention materials represent a well-grounded and targeted approach to addressing the identified needs of the Grade 2 learners in English 2. The developed SIMs have the potential to address the least learned competencies and strengthen foundational reading skills and promote overall literacy development.

Content validity of strategic intervention material as perceived by the experts

The results presented in Table 4 provide an in-depth evaluation of the content validity of the Strategic Intervention Material 1 (SIM 1) by a panel of experts. The data reveals a highly positive assessment across all indicators, with an overall weighted mean of 4.73, corresponding to a "Very High" interpretation.

Notably, the highest ratings were observed for the "Objectives" and "Technical Quality" indicators, both achieving a perfect weighted mean of 5.00, indicating that the experts "Strongly Agree" with the appropriateness and quality of these aspects. This consensus among the experts suggests that the learning objectives are well-defined, aligned with the curriculum, and grounded in the actual needs of the learners. Additionally, the technical aspects, such as graphics, text legibility, and material quality, have met the highest standards, ensuring an optimal learning experience for the learners.

The "Instructional Quality" indicator received the least rating among the indicators, it also received a highly favorable rating of 4.60, reflecting the experts' strong agreement with the clarity of directions, integration of prior knowledge, and

the variety of activities provided in the SIM. However, it is worth noting that the experts expressed some reservations regarding the ability of learners to answer activities independently (mean = 4.20) and the potential for activities to encourage learners to proceed to the next task (mean = 4.20). These slightly lower ratings suggest areas for potential improvement or clarification to ensure maximum instructional effectiveness. As suggested by the evaluators, instructions and proper placing of images should be observed.

The "Organization" indicator received an impressive weighted mean of 4.75, next to the highest "Objectives" and "Technical Quality" indicators. It indicates that the experts strongly agree with the overall structure and organization of the SIM. The sequence of activities, adherence to the suggested SIM components (e.g., guide card, activity cards, assessment cards), and appropriate levels of difficulty were highly rated. However, the experts expressed some uncertainty regarding the material's ability to effectively stimulate learners' creativity (mean = 4.20), provide engaging and challenging activities (mean = 4.00), and offer a balanced assessment type (mean = 4.20). These aspects may require further examination and refinement to enhance the overall quality of the developed SIM.

The overall result implies a positive assessment by the experts validated the SIM 1, providing a strong foundation for its implementation as an effective intervention tool. However, the areas where moderate agreement or uncertainty was expressed should be carefully reviewed and addressed to enhance the material's effectiveness further.

Furthermore, the positive validation of the SIMs content by experts highlight the importance of evidence-based practices and stakeholder involvement in the development of instructional materials. Engaging experts in the validation process not only lends credibility to the material but also ensures alignment with established pedagogical principles and best practices in literacy instruction (Kennedy, 2019).

It is also important to note that while the content validation is a critical step, the successful implementation of the SIM required comprehensive support and professional development for educators. Providing teachers with training on effective instructional strategies, progress monitoring techniques, and seminars and workshops in crafting SIMS can enhance the fidelity and impact of the intervention (Coyne et al., 2018).

The results of the content validation by experts provide a strong endorsement of the Strategic Intervention Material 1. By incorporating expert feedback, providing comprehensive professional development for educators, and continuously monitoring and adapting the intervention based on data, the SIM has the potential to become a powerful tool in addressing the least-learned competencies and promoting literacy development among Grade 2 learners in English 2.

Table 5 displays the results of expert validation on the content validity of a specific Strategic Intervention Material (SIM) designed for English 2 learners, referred to as "Strategic Intervention Material 2." The study aimed to assess various aspects of the SIM's content as perceived by experts, focusing on specific indicators related to objectives, technical quality, instructional quality, organization, language arts content, and alignment with curriculum standards.

The results depicted in the data revealed a highly positive assessment of SIM 2 by the panel of experts, with an overall weighted mean of 4.77, corresponding to a "Very High" interpretation. This strong endorsement of the material's content validity suggests that the experts found it to be well-designed, aligned with the curriculum, and effective in addressing the identified learning needs of the Grade 2 English learners.

Notably, the "Objectives" and "Technical Quality" indicators, just like the SIM 1 in the previous discussion, also received the highest possible weighted mean of 5.00, indicating that the experts "Strongly Agree" that the learning objectives are specific, measurable, attainable, realistic, time-bound (SMART), aligned with the curriculum, and based on actual needs. Additionally, the technical aspects, such as graphics, text legibility, material quality, and writing space, also met the highest standards, ensuring an optimal learning experience.

The "Organization" indicator received an impressive weighted mean of 4.83, next to the highest rated indicator, this implies that the experts strongly agree with the overall structure and organization of SIM 2. The sequence of activities, adherence to the suggested SIM components, appropriate levels of difficulty, and the ability of the material to stimulate creativity, engage learners, and provide

balanced assessment types were highly rated. However, the experts expressed moderate agreement regarding the material's ability to effectively stimulate learners' creativity (mean = 4.40), provide engaging and challenging activities (mean = 4.40), and offer a balanced assessment type (mean = 4.40), which aligns

with the findings for SIM 1. This result shows the need for improvement of the SIM to enhance the overall content of the SIM in the teaching and learning process.

On the other hand, the "Alignment" indicator has received the least rate among all the indicators, nevertheless, a weighted mean of 4.55 indicates that the experts strongly agree with the material's alignment to the curriculum, its usefulness as a resource, and its alignment to the anchor standards for teaching English 2. Moreover, similar to SIM 1, the experts expressed moderate agreement regarding the purposefulness and skill/concept alignment of the activities (mean = 4.40) and the alignment of tasks to the anchor standards (mean = 4.20).

The implications of these findings are consistent with those discussed for SIM 1, further reinforcing the need for careful review and refinement of the areas where moderate agreement or uncertainty was expressed. Incorporating feedback from the experts and making necessary revisions can enhance the instructional quality, organization, language arts content, and alignment aspects of SIM 2 (Kennedy, 2019).

Moreover, it is noteworthy that the experts' ratings for SIM 2 are generally consistent with those for SIM 1, with similar areas of strength and potential improvement identified. This consistency in ratings across the two SIMs suggests a coherent and systematic approach to the development of these intervention materials, ensuring alignment with best practices and addressing the identified learning needs of the target population.

However, it is essential to critically analyze the areas where moderate agreement or uncertainty was expressed by the experts, as these may represent opportunities for further refinement and improvement. For instance, the experts' moderate agreement regarding the ability of learners to answer activities independently and the potential for activities to encourage learners to proceed to the next task (both in SIM 1 and SIM 2) may indicate a need to review the instructions, scaffolding, and sequencing of activities to ensure optimal learner engagement and independence.

Data presents the results of expert validation on the content validity of another Strategic Intervention Material (SIM) designed for English 2 learners, referred to as "Strategic Intervention Material 3 ". The data presents a detailed analysis of expert perceptions regarding the quality, effectiveness, and alignment of the SIM with educational objectives and standards for English 2 learners.

The overall results indicate a strong agreement and satisfaction among experts with regard to the SIM's content validity, with an overall weighted mean score of 4.77, categorized as "Strongly Agree" and deemed "Very High" based on the interpretation scale. This validation process supports the effectiveness and appropriateness of the SIM for supporting English 2 learners in achieving their educational objectives and meeting curriculum standards.

The results presented in Table 6 depicts the experts' validation of the content of Strategic Intervention Material 3 (SIM 3). The data demonstrates a consistently high level of content validity across various indicators, with an overall weighted mean of 4.77, corresponding to a "Very High" interpretation.

The "Language Arts Content" indicator received the least rating across indicators, the experts expressed moderate agreement regarding the promotion of positive values that support formative growth (mean = 4.40), which may warrant further examination and refinement. Nevertheless, the overall weighted mean of 4.60 reflects the experts' strong agreement with the alignment of the material to the Knowledge, Skills, and Attitudes (KSAs) appropriate for the grade level, text complexity, integration of language skills, meaningfulness and substance of activities, range and quality of texts, and application of skills and concepts in English 2.

On the other hand, "Organization" indicator received an impressive weighted mean of 4.83, indicating that the experts strongly agree with the overall structure and organization of SIM 3. The sequence of activities, adherence to the suggested SIM components, appropriate levels of difficulty, and the ability of the material to stimulate creativity, engage learners, and provide balanced assessment types were highly rated. However, it is important to consider that experts expressed moderate agreement regarding the material's ability to effectively stimulate learners' creativity (mean = 4.60), provide engaging and challenging activities (mean = 4.40), and offer a balanced assessment type (mean = 4.40), which aligns with the findings for SIM 1 and SIM 2.

Consistently, the "Objectives" and "Technical Quality" indicators received the highest possible weighted mean of 5.00, indicating unanimous agreement among the experts that the learning objectives are specific, measurable, attainable, realistic, and time-bound (SMART), aligned with the curriculum, and grounded in the actual needs of the learners. Additionally, the technical aspects, such as graphics, text legibility, material quality, and writing space, met the highest standards, ensuring an optimal learning experience.

The consistent pattern of findings across SIM 1, SIM 2, and SIM 3 suggests a systematic and coherent approach to the development of these intervention materials, ensuring alignment with best practices and addressing the identified learning needs of the target population. The areas of strength, such as the well-defined objectives, high technical quality, and overall organization, indicate a strong foundation for the content validity of these SIMs.

Based on the results presented, it can be concluded that the Strategic Intervention Materials (SIMs) 1, 2, and 3 have demonstrated a high level of content validity as perceived by the panel of experts. The overall weighted means across all three SIMs consistently fell within the "Very High" range, indicating a strong endorsement of the materials' quality and effectiveness in addressing the identified learning needs of Grade 2 English learners.

One notable pattern observed across all three SIMs is the consistent rating of "Very High" for the "Objectives" and "Technical Quality" indicators. This consistency suggests that the learning objectives were meticulously designed to be specific, measurable, attainable, realistic, and time-bound (SMART), while also aligning with the curriculum and addressing the actual needs of the learners. Additionally, the experts strongly agreed that the technical aspects, such as graphics, text

legibility, material quality, and writing space, met the highest standards, ensuring an optimal learning experience.

Usability of strategic intervention material as perceived by the experts

The results presented in Table 7 provide a clear picture into the experts' evaluation of the usability of Strategic Intervention Material 1 (SIM 1) for Grade 2 English learners. The data reveals a highly favorable assessment, with an overall weighted mean of 4.03, corresponding to a "Very High" interpretation.

Evidently, the "Ease of Administration" indicator received the highest weighted mean of 4.68 among the indicators, indicating that the experts strongly agree with the material's ease of administration.

The validators found that SIM 1 can be easily administered to learners, even in ordinary classrooms without special features. The instructions were deemed understandable, properly laid out, and requiring minimal explanation or clarification from the proctor. However, the experts expressed moderate agreement (mean = 4.40) regarding the level of assistance needed from the proctor, suggesting potential areas for improvement in fostering independent learning.

The "Ease of Scoring" indicator gained the second highest rating with a weighted mean of 4.65, reflecting the experts' strong agreement with the provision of answer keys, objectivity of answers, and ease of evaluation without bias. It implies that the material is inclusive, free from bias, and accessible to learners with diverse needs and backgrounds, in which these factors are crucial for promoting equitable learning opportunities (Darling-Hammond et al., 2020). However, the experts expressed moderate agreement (mean = 4.40) regarding the possibility of self-evaluation or checking by learners, which may warrant further consideration in promoting self-regulated learning.

While indicator "Expenses" and "Time" got into the middle ranking, indicator "Other Factors" received the least rating among indicators, a weighted mean of 3.94, which falls within the "High" interpretation range. The experts strongly agreed that the material includes answer sheets, does not put learners in embarrassing situations, can be used for remedial purposes, and helps achieve mastery of English 2 lessons. However, they expressed moderate agreement (mean = 4.20) regarding the need for special provisions or preparations, and (mean = 4.40) regarding the material's potential to promote discrimination or bias towards learners.

Moreover, the overall favorable assessment of SIM 1's usability by the experts suggests that the material has the potential to be an effective and practical intervention tool for Grade 2 English learners. However, the areas where moderate agreement was expressed, such as the level of assistance needed from the proctor, the potential for self-evaluation, overall expenses, and time required for reproduction, highlight opportunities for further refinement. Addressing these concerns can enhance the material's usability, promote independent learning, and optimize resource allocation (Cohen, 2019).

The next discussion focuses on evaluating the usability of a strategic intervention material 2 (SIM 2) designed for English 2 learners. The results reveal that experts largely perceive the SIM

to be highly usable and effective for its intended purpose. The indicators assessed include ease of administration, ease of scoring, expenses, time, and other related factors.

The results of the study indicate that the experts have a highly positive perception of the usability of the Strategic Intervention Material 2 (SIM 2) for English 2 learners. The overall weighted mean of 4.61, which falls under the "Strongly Agree" category, suggests that the experts find the SIM to be Very High in terms of its usability.

The results of the study indicate that the experts have a highly positive perception of the usability of the Strategic Intervention Material (SIM) for English 2 learners. The overall weighted mean of 4.61, which falls under the "Strongly Agree" category, suggests that the experts find the SIM to be Very High in terms of its usability.

One of the notable strengths of the SIM is its ease of administration indicator, as evidenced by the weighted mean of 4.45, which falls under the "Agree" category. This implies that the experts believe the material can be administered easily to learners, even in ordinary classrooms without special features. The instructions for each activity are clear and well-laid out, requiring minimal explanation or assistance from the proctor. This ease of administration aligns with the principles of effective instructional design, which emphasize the importance of clear and concise instructions for learners (Benson, 2024).

The SIM also scores highly in terms of ease of scoring, with a weighted mean of 4.65 in the "Strongly Agree" category. The experts perceive that the answer keys are provided, the answers are objective, and scoring can be done without bias, allowing for self-evaluation by learners. This aligns with the principles of effective assessment, which emphasize the importance of objective and bias-free scoring (Downing & Haladyna, 2016).

Another strength of the SIM is its cost-effectiveness, with a weighted mean of 4.57 in the "Strongly Agree" category. The experts believe that the production, administration, and use of the material do not involve significant expenses for teachers or learners. The material can be easily replicated, reproduced, and used without additional resources, making it accessible and practical for educational settings (UNICEF, 2021).

The experts also perceive the SIM as time-efficient, with a weighted mean of 4.80 in the "Strongly Agree" category. The evaluators believed that the material's administration, completion, or replication doesn't consume excessive time, which is an important factor for maintaining effective classroom management and optimizing the use of instructional materials in the teaching and learning process. (Benson, 2024).

Interestingly, the lowest weighted mean of 4.45 is found in the "Ease of Administration" indicator, specifically for items 2, 5, 6, 7, and 8. While still in the "Agree" category, these lower ratings suggest that the experts perceive some room for improvement in terms of the material's administration in ordinary classrooms, the need for proctors' explanations, item clarification, corrections, and assistance required. This inconsistency in ratings across the "Ease of Administration" indicator may warrant further investigation or refinement of the SIM to ensure consistent ease of administration across all aspects.

Overall, the interpretation of the results suggests that the experts find the SIM highly usable, practical, and effective for English 2 learners. However, the lower ratings in certain aspects of "Ease of Administration" highlight the need for continuous improvement and fine-tuning of the material to ensure consistent usability across all indicators.

Data shows the evaluation of the expert of the usability of the Strategic Intervention Material 3 (SIM 3) for English 2 learners. The table shows the details scores of the indicators of SIM 3.

The results of the study reveal that the experts have an exceptionally positive perception of the usability of the Strategic Intervention Material (SIM) 3 for English 2 learners. The overall weighted mean of 4.67, which falls under the "Strongly Agree" category, suggests that the experts find the SIM 3 to be highly High in terms of its usability.

Furthermore, the SIM 3 scores exceptionally high in terms of ease of scoring, with a weighted mean of 4.75 in the "Strongly Agree" category. The experts perceive that the answer keys are provided, the answers are objective, and scoring can be done without bias, allowing for self-evaluation by learners. This finding aligns with the principles of effective assessment, which stress the importance of objective and unbiased scoring to accurately evaluate learners' performance. (Fuchs, 2020).

Similarly, indicator " cost-effectiveness" was rated also with a weighted mean of 4.75 in the "Strongly Agree" category. The experts believe that the production, administration, and use of the material do not involve significant expenses for teachers or learners. However, it can also be observed that the experts express rating of item 13 and 14, this implies that products are somehow costly and expensive, which suggests expenses in creating Strategic Intervention Material is also a factor.

The experts also perceived the SIM 3 as time-efficient, with a weighted mean of 4.73 in the "Strongly Agree" category. They believe that the material is quick to administer, complete, and reproduce, which is crucial for effective classroom management and efficient use of instructional time. (Boardman, et. al. (2019)

Overall, the interpretation of the results suggests that the experts find the SIM 3 highly usable, practical, and effective for English 2 learners. The high ratings across all indicators, particularly in ease of administration, ease of scoring, cost-effectiveness, and time-efficiency, highlight the material's strengths and suitability for educational settings.

Proposed action plan to enhance the strategic intervention material

Validity

While the Strategic Intervention Materials (SIMs) received high validity ratings across most factors, the "Instructional Quality" aspect emerged as the least rated indicator with a mean score of 4.61. Despite being a relatively high score, this suggested that there is a need for some areas for improvement in terms of the instructional strategies, activities, or pedagogical approaches employed in the SIMs. Some evaluators may have perceived certain instructional elements as

needing further refinement or adaptation to better align with best practices or to cater to the diverse learning needs and styles of the target audience. Additionally, the perceived effectiveness of the instructional approaches in facilitating reading fluency development or addressing specific learning gaps may have contributed to the slightly lower ratings in this area.

Usability

While the Strategic Intervention Materials (SIMs) received high usability ratings across all factors, the "Expenses" factor emerged as the least rated indicator with a mean score of 4.61. Despite being considered cost-effective and affordable overall, this slightly lower rating compared to other factors could potentially be attributed to the perceived costs associated with implementing the SIMs effectively. This is because some evaluators may have factored in additional expenses related to training educators on the proper use of the materials, acquiring supplementary resources, or costs associated with printing and distributing physical components of the SIMs. Additionally, concerns about the long-term sustainability of the materials or the need for periodic updates or revisions could have influenced the perception of expenses. It is worth noting that a mean score of 4.61 still indicates a high level of cost-effectiveness; however, addressing potential cost concerns through strategies such as utilizing digital platforms, leveraging existing resources, or exploring cost-sharing models could further enhance the perceived affordability and usability of the SIMs in educational settings.

CONCLUSION

Based on the findings of the data, the following conclusions were drawn.

1. The Grade 2 learners in English 2 at Bit-os Elementary School is not mastered in "Phonics and Word Recognition." The result shows that the learners are not grade ready. Further, learners struggle with matching pictures to sight words and reading short phrases containing 'e' words and sight words.

2. The design was done in adherence to the criteria of the Strategic Intervention Material and in response to the least-learned competency identified in the consolidated item analysis from Grade 2 learners.

3. The developed Strategic Intervention Material was evaluated by the 5 content experts validator and 5 usability experts validator as an effective instructional material for the improvement of phonic construction.

4. An outlined action plan is conceptualized to present a systematic and organized strategy to enhance the potential of SIMs. It tackles areas pinpointed in the findings of the study and employs a comprehensive approach that encompasses refining materials, facilitating professional development, fostering collaboration among stakeholders, and ongoing evaluation.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were drawn:

1. Elementary Grade 2 English teachers were encouraged to freely use and adapt the materials to meet their students' needs. They had the opportunity to attend workshops or training sessions to deepen their understanding and learn effective implementation strategies. By integrating SIMs into regular classroom instruction, whether as targeted interventions for struggling readers or supplementary resources for all learners, they enhanced the learning experience. Continuous monitoring and assessment of student progress was prioritized, allowing teachers to make data-driven adjustments to intervention strategies as needed.

2. Aspects of the materials rated "High" by content and usability experts were polished and improved.

3. Teachers developed SIMs focusing on the least-learned skills in English 2 and other subjects to address these areas.

4. An action research study was conducted to determine the effectiveness of the developed SIMs.

5. Parents were encouraged to actively support and encourage their children's participation in SIM activities, recognizing their role as essential partners in their children's education.

6. Curriculum developers continuously reviewed and refined SIMs based on feedback from teachers, learners, and experts. Ensuring alignment with the latest research and best practices in literacy instruction remained a top priority.

7. School administrators played a crucial role in providing necessary resources and support for effective implementation and sustained use of SIMs. This included allocating funding, materials, and training opportunities to ensure intervention success.

8. Curriculum developers have a responsibility to continuously review and refine the SIMs based on feedback from teachers, learners, and experts. Ensuring alignment with the latest research and best practices in literacy instruction should be a top priority.

9. Educational researchers were encouraged to conduct further studies to evaluate the long-term effectiveness and impact of SIMs on phonics, word recognition, and overall literacy outcomes.

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