
| RESEARCH ARTICLE

Competence of Teachers Trained in Early Language, Literacy, and Numeracy (ELLN) in Motiong District

MARIA LESLIE CALAGOS JUMAGDAO

Teacher III, Motiong Central School, Samar Division, Department of Education, Philippines

Corresponding Author: MARIA LESLIE CALAGOS JUMAGDAO, **E-mail:** marialesliejumagdao@gmail.com

| ABSTRACT

This study examined the impact of the Early Language, Literacy, and Numeracy (ELLN) program on the teaching methodologies and language competence of elementary teachers in the Motiong District. It aimed to assess changes in instructional practices before and after ELLN training and identify strategies to sustain improved teaching performance. Data from 30 teacher-respondents revealed that the majority were Teacher I in rank, had 1–3 years of experience teaching language and numeracy, and had attended orientation-related trainings. Prior to ELLN, most teachers relied on activity-based strategies, but after undergoing ELLN training, they shifted to using differentiated instruction, which was found to be more effective in addressing diverse learning needs. Statistical analysis showed a significant difference in both teaching methodologies and language competence before and after ELLN participation. A strong correlation was also established between instructional strategies and teachers' language competence. Teachers perceived ELLN training as instrumental in improving their pedagogical expertise, particularly in the use of developmentally appropriate and learner-responsive methods. The study concluded that ELLN significantly enhanced the language competence and instructional approaches of teachers. Recommendations include continuous professional development through higher education, sustained and improved school-based ELLN training programs, and the development of more advanced and teacher-centered ELLN modules. Strengthening collaboration among education stakeholders and promoting research-driven innovations in teaching strategies were also emphasized.

| KEYWORDS

Teachers' Competence, Early Language, Literacy, And Numeracy (ELLN), Elementary Grade Learners

| ARTICLE INFORMATION

ACCEPTED: 01 June 2025

PUBLISHED: 15 June 2025

DOI: 10.32996/bjtep.2025.4.2.4

Chapter 1

INTRODUCTION

Rationale

The Early Language, Literacy, and Numeracy (ELLN) Program under the K to 12 Basic Education of the Department of Education captures the importance of child's early language, literacy, and numeracy skills as the foundation of learning.

Early Literacy on Language and Numeracy (ELLN) is intended for Kindergarten, Grade I, Grade II, and Grade III learners which aims to develop knowledge on the use of Mother Tongue, improve reading and numeracy skills following the K to 12 Basic Education Curriculum, and establish a sustainable and cost-effective professional development system for teacher through training of ELLN.

One of the strategies to strengthen these skills is through the professional development of teachers. The program's contributions of enhanced pedagogical knowledge, skills, and attitudes on early literacy and numeracy, improved ability to assess learner's literacy and numeracy skills, and sustained commitment in mentoring/sharing of teaching experiences to improve instruction and outcomes are highly commendable.

Interactive language instruction involves the teacher and learners engaging in activities that create conditions that foster language use, which lead to further language development.

First and foremost, the teacher is the initiator of interaction. That does not mean that the teacher is always in control of the discourse, such as in models where the teacher initiates, the students respond, and the teacher provides feedback. It means that the teacher is responsible for providing opportunities for interaction in which learners control the topics and discourse (Brown, 2001; Ellis, 1999). Research seems to suggest that language acquisition is aided when learners have control of the discourse topics and the discourse (Brown, 2001; Ellis, 1999).

Learning to read, write, and count is critical to a child's success in school and later in life. One of the best predictors of school success is the level of a child's progress in these foundational skills. Thus, Early Language, Literacy, and Numeracy (ELLN) Program under the Department of Education Order No. 12, s. 2015 was implemented which aims to improve reading and numeracy skills of Kinder to Grade 3 pupils, following K to 12 Basic Education Curriculum. It also aims to establish a sustainable and cost-effective professional development system for teachers.

Teachers who are well-equipped with teaching knowledge, skills, competence and expertise are more likely to become effective and successful facilitators of basic, fundamental, and essential knowledge and instructional contents to the learners. Teaching skills relevant on language belong to the list of instructional competencies that teachers need to possess in order to become effective and efficient educators. Proficiency in linguistics abilities is instructionally favorable and empowering for both the teachers and the learners. Possessing sufficient and proficient levels of language competence is a must for educators (Sandilos, 2014).

Language competence enables the teachers to utilize and apply linguistic elements in speech, writing, and other areas involving communication. Teachers must be good and effective linguists or language users too because teaching highly involves speech and written communication skills in the conduct of the teaching-learning process (Verdin, 2010).

These are all the salient reasons on why the Department of Education (DepEd) implemented its Early Language, Literacy, and Numeracy Training Program for elementary teachers. The beneficiaries of this program are both the primary grade teachers and pupils of basic education schools. In view of the ELLN training, Regional Memorandum No. 24, s. 2017, Region VIII or Regional Training of Trainers for the Developmentally Appropriate Practices (DAP) in the Early Language, Literacy, and Numeracy Training Program (ELLN) provides that ELLN Training Program aims to enhance knowledge and skills in early languages, literacy, and numeracy, gain understanding of child development principles vis-à-vis developmentally appropriate practices, and enhance knowledge on the different classroom-based assessments as tools for documenting and reporting learner's progress. This legal basis is in line with the thrust and objective of the DepEd to establish the foundation of early language, literacy, and numeracy skills of the pupils for more successful and effective learning outcomes. This reflects and indicates the need and challenge for teachers to also hone and enhance their language and numeracy competence to become effective facilitators of instruction relevant on linguistics and mathematical learning areas. Another legal basis of this study is Regional Memorandum No. 13, s. 2017 or the Developmentally Appropriate Practices in Early Language, Literacy, and Numeracy Training Program which provides that the objective of ELLN includes the need to capacitate K-3 teachers and school heads on the developmentally-appropriate practices in early language, literacy, and numeracy (Panneton, 2015).

The current situation of Philippine basic education schools in relation to the early language, literacy, and numeracy skills of the pupils typically show a general decline in these basic academic skills. This is often attested by the pupils' unsatisfactory or lower level of performance in academic examinations and assessments particularly those that are distributed or conducted in a national level just like the former National Achievement Test. The results of language areas in these academic assessments typically reveal a lower level of pupils' reading comprehension and grammatical skills. On the other hand, results on numeracy or mathematical areas often show a decline particularly in the pupils' problem-solving skills and comprehension of mathematical worded problems (Herron, 2015).

The overarching purpose of the conduct of this study was to contribute to the evidence based on the efficacy and effectiveness of the range of teachers competence in literacy and numeracy teaching and learning, focusing on the early years of schooling by documenting the most current research and knowledge from Philippines, and internationally about the short and long-term impacts of a range of literacy and numeracy interventions on student learning outcomes.

These current problems on the difficulties encountered by the pupils in terms of early language, literacy, and numeracy call for teachers' maximum participation in ELLN trainings as mandated by the DepEd. Thus, in relation to this, the researcher found motivation in conducting a study that would explore on the effects of teachers' participation and involvement in Early Language, Literacy and Numeracy trainings on their language competence. The effects explored on in this study were more on the impacts of ELLN trainings on the teachers' level of acquired knowledge, proficiency, and expertise in the application of instructional strategies and utilization of teaching-learning resources for the teaching of language to the pupils.

Objectives of the Study

This study determined the competence of teachers trained in ELLN in Motiong District. Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents in terms of:

- 1.1 teaching position;
- 1.2 number of years in teaching language;
- 1.3 relevant trainings attended;
 - 1.3.1 number of hours;
 - 1.3.2 year of last training attended; and
- 1.4 subject taught?
2. What teaching methodologies used in teaching language along:
 - 2.1 before ELLN; and
 - 2.2 after ELLN?
3. What is the level of utilization of respondents based of the ELLN quality indicators?
4. Is there a significant relationship between the respondents' profile and their level of utilization of the ELLN quality indicators?
5. What intervention strategies maybe developed to sustain utilization of ELLN?

Hypothesis

1. There is no significant relationship between the respondents' profile and their level of utilization of the ELLN quality indicators.

Theoretical Framework

This study took into account the theories conducted by Zulueta (Teaching Methods and Practices, 2005). A competent teacher should understand the principles and methods of teaching as well as the use of appropriate skills to be used as techniques and strategies. This theory was also discussed by Jayasree (2013) wherein he elucidated that teachers' knowledge of teaching methodologies and techniques are very important for to improve the standards of achievement of the students.

According to Glasser (2016), in his Learning Choice Theory, he said that this theory helps the people to understand themselves and manage the different circumstances or events that are beyond their control. Teachers use specific techniques to get through to their students effectively and productively without distractions. It is said that teachers should let the students decide. The effect of this in academic achievement is that students lose enthusiasm when deprived of self-determination and motivation. Learning is not a matter of following orders, but taking part in the lessons as well (Kohn, 1993). Knowledge is created by transforming information and experience (David Kolb, 1984).

Another major theory in language learning is the social psychology theory. According to this theory, more effective learning and language acquisition occur in social life situations; that is, communicating with others. As a matter of fact, social psychologists stress on the idea that collaborative and group learning and teaching situations, wherein the place of learning is social-life-like, are the possible interpretations for how effective learning occurs (Lightbown & Spada, 2006:114).

Krashen's and Cummins (2000) stated that learners' mother tongue plays a critical role in the acquisition of English language. A well-developed first language can help develop all communicative domains and skills – listening, speaking, reading, and writing (Malone, 2012:6).

Lastly is the theory of connectionism. According to this theory, learning and/or acquisition occurs in terms of associations. A certain word is associated with its basic meaning. Later on and in advanced stages, it will be associated with extra meanings, say, metaphorical meaning(s). Moreover, not only words associate with words, but the process extends to association of words with phrases and phrases with sentences and so on and so forth (Alduais, 2012:70).

Conceptual Framework

The conceptual framework is being illustrated and reflected in Figure 1.

The bottom frame indicated the teachers trained in ELLN at Motiong District who served as the respondents of this study. They were given questionnaire to measure the relationships of respondents' profile and the level of utilization of ELLN quality indicators.

As illustrated by a double-directional arrow connecting the two boxes, this study utilized a descriptive-correlational research design.

The study assessed and studied the significant relationships of teachers' profile and the level of utilization of ELLN quality indicators.

The findings and recommendations served as feedback mechanism in providing inputs for improved strategies to sustain utilization of ELLN quality indicators of teachers in Motiong District.

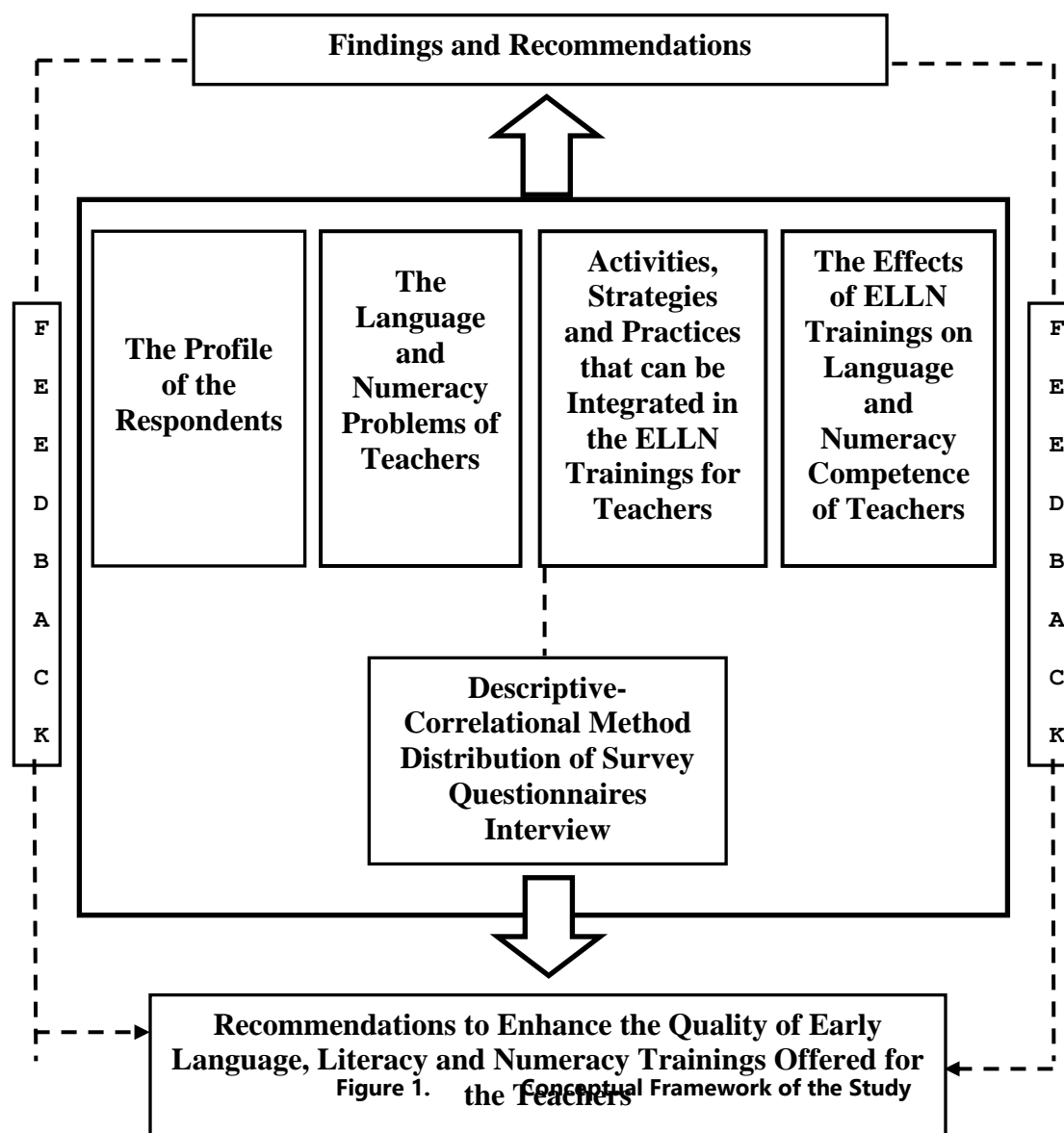


Figure 1. Conceptual Framework of the Study

Significance of the Study

The results of the study would be beneficial to the following:

To the Pupils. They are regarded as beneficiaries of the inputs of this research, as well-empowered teachers through ELLN trainings would also mean better quality of instruction relevant to language development of the pupils. The acquired and learned teaching strategies and competence of teachers out of ELLN trainings would help them facilitate more quality, innovative, relevant, and effective instructions and instructional activities for the benefits of the pupils. Therefore, the ELLN trainings also directly helps to facilitate enhancement in the academic and literacy skills of the pupils relevant on language learning instruction.

To the Teachers. They are the main beneficiaries of this study as they are the recipients of ELLN trainings and program directed toward the enhancement of their language and numeracy skills and competence. The inputs of this study would give teachers with additional knowledge about the usefulness, benefits, and contributions of ELLN trainings on the efforts and endeavor to hone and reinforce the foundation of linguistic competencies and proficiency. Early Language, Literacy, and Numeracy trainings are intended to augment teachers' knowledge and competence in terms of the application of instructional strategies and methodologies and utilization of teaching-learning resources in their endeavor to provide quality instructions relevant on early language, literacy, and numeracy skills for their pupils.

To the School Administrators. The outcomes of this study would serve as reference to school administrators with concreted baseline data for the conduct and implementation of policies and programs centered on teacher-training programs for educators.

To the District/School English Coordinators. Similarly, with the Division, they can assist their respective school heads and District Supervisors in mobilizing teachers in schools and districts on implementing strategies being initiated by the Division in considering the crisis on ECARP (Every Child a Reader Program) which molds pupils not only to read, but also to comprehend.

To the DepEd/Division of Samar Division. This study would provide firsthand information and/or baseline study on prioritization of assistance and support on different districts and schools which lack tools and trainings on reading.

To the Future Researchers. The result of this study would help future researchers who intend to use the context as their reference. This may also be considered a trigger for another similar and profound study.

Scope and Limitations

This study was focused and limited on the effects of ELLN trainings on the language competence of teachers. The researcher limited the respondents of the study with 30 elementary teachers from Motiong District, Schools Division of Samar.

The study was also limited on the application of Descriptive-Correlational method of research with research tools limited on the use of survey questionnaires and interview guide. Furthermore, the limitations of the study were based on the following major objectives: (1) identify the profile of the respondents in terms of age, sex, educational attainment, and teaching position; (2) determine the language and numeracy problems encountered by the teachers; (3) determine activities, strategies, and practices integrated in ELLN trainings to help teachers enhance their language and numeracy competence; (4) analyze the significant effects of ELLN trainings on the language and numeracy competence of the teachers; and (5) propose recommendations on how to enhance the quality of ELLN trainings offered for the teachers.

Definition of Terms

In order to give a common definition, the following terms were defined to provide a common frame to facilitate understanding on the part of the readers, to wit:

Activities. This refers to the process of identifying and documenting the specific actions to be performed to produce the project deliverables. In this study, these pertain to the activities integrated in the ELLN trainings toward the enhancement of teacher-respondents' competence in teaching language and numeracy to their pupils.

Competence. This refers to the ability to do something successfully and efficiently (Cambridge Dictionary). In this study, this refers to the competence of teacher-respondents in providing instructions relevant on early literacy, language, and numeracy for the learners.

Effects. These are the changes, results, or consequences of an action or other cause (Cambridge Dictionary). The researcher applies this term to refer to the impacts of ELLN trainings on the teacher-respondents' enhancement of instructional competence in teaching language and numeracy concepts to their learners.

Early Language, Literacy, and Numeracy Training. This is a training or program designed and implemented by the Department of Education to develop among Filipino school-age children the literacy, language, and numeracy skills and attitudes that contribute to lifelong learning (www.deped.gov.ph/site/regional-memo-no.107). In this study, this refers to a teacher-training program offered to the teachers including the respondents of this study toward the enhancement of their knowledge, skills, and proficiency in teaching instructional contents relevant on early literacy, language, and numeracy.

Language. This refers to spoken words, listening, non-verbal gestures, and body language (<http://www.eduplace.com>). In this study, this refers to the teacher-respondents' ability to use the language for teaching or instructional purposes.

Literacy. This refers to the ability to read and use written information, write appropriately, and recognize and use learning symbols within the text (<http://www.area.dge.com>). In this study, literacy is one of the three major components of ELLN trainings offered for the teacher-respondents.

Problems. These are matters or situations regarded as unwelcome or harmful and needing to be dealt with and overcome (<http://www.area.dge.com>). The researcher uses this term to refer to the problems encountered by the teacher-respondents in terms of their language and numeracy competence.

Strategies. These are methods, approaches or actions designed to achieve a major objective (<http://www.area.dge.com>). In this study, this term is applied to refer to the strategies or approaches integrated in ELLN trainings to help teacher-respondents augment their competence in teaching language and numeracy concepts and skills to their pupils.

Teachers. A teacher (also called a schoolteacher) is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other places of formal education (Shakeshaft & Charol, 2004). In this study, they refer to the teachers in the elementary level specifically from Motiong District who were selected as the respondents of this study.

Chapter 2

REVIEW OF RELATED LITERATURES AND STUDIES

This chapter presents a comprehensive review and discussion of the related literatures and studies gathered by the researcher. Related literatures provide supportive discussions about the salient concepts of the study including early language,

literacy, and numeracy of pupils, language and numeracy competence of teachers, and objectives of Early Language, Literacy, and Numeracy trainings for the teachers. The other related studies provide relevant findings, data, and analysis to support and corroborate the outcomes of this present research. This part of the study also presents the review of the synthesis-of-the-state-of-the-art, gaps to be bridged by the study, and the theoretical and conceptual frameworks of the study.

Related Literature

Emergent literacy skills include children's reading readiness. These early literacy skills begin to develop as soon as the child gets to learn recognizing verbal and non-verbal communication patterns.

Cunningham (2009) cited that teacher's knowledge base essential for supporting early language and literacy instruction is too indispensable. Early childhood educators hold a unique position to provide school-age children with academic and educational opportunities to help pupils build the foundation of early literacy skills. These teachers play paramount roles and contributions in the early literacy development of children in the beginning levels of schooling and education.

Mbugua (2009) stressed that the trainings acquired by early childhood educators remain priority in Kenyan schools. Well-trained teachers play vital roles in early language development and literacy foundation of Kenyan grade school learners. Teacher-training programs on early literacy instructional strategies and teaching practices are highly prioritized in these schools. These teacher-training programs are facilitated in multidimensional approach.

Fillmore (2010) cited that there are five major roles played by teachers as facilitators of early language instruction for pupils. These roles include being communicators, evaluators, educators, and agents of socialization. All these teachers' values are critically important for children's language learning development. Knowledge and competence of these salient roles contribute to high quality early childhood education program specifically on early language and literacy instruction.

Greenberg (2012) explained that the roles of early childhood teachers need to be redefined for the purpose of enhancing the quality of early literacy education offered for the pupils. Teachers need to transform from being information dispenser into being effective facilitators of beginning literacy instructions. Educators also need to serve as mentors of children toward tracking teachable moments in the early literacy levels of education.

Shrier (2013) explained that emergent literacy of reading readiness skills start to develop in the very early stage of life. These patterns include the ability to identify speech and language symbols and signs for expressions.

Sheridan (2013) stated that the teachers' knowledge, skills, and practices are significant contributors in determining children's school readiness. Teacher-training programs on early literacy help early childhood educators to develop more profound understanding of child's developmental and early literacy needs. Early childhood educators are required to meet educational qualifications and standards to make them fit as providers or facilitators of early literacy instruction for pupils.

Herron (2015) cited that early language and literacy is a concept that is of high interest for teachers and parents. Early literacy development is essential to the succeeding academic success of grade school children. Children with poor early literacy skills are more vulnerable to more serious learning problems and patterns of school failures. The first years of life are crucial to children's development. Because children's brains and cognitive skills are developing rapidly, early childhood literacy development is a topmost priority of basic education schools.

Panneton (2015) defined literacy as the ability to read and write. Literacy is involved in everything that an individual does. Social situations and factors contribute significantly in the development of early literacy skills among children. Today, the definition of literacy evolves into a more profound context. It is currently known as the ability to intellectually, culturally and electronically acquire and understand sources of knowledge and information.

Regional Memorandum No. 24, s. 2017, Region VIII or Regional Training of Trainers for the Developmentally Appropriate Practices (DAP) in the Early Language, Literacy, and Numeracy Training Program (ELLNP) provides that ELLN Training Program aims to enhance knowledge and skills in early languages, literacy, and numeracy, gain understanding of child development principles vis-à-vis developmentally appropriate practices, and enhance knowledge on the different classroom-based assessments as tools for documenting and reporting learner's progress.

Regional Memorandum No. 107, s. 2017 or Regional Training on Developmentally Appropriate Practices in Early Language, Literacy, and Numeracy Program for Public Schools District Supervisors and Education Program Supervisors also mentioned that the participants of this training are the Public Schools District Supervisors and Education Program Supervisors in Western Visayas and Negros Island Region. The training objectives were to increase proficiency on early language, literacy, and numeracy, widen understanding on child's development principles, and improve knowledge and skills on various classroom based assessments.

In conclusion, competence of teachers trained in Early Language, Literacy, and Numeracy help early childhood educators to develop more profound understanding of child's developmental and early literacy needs. Professional development should be considered an essential component of a comprehensive system of teaching and learning literacy that supports students to develop the knowledge, skills, and competence they need to thrive the 21st century.

Related Studies

The research evaluated the strategies applied by teachers in supporting children's home language. The study of Horacio (2010) explored on the assessment of the linguistic and grammatical competence of elementary teachers in the selected schools in District, under the division of Catanduanes. The results of this language and grammatical skills assessment of teachers served as basis for the conduct of district-wide ICT-based linguistic teacher-training program initiated by the proponent herself. The respondents of this study are the selected 60 grade school teachers in this district. The findings of this study revealed that majority of the teachers encountered grammatical difficulties specifically in terms of subject-verb agreement and verb tenses. Thus, grammatical concepts on subject-verb agreement and verb tenses became the focal points of ICT-based lectures and discussions in the conducted teacher-training program.

The locally conducted research of Verdin (2010) investigated the extent to which the speech and oral communication difficulties of teachers acted as obstacles to teaching effectiveness of the selected elementary teachers in the Division of Camarines Sur. It was revealed in the findings of this study that majority or 43% of the teacher-respondents claimed that they typically encounter speech and oral communication difficulties which limit their capacity to deliver instruction proficiently. Likewise, it was shown in the results of the study that these speech and oral communication difficulties often make these teacher-respondents hesitant to accept speech or speaking engagements particularly during teacher-training programs and activities.

Jimenez (2010) focused on the evaluation of the level of mastery and expertise in terms of teaching strategies in language and reading among the grade school teachers in Camarines Norte Division. The respondents of this research were the randomly selected 70 elementary teachers in this division. According to the results of the study, 52% of the teacher-respondents had sufficient mastery levels of instructional strategies in language and reading. However, it was also indicated in the results of the study that despite these mastery of instructional strategies, still, the target learning outcomes in language and reading skills of the pupils remained insufficiently attained. This was due to the prevalence of other hindering factors like unavailability of learning materials and equipment, pupils' poor study habits, and lower interest levels toward language and reading.

Alonzo (2012) delved on the level of consistency of teachers in contextualizing instructions in language and reading, and how it affects the level of pupils' language-based skills and competencies including comprehension. The results showed that majority of the respondents were engaged in contextualization of language instruction but in an insufficient level.

Ball (2012) investigated the practices of teachers in Auckland in teaching language and literacy skills. The findings of the study showed that majority of the teacher-respondents were all using linguistically responsive pedagogies and instructional materials.

The study of Fieldman (2012) was undertaken to develop early numeracy measures or assessments for children and evaluate its effectiveness. There were 72 Kinder pupils and 57 grade one pupils subjected to the use of the so-called early numeracy curriculum-based measurement. (EN-CBM) tools. The findings showed that the tool was a highly valid measure of early graders' numeracy skills and competencies.

Polk (2013) explored on the teachers' awareness of their instructional practices and teaching efforts to support pupils' language and literacy skills. A 48-item self-rating survey was distributed to a total of 34 teacher-respondents. The findings showed that there were large discrepancies in the language and literacy skills of pupils specifically on phonological awareness, vocabulary, reading comprehension and writing skills. The results of the study showed that teachers' awareness of their teaching practices have significant implications in the areas of language and literacy.

Another study, conducted by Purpura, Baroody, and Lonigan (2013) examined which early numeracy skills best predict later mathematical achievement. The researchers acknowledged that early numeracy skills may not have a direct effect on formal mathematical knowledge. Instead, they suggested that another set of skills that connect early numeracy skills to written number symbols, referred to in the study as numeral knowledge, may serve as a mediator between formal mathematical and early numeracy knowledge (Purpura et al., 2013).

Hill (2015) aimed to evaluate an early numeracy intervention for Kindergarten learners. The researcher utilized the Aims Web Test for Early Numeracy as the data gathering tool. The results of the study indicated that early numeracy intervention developed by the researcher had a positive and significant effects on the development and improvement of early numeracy skills of the pupils including counting ability, understanding cardinality and knowledge of the counting sequence.

Beauchamp (2016) focused on the teachers' efforts to minimize linguistic difficulties and problems faced by early grade pupils and how teachers support children's second language development. The results of the study indicated that majority of the respondents rely on philosophically-based and sociologically-founded teaching practices in providing language instruction for the pupils. The findings suggested that educators' knowledge of complex language and cognitive processes could be significantly improved.

Lindahl (2016) investigated the effectiveness of story reading intervention as a strategy to increase children's early numeracy and literacy skills. The study also involved dialogues to measure the improvement in the children's early numeracy skills with improvement in the children's early numeracy skills with the help of the intervention. The findings showed that the intervention was effective in improving children's early numeracy and literacy skills and promoted better teacher-pupil and parent to child instructional dialogues or connection.

The different ideas, studies, and theories from these concepts and insights would help the researcher in conceptualizing the variables for study. With these ideas, the researcher was more eager in finding solution to the prevalent problem that teachers are facing. Its main goal was to improve the reading and numeracy skills of the learners using the revised K-12 curriculum by establishing a sustainable professional development system for teachers. With this, the researcher created a study to verify learners' skills in writing, reading, and numeracy with a tool to assess their level and provide innovation to improve their performance.

Collectively, these studies showed the importance of children developing a strong mathematical and literacy foundation at an early age. By improving children's early literacy and mathematical knowledge, parents and educators have the potential to improve children's literacy and mathematics and overall achievement as they progress through school.

Chapter 3

METHODOLOGY

This chapter discusses the methodology employed by the researcher in this study. Among the items that are discussed in detail are research design, instrumentation and its validation, sampling procedure, data gathering procedure, and the statistical treatment of data.

Research Design

This study employed descriptive research design, both in qualitative and quantitative methodologies, an effective means of evaluating interventions and carrying out evaluation research to determine the relationship between the teaching methodologies before and after ELLN, and the level of language and the competence of teachers before and after ELLN, where quantitative data and results were analyzed followed by qualitative data and results to get a thorough interpretation of results.

The descriptive research design was used to describe the profile of the respondents in terms of the variates of age and sex, socio-economic status, years in service, and training/s attended.

Qualitative research approach was utilized to provide the context necessary to understand quantitative findings, and to identify variables important for future clinical studies.

Quantitative research approach was used in gathering the necessary data: socio-demographic questionnaire, questionnaire on the relevant trainings attended and teaching strategies used in teaching language, and questionnaire checklist on the level of language competence and intervention strategies used to sustain the language competence of teachers in Motiong District.

Frequency and percentage distribution, mean and standard deviation, Posteriori test, and Fisher's t test for independent samples were used in the statistical treatment of data.

Research Instrumentation

The researcher used socio-demographic questionnaire, questionnaire on the relevant trainings attended and teaching strategies used in teaching language, and questionnaire checklist on the level of language competence and intervention strategies were used to sustain the language competence of teachers in Motiong District.

For the Socio-Demographic Data, it provided information of the respondents' profile, such as: 1) Teaching Position; 2) Number of years in teaching language; and 3) Subject taught.

For Relevant Trainings Attended, the researcher included name of training, duration, sponsoring agency, and category (local, regional, national).

The Teaching Strategies used in teaching language was an instrument that determined the strategies used before and after ELLN.

For Level of Language Competence before attending ELLN, the researcher provided rating scale to determine the level of language competence of teachers' trained in ELLN before attending ELLN.

The Level of Language Competence was an instrument that determined the teacher's competence, namely: to use information, to solve problems, to exercise critical judgment, to use creativity, to adopt effective work methods, used information and communications technologies (ICT), to construct his/her identity, to cooperate with others and to communicate appropriately. This instrument was a researcher-made questionnaire. For the questionnaire on level of Language Competence after attending ELLN Training, it determined the level of Language Competence of the respondent by indicating the teacher's competence through checking the following rating scales: 1 = Poor, 2 = Needs Improvement, 3 = Average, 4 = Very good and 5 = Excellent. This instrument was a researcher-made questionnaire.

For the Intervention Strategies to Sustain Language Competence, it included the different strategies, namely: build relationships – be an empathic language partner, respond to take turns – be an interactive language partner, respond to nonverbal communication, use self-talk and parallel talk, talk often with the child, using a rich and varied vocabulary, use joint attention strategies, use the four E approach, use semantically responsive talk, use infant-directed speech, use questions and control carefully, listen to your eyes, read, sing, and use finger-plays and social games like peek-a-boo. This instrument was a researcher-made questionnaire. For the questionnaire on intervention strategies to sustain language competence, it determined the

intervention strategies used in sustaining language competence by indicating the intervention strategies through ranking from rank 1 (as the most effective) to 12. This instrument was a researcher-made questionnaire.

Validation of Research Instrument

To assess the survey questionnaire's dependability, the researcher consulted with her respective Thesis Professor and Research Adviser for suggestions and recommendations on the instruments to be used. The researcher submitted the questionnaire for Teacher's Methodologies before and after ELLN and Level of Language, and the competence of teacher before and after ELLN for an expert validation. The comments and suggestions were considered in the revision of the instruments.

The researcher conducted a pilot test on questionnaire for teaching strategies used in teaching language before and after ELLN, Level of Language Competence before and after attending ELLN Training to three K-3 teachers from Maypange Elementary School on February 8, 2018 following a test-retest procedure using an interval of five (5) days.

The results of these two pilot testing sessions were correlated using the Pearson Product Moment Correlation Coefficient for the questionnaire. The computed r was used to compare against Ebel's Table of Reliability.

The testing yielded the following results for reliability: Level of Media Exposure questionnaire with $r_{xx} = 0.81$; Media Language Preference with $r_{xx} = 0.80$; reading test with $r_{xx} = 0.82$; speaking test with $r_{xx} = 0.84$; writing test with $r_{xx} = 0.82$; listening test with $r_{xx} = 0.80$; and viewing test with $r_{xx} = 0.81$.

The test results proved that the questionnaires on level of media exposure and media language preference and English language performance tests were the following, to wit: reading, speaking, listening, writing, and viewing were valid and reliable.

Sampling Procedure

In the conduct of the pre-survey, the researcher administered the profile questionnaire and level of media exposure along print, audio, and audio-visual media and media language preference questionnaire to all CAS freshmen students enrolled during the SY 2014-2015. After the pre-survey, the researcher analyzed and validated the result of the questionnaire through statistical method. After which, the researcher identified the top 40 freshmen students who resulted to have a high exposure in the use of the different types and forms of media and have chosen English language as their media language preference.

The selected 40 freshmen students were given the English language performance tests along five – macro skills of language: speaking, reading, listening, writing, and viewing.

Data Gathering Procedure

In order to ensure the validity, accuracy, and reliability of the data gathered in this study, the researcher undertook systematic data gathering procedures entailed in this research. Prior to the formal conduct of this study, the researcher sought the approval of Schools Division Superintendent, school head, as well as the teachers selected as respondents of this research. Upon approval, the researcher proceeded to the gathering of informative and supportive facts and knowledge relevant to the main problem of this study. This was undertaken by way of accumulating related facts, information, literatures, and studies with relevance to this current research. The gathered related literature and studies served as the framework or guide in the formulation of the actual research proposal.

Upon approval of the research proposal, the researcher then proceeded to the gathering of data pertinent to the objectives of this study. These data were obtained by the researcher by way of distribution of survey questionnaires and for the 30 K-3 school teachers in Motiong District who participated as respondents of this study. The survey helped to gather data and responses about the Competence of Teachers Trained in Early Language, Literacy, and Numeracy (ELLN) in Motiong District.

As to gathering of data conducted, the researcher gathered the profile of the respondents through guided questions in the instrument used such as teaching position, length of service, training attended, and subject taught. Also, the researcher asked the respondents on the different teaching methods they have used before and after attending orientation and trainings on ELLN. Pieces of information and data collected were acquired with the use of the questionnaire, recorded, and were tallied by the researcher.

Statistical Treatment of Data

The following were the statistical tools used in the treatment of data.

Frequency count. This was used to describe the student-respondents' profile such as, age, sex, parents' educational background, parents' occupation, socio-economic status, first semester grade in English, secondary school graduated from, and English language performance of the student-respondents along five macros-skills in language along reading, speaking, listening, writing, and viewing skills.

Mean. This was used to find the average age, socio-economic status, first semester grade in English, and English Language Performance Tests.

Standard deviation. This was used in the analysis of the respondents' profile in terms of sex, age, and socio-economic status.

Percentage. These were used in the analysis of respondents' profile in terms of parents' educational qualifications, occupations of parents, secondary school graduated from, level of media exposure, media language preference, and English language performance test.

Pearson r. This was used to determine whether there was a significant relationship of the English language performance, level of media exposure, media language preference, and their profile variates.

The researcher used the level of significance set to 0.05, and the analysis was determined with the use of statistical software.

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

- r = the computed statistical value
- x = the independent variable (factors)
- y = the predicted variable
- N = number of cases

The ranges shown below guided the researcher in interpreting the computed r-value.

Coefficient Relationship

± 0.00 to ± 0.20	Negligible Correlation
± 0.21 to ± 0.40	Low Correlation
± 0.41 to ± 0.70	Moderate Correlation
± 0.70 to ± 1.00	High Correlation

Dependency burden ratio. It was measured using the following indicators: dependency burden of parents, occupation of parents, monthly family income, and health conditions. tional attainment

Chapter 4

RESULTS AND DISCUSSIONS

This chapter presents a comprehensive discussion of the results of the study under each objective. It discusses, analyzes, and interprets the data on the profile of the respondents, teaching methodologies used in teaching language before and after ELLN, the significant difference on teaching methodologies before and after ELLN, the level of language competence of teachers before and after the training, the significant difference in the level of language competence of teachers before and after ELLN, the significant relationship between teachers' methodologies and competence of teachers, and the intervention strategies to be developed to sustain the language competence of teachers.

The Profile of the Respondents

The researcher conducted first a survey on the demographic profile of the selected teacher-respondents. This was on the belief that teachers' profile as to teaching positions, number of years teaching language, relevant trainings attended, and subject taught may pose significant influence on their level of language competence with the aid of participation in ELLN trainings. The researcher investigated the impacts of respondents' demographic profile on their levels of instructional and pedagogical knowledge, skills, proficiency, and experts as educators of language and numeracy areas benefitted by the trainings offered by the Early Language, Literacy, and Numeracy Program.

Table 1
Profile as to Teaching Position

Teaching Position	Frequency	Percentage
Teacher 1	13	44
Teacher 2	2	6
Teacher 3	9	30
EGT-1	3	10
Master Teacher	3	10
Total	30	100

Table 1 shows the profile of the respondents in terms of teaching position. It was found that most of the respondents were Teacher 1 in position with a total of 44 percent. Therefore, it was found that most of the respondents were still not advancing in their ranks as educators.

These findings indicate that most of the respondents were in the Teacher-I position may imply something about the teachers' commitment towards professional development not only in terms of promotion. In the current and modern educational system, teachers' promotion can be viewed primarily in terms of their acquired teaching positions. Educators are currently ranked and categorized from Teachers 1-3 up to Master Teachers. Therefore, it only implies that teachers' positions may have something to indicate not just about the teacher's teaching status but as to the level, degree and extent of commitment, determination and passion towards pedagogical and professional development and empowerment.

As cited by the findings of the study of Ferz (2011) entitled, "Instructional Mentoring of Master Teachers to Co-Educators: Its Implications to Teachers' Competence", it was found that majority of the teacher-respondents in Teachers 1-3 positions from the selected basic education schools in Luzon claimed that they were appreciative of the efforts of instructional leaders like Master Teachers to offer them educational and pedagogical assistance and support in the form of mentoring. In many mainstream schools, educators often receive mentoring services offered by instructional leaders like Master Teachers for instructional enhancement. These imply the reality in the education system that instructional leadership, spearheaded by expert teachers and school leaders, has salient and significant contributions in the training and pedagogical enhancement of novice or less expert educators or teachers with lower teaching positions or ranks.

Table 2 shows the profile of the respondents in terms of the number of years in teaching language and numeracy subjects. It was found that most of the respondents have at least one to three years of experience in teaching language and numeracy subjects with a total of 43.3 percent.

Table 2
Number of Years Teaching Language

Years	Frequency	Percentage
1-3	13	43.3
4-6	10	33.3
7-9	2	6.6
10-12	2	6.6
13-15	1	3.3
Above 15	2	6.6
Total	30	100

The findings of the study show that the selected locale was comprised of teachers handling language and numeracy subjects for only one to three years imply that years of teaching experiences can be huge determinant of the level of instructional and pedagogical competence of educators. This is because every academic school year is equal to the opportunities for these educators to enhance their instructional and pedagogical knowledge and expertise. Every academic school year, teacher-training programs, technical and professional assistance from experts, mentoring and opportunities for higher education and professional development arise and are made accessible to these educators. Moreover, the day-to-day teaching experiences as a classroom educator are also empowering for teachers yearly.

In a corroborative foreign study of Hugo (2013) entitled, "Correlating between Teachers' Demographic Profile and Acquired Teaching Expertise", it was found that majority of its teacher-respondents agreed that teachers with significantly more years of teaching experiences have higher level of pedagogical expertise. Most of the respondents also agreed that veteran teachers like Master Teachers deserve the merit of being deemed as instructional leaders and mentors for the novice teachers due to their initiative of sharing pedagogical knowledge and inputs to their fellow educators. Likewise, most of the participants highly recognized the need for novice teachers to collaborate with these instructional leaders for the sake of pedagogical enhancement.

Table 3
Relevant Trainings Attended

Trainings	Frequency	Percentage
Orientation	10	33.3
Reecho	14	46.6
ELLN Batch	6	20
Total	30	100

Table 3 presents the relevant training courses attended by the teacher-respondents. It was found that most of the respondents attended relevant training on orientation with a total of 33.3 percent.

These findings imply that teacher-training programs just like the Early Language, Literacy and Numeracy Program are huge contributors to the acquisition and enhancement of the instructional and pedagogical competence of the educators. These training programs are the most direct and concrete ways of honing and augmenting their expertise in teaching in the context of teaching strategies, teaching-learning resources, instructional innovations and varied instructional practices. Participation in teacher-trainings equals pedagogical empowerment among educators.

The findings of this present study affirm the results of the past study of Augburns (2010) entitled, "Comparative Competence Levels between Teachers who are Active and Non-Active Training Participants" which revealed that majority of the respondents who were active teacher-training participants were found to be more competent and skilled in teaching compared to the non-active respondents. Competence measures were attained using a standardized test for teachers. Test results also showed that teacher-respondents who were active in training programs have higher knowledge level about principles, methodologies and other essentialities of teaching compared to the non-active participants.

Table 4 presents the data on the respondents' profile in terms of subject taught. It was shown that most of the respondents were teaching and handling general subjects or all learning areas with a total of 97 percent.

Table 4
Subject Taught

Subjects	Frequency	Percentage
Kindergarten (Domains and Competencies)	1	3
Grades 1-3 (General/All Subjects)	29	97
Total	30	100

These findings imply that the number of subjects taught or handled by teachers may also influence their level of instructional competence. Teaching multiple subjects or a wide range of learning areas equals ample opportunities to augment their knowledge, cognizance, and expertise about different fields of learning. Their intensive exposure to teaching multiple subjects areas would heighten and maximize their familiarity and overall knowledge of the instructional concepts, contents, and competencies in these learning areas. Therefore, instead of being a burden to the educators, sometimes teaching variety of subjects can be viewed to be more beneficial and advantageous for them as it enhances their mastery and expertise in line with the subject matter being taught.

The findings of the present research affirm the results of another related study of Lee (2014) entitled, "A Descriptive-Evaluative Study of the Teaching Expertise of West Virginian Grade Schools in Relation to Areas of Instructional Concentration", which showed that majority of its respondents were handling 7-8 grade school subjects were found to be more competent and performing in evaluative examinations for teachers in West Virginia compared to teachers with limited or lower number of learning areas taught like the subject teachers. General education teachers were found to perform higher in teacher examinations than the subject teachers.

Teaching Methodologies Used in Teaching Language and Numeracy Before and After ELLN

Teaching methodologies or strategies greatly matter in the instructional efforts and practices of the educators. Teachers even attend and participate in various teacher-training programs to enhance their arsenal of instructional strategies and practices. In this study, the researcher conducted a survey on the teaching methodologies used by the teacher-respondents before and after their participation in ELLN trainings. This was done to establish the comparison on the changes, modifications or enhancement on the teaching approaches applied by the respondents prior to and upon their exposure to ELLN training.

Table 5 shows the data on the teaching methodologies of the respondents before their participation in ELLN training. It was found that most of the respondents most frequently applied the activity-based strategy with the highest obtained mean of

4.33, interpreted as most frequently applied. Therefore, it was revealed that prior to the teachers' participation in ELLN training, they were most

Table 5
Teaching Methodologies before ELLN

Methodologies	Frequency	Weighted Mean	Interpretation
Lecture	124	4.13	Frequently Applied
Storytelling	129	4.3	Frequently Applied
Activity-Based Strategy	136	4.33	Most Frequently Applied
Games	120	4	Frequently Applied

Legend:

- 4.50-5.00 -Most Frequently Applied
- 3.50-4.49-Frequently Applied
- 2.50-3.49-Moderately Applied
- 0-1.49 -Seldom Applied
- 1-Not Applied

often reliant on the conduct of varied and multiple instructional activities as their instructional approach or style

These findings imply that the most concrete representation of the new and modern pedagogical strategies among the teachers is the conduct and application of activity-based approach. Instructional activity is one direct and tangible way to promote students' mobility and active engagement in the classroom. Participation in these activities keeps students moving and working all day long for learning gains and purposes. It also implies that at this present and modern age of education, engagement in ample teaching-learning activities is typical and most widely prioritized by educators. Initiating ample instructional activities is a way on how modern teachers tend to modify their instructional strategies from the traditional lecture mode of instruction to the current learner-centered and activity-based approach to teaching-learning process.

These findings were affirmed by the past study of Urns (2015) entitled, "A Critical Analysis of the Effects of Language-Based Instructional Activities in the Linguistic Development of Secondary Education Students in Melbourne", which showed that promoting students' active engagement in linguistic instruction was the most significant effects of students' exposure to language-based instructional activities as perceived by majority of the respondents. It was found that most of the participants of the study believed that varied instructional activities in linguistic instructional activities are equal to different opportunities to learn the basic concepts and essentialities of language through active engagement and participation.

Table 6 indicates the data on the teaching methodologies after the ELLN training. It was found that most of the respondents resorted to the use of differentiated instruction upon their exposure to ELLN training with the highest weighted mean of 4.63, interpreted as most frequently applied.

These findings imply that teachers' application of differentiated instruction can be a concrete measure of their instructional competence especially when aided and supported by a teacher-training program like ELLN for reinforcement. In view of ELLN, it is a currently implemented program by the Department of Education designed to enhance teachers' instructional competence and expertise in teaching learning areas in line with early language, literacy, and numeracy abilities.

Table 6
Teaching Methodologies after ELLN

Methodologies	Frequency	Weighted Mean	Interpretation
Differentiated Instruction	139	4.63	Most Frequently Applied
Think-Pair-Share	132	4.4	Frequently Applied
Storytelling	128	4.26	Frequently Applied
Games	135	4.5	Frequently Applied
Activity-Based Strategy	135	4.5	Frequently Applied

Legend:

- 4.50-5.00 -Most Frequently Applied
- 3.50-4.49-Frequently Applied
- 2.50-3.49-Moderately Applied
- 0-1.49 -Seldom Applied
- 1-Not Applied

Participation in this specific program exposes teachers to a wide array of strategies, approaches, practices, teaching-learning resources, and innovations that they can utilize and apply in facilitating instructions centered on language and numeracy. Differentiated instruction is one of the highlighted teaching methodologies in the ELLN Program. Instructions facilitated in a differentiated level cater to the varied and discrepant levels of learning needs and skills of students. Hence, ELLN integrates

differentiated instruction as one of the core methodologies in teaching language and numeracy. This method is especially applicable considering that learners do greatly differ in terms of their levels of linguistic and mathematical skills.

These were all supported by the findings of the school-based action research conducted by Latorre (2017) entitled, "ELLN-Based Instructional Strategies in Teaching Language and Mathematics for the Grade Three Pupils of Batobalani Elementary School". This school's location was in Paracale, Camarines Norte. The findings showed that differentiated instruction was found by most teacher-respondents who participated in school-based ELLN trainings as one of their most typically and regularly applied methodologies upon their exposure to the training. Most of the respondents claimed that in every classroom where there is great diversity of learning skills and needs of pupils, differentiated instruction most accurately serves the purpose of catering to their needs.

The Significant Difference on Teaching Methodologies before and after ELLN

The researcher aimed to compare the teaching methodologies utilized by the teacher-respondents prior to and after their participation in the ELLN training. This was done to establish the comparative level of improvements in the knowledge, skills, and competence of the teacher-respondents before and after their exposure to this training program. Likewise, the survey aimed to determine whether the ELLN training contributed to the improvement of teachers' methodologies applied in teaching language and numeracy.

Table 7 shows that the computed value for the difference before ELLN is 6.74, which is greater than the critical value ($6.74 > 2.035$). Likewise, the computed value for the difference after ELLN is 13.34. It can be observed that the computed

Table 7

The Significant Difference on Teaching Methodologies before and after ELLN

Variables	Computed Value	Critical Value	Significance Level	Interpretation
Before ELLN	6.74	2.035	0.05	Significant
After ELLN	13.34	2.040	0.05	Significant

value is again greater than the critical value ($13.34 > 2.04$), hence, there is a significant difference between Teaching methodologies before and after ELLN as attested by the computed significance value of 0.05, interpreted as significant.

These findings imply that teacher-training programs like the Early Language, Literacy and Numeracy Training Program indeed pose huge impacts on the enhancement of the teaching, instructional and pedagogical knowledge, skills, and competence of educators. These training programs really do expose teachers to various and ample opportunities to expand their teaching horizons in the context of expertise in terms of educational principles, theories, strategies, methodologies, practices, and teaching-learning resources. These trainings provide teachers with pedagogical support systems that they need to thrive and progress further in their teaching endeavor.

Table 8 shows the data on the level of language competence of teachers after the ELLN training. It was found that most of the respondents adopted effective

Table 8

Level of Language Competence of the Respondents after the Training

Indicators	Frequency	Weighted Mean	Interpretation
1. Using information	139	4.63	Highly Attained
2. Problem solving	142	4.73	Highly Attained
3. Exercising critical judgement	138	4.6	Attained
4. Creativity	142	4.73	Highly Attained
5. Adopting effective work methods	145	4.83	Highly Attained
6. Using ICTs	143	4.76	Highly Attained
7. Constructing his/her identity	136	4.53	Highly Attained
8. Communicating appropriately	141	4.7	Attained

Legend:

4.50-5.00 –Highly Attained

3.50-4.49-Attained

2.50-3.49-Moderately Attained

0-1.49 –Slightly Attained

1-Not Attained

work methods after ELLN training with the highest obtained mean of 4.83, interpreted as highly attained. Therefore, it was revealed that upon their exposure and participation to ELLN training, teachers have learned to utilize and apply effective teaching and instructional methodologies and practices especially in the teaching language area.

These findings imply that teachers' participation to ELLN training is such a huge contributor in the enhancement of their arsenal of teaching methodologies and instructional strategies. The training practices, activities and processes offered during the ELLN training like intensive discussions, lectures on salient topics, brainstorming, collaborative and cooperative learning, workshops, mentoring and other training practices would help teachers acquire and explore on a wide array of methodologies and approaches for more effective and innovative teaching specifically of language and numeracy areas. Likewise, upon exposure to this training, teachers would have learned about certain teaching strategies that are developmentally appropriate and responsive to the needs and skills of their pupils. ELLN program highly stresses and promotes the value of developmentally appropriate instructional strategies and teaching-learning resources, hence upon participation in this program, teacher-participants would gain further education as to enhanced practices and approaches in teaching early language area.

The findings of this current research affirms the results of another school-based action research conducted by Valeros (2017) entitled, "Analyzing Effects and Contributions of ELLN Trainings on the Pedagogical Expertise of Grade School Teachers of Paracale District", which showed that majority of its teacher-respondents who were mostly grades one to three teachers experienced the positive effects, benefits and contributions of their involvement and participation in ELLN trainings especially in terms of learning and utilizing additional and innovative strategies in teaching and learning major subjects in line with communication and mathematical learning. It was further revealed that upon their exposure to ELLN training, majority of the respondents claimed and believed that they are improved and more empowered educators especially in the context of acquired pedagogical expertise on teaching methods and practices.

The Significant Difference in the Level of Language and Numeracy Competence of Teachers before and after ELLN

The researcher also deemed it necessary to determine the significant difference in the level of language competence of the teacher-respondents before the implementation of ELLN and after their participation in this training. The main objective was to compare, describe and analyze the level of improvements in the instructional and pedagogical competence of the respondents in teaching language areas with the aid of ELLN training.

Table 9 indicates the data on the level of language competence of teachers before and after ELLN. It was found that there is a significant difference in the level of language competence of teacher-respondents before and after their exposure to ELLN training as proven by the computed value of 0.05 level of significance.

Table 9

Significant Difference in the Level of Language Competence of Teachers before and after ELLN

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	15.000(a)	12	.241	.572
Likelihood Ratio	7.348	12	.834	.586
Fisher's Exact Test	16.906			.586
N of Valid Cases	30			

*Correlation is significant at 0.05 level of significance

These findings imply that language is salient and indispensable competency or skill that must be included in the list and line of expertise of the teachers. Both linguistic skills are expected to be fully mastered by educators as these are channels in initiating and facilitating instruction and instructional activities for the learners. Oral and written language skills empower the teachers in establishing effective and proficient communication and interaction with the students.

The Significant Relationship between Teaching Methodologies and Competence as Teachers

Profoundly, it was also considered vital in the study to establish the correlation or significant relationship between the teachers' applied teaching methodologies or strategies and their over-all teaching competence. This was done by the researcher by applying critical and intellectual treatment, comparison, analysis, and interpretation of the above cited data on the respondents' methodologies and language competence.

Table 10
Significant Relationship between Teaching Methodologies and Competence as Teachers

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	22.623(a)	28	.752	.739
Likelihood Ratio	26.070	28	.569	.472
Fisher's Exact Test	31.807			.479
N of Valid Cases	30			

*Correlation is significant at 0.05 level of significance

Table 10 shows the relationship between the teacher-respondents' teaching methodologies and language competence before ELLN. It was found that there is a significant relationship between the methodologies and language competence of teachers before their exposure to ELLN training with a 0.05 level of significance.

These findings imply that teaching methodologies of any sort can be executed more effectively by the teachers when they possess a proficient level of language competence. The delivery of instructional approaches is supported by the teachers' linguistic expertise. Linguistic proficiency of educators provides the reinforcement for their pedagogical practices. Expression, conversation, communication, interaction and discussion of instructional inputs or concepts are meaningfully, substantially, and effectively facilitated when teachers have linguistic empowerment.

The Intervention Strategies that may be Developed to Sustain the Language Competence of Teachers

The ELLN Program also aims to enhance and sustain the instructional competence of teachers in teaching language area to the learners. In view of this, the selected teacher-respondents were also surveyed about the proposed intervention strategies to help teachers sustain competence in providing instructions centered on language.

Table 11 shows the intervention strategies that may be developed to sustain the teachers' language competence. The data showed that majority of the respondents believed that applying developmentally appropriate and responsive instructional strategies in teaching language like differentiated instruction is most effective in sustaining teachers' language competence with the obtained mean of 4.93, interpreted as most effective.

These only imply ELLN is a developmentally appropriate program especially in line with language, thus it highly promotes instructional strategies, practices and materials that are also developmentally appropriate, responsive, and

Table 11
Intervention Strategies to Sustain the Language Competence of the Teachers

Intervention/Strategies	Frequency	Weighted Mean	Interpretation
1. Build relationships, be an emphatic language partner	137	4.56	Most Effective
2. Respond and take turns, be an interactive language partner	130	4.33	Effective
3. Respond to non-verbal communication	132	4.4	Effective
4. Communicate with pupils using varied and rich vocabularies	139	4.63	Most Effective
5. Use joint attention strategies	136	4.53	Most Effective
6. Use semantically responsive talk	134	4.46	Effective
7. Use contextualized instructional materials	145	4.83	Most Effective
8. Use localized instructional materials	147	4.9	Most Effective
9. Use developmentally appropriate language and numeracy instructional materials	145	4.83	Most Effective
10. Apply development- ally appropriate and responsive instruction- al strategies in teaching language and numeracy like differentiated instruction based	148	4.93	Most Effective

on pupils' level of needs and skills

Legend:

4.50-5.00 –Most Effective

3.50-4.49-Effective

2.50-3.49-Moderately Effective

0-1.49 –Weak

1-Not Effective

suited on the learners' differentiated levels of needs, skills and competencies. ELLN program advocates the development and enhancement of pupils' early and beginning literacy and academic competencies that require the application of methodologies and teaching-learning resources that would be supportive of the learners' needs and in accordance with pupils' ability levels. Teachers are cognizant that ELLN is a developmentally appropriate program as it caters to the needs of pupils with individually different levels of competence, multiple intelligences, aptitude, and academic achievements. Therefore, participation in ELLN trainings is instructionally empowering for educators especially in terms of the implementation of developmentally appropriate linguistic teaching-learning practices.

These can be corroborated by the findings of another school-based action conducted by Magpayo entitled, "An Action Research on the Effectiveness of Developmentally-Appropriate Beginning Reading Strategies based on the Provisions of Early Language, Literacy, and Numeracy Program in Tagontong Elementary School", which found that majority of its teacher-respondents cited that ELLN-based teaching strategies are most effective in attaining the objective of providing developmentally-appropriate beginning reading instruction for their primary grade pupils. Most of the teacher-respondents highly agreed of how useful and beneficial ELLN is in facilitating enhancement in the quality of early reading instruction for the pupils.

Chapter 5

CONCLUSION AND RECOMMENDATIONS

This chapter presents the salient findings, conclusions and recommendations of the study.

Summary of Findings

The following were the salient findings derived from the study.

1. Majority of the respondents were Teacher 1 in position with a total of 44 percent. Therefore, it was found that most of the respondents are still not advancing in their positions as educators. Therefore, it only implies that teachers' positions may have something to indicate not just about the teacher's teaching status, but as to the level, degree, and extent of commitment, determination, and passion toward pedagogical and professional development and empowerment.
2. In terms of number of years in teaching language and numeracy subject, it was found out that majority of the respondents have at least one to three years of experience in teaching language and numeracy subjects with a total of 43.3%. Likewise, majority of the participants highly recognized the need for novice teachers to collaborate with these instructional leaders for the sake of pedagogical enhancement.
3. Out of 30 respondents, it was found out that majority of the respondents attended relevant trainings on orientation with a total of 33.3%. These findings imply that teacher-training programs just like the Early Language, Literacy, and Numeracy Program are huge contributors to the acquisition and enhancement of the instructional and pedagogical competence of the educators. These training programs are the most direct and concrete ways of honing and augmenting their expertise in teaching in the context of teaching strategies, teaching-learning resources, instructional innovations and varied instructional practices. Participation in teacher-trainings equals pedagogical empowerment among educators.
4. Data in terms of subject taught showed that majority of the respondents are teaching and handling general subjects areas with a total of 97%. Therefore, instead of being a burden to the educators, sometimes teaching variety of subjects can be viewed to be more beneficial and advantageous for them as it enhances their mastery and expertise in line with the subject matter being taught.
5. Data on the teaching methodologies of the respondents before their participation in ELLN reflected that majority of the respondents most frequently applied the activity-based strategy with the highest obtained mean of 4.33, interpreted as most frequently applied. Therefore, it was revealed that prior to the teachers' participation in ELLN training, they were most often reliant on the conduct of varied and multiple instructional activities as their instructional approach or style.
6. Results on the data gathering to the respondents regarding the teaching methodologies after the ELLN trainings showed that majority of the respondents resorted to the use of differentiated instructions upon their exposure to

ELLN training with the highest weighted mean of 4.63, interpreted as most frequently applied. The findings showed that differentiated instruction was found by the majority of teacher-respondents who participated in school-based ELLN trainings as one of their most typically and regularly applied methodologies upon their exposure to the training. Most of the respondents claimed that in every classroom where there is great diversity of learning skills and needs of pupils, differentiated instruction most accurately serve the purpose of catering to their needs.

7. The computed value for the difference before ELLN is 6.74, which is greater than the critical value ($6.74 > 2.035$). Likewise, the computed value for the difference after ELLN is 13.34. It can be observed that the computed value is again greater than the critical value ($13.34 > 2.04$), hence, there is a significant difference between Teaching methodologies before and after ELLN as attested by the computed significance value of 0.05, interpreted as significant.
8. Data on the level of language competence of teachers after the ELLN training were found that majority of the respondents adopted effective work methods after ELLN training with the highest obtained mean of 4.83, interpreted as highly attained. Therefore, it was revealed that upon their exposure and participation to ELLN training, teachers have learned to utilize and apply effective teaching and instructional methodologies and practices especially in the teaching language area. It was further revealed that upon their exposure to ELLN training, majority of the respondents claimed and believed that they are improved and more empowered educators especially in the context of acquired pedagogical expertise on teaching methods and practices.
9. Data on the level of language competence of teachers before and after ELLN were found that there is a significant difference in the level of language competence of teacher-respondents before and after their exposure to ELLN trainings as proven by the computed value of 0.05 level of significance.
10. The relationship between the teacher-respondents' teaching methodologies and language competence before ELLN was found that there is a significant relationship between the methodologies and language competence of teachers before their exposure to ELLN training with a 0.05 level of significance.
11. The data on the intervention strategies that may be developed to sustain the teachers' language competence showed that majority of the respondents believed that applying developmentally-appropriate and responsive instructional strategies in teaching language like differentiated instruction is most effective in sustaining teachers' language competence with the obtained mean of 4.93, interpreted as most effective.

Conclusions

Based on the aforementioned findings, the following conclusions were considered:

1. Most of the respondents were ranked as Teacher 1, were teaching language subjects for one to three years, participated on orientation trainings, and were teaching all subjects in grade school.
2. Most of the teacher-respondents' activity-based teaching strategies were prior to the implementation of ELLN, but shifted to the utilization of differentiated instruction after ELLN.
3. Teaching methodologies before and after ELLN were significantly different.
4. Most of the respondents have improved their level of language competence upon their participation and exposure to ELLN trainings.
5. The language competence of teachers before and after their exposure to ELLN were significantly different.
6. The language competence and methodologies of teacher-respondents were significantly correlated.
7. Most of the teacher-respondents have enhanced their teaching methodologies and instructional practices in teaching language upon their exposure and participation to ELLN.

Recommendations

Based on the findings of the study, the following recommendations are considered relevant in view of improving the competence of teachers trained in early language, literacy, and numeracy (ELLN) in Motiong District:

1. It is highly recommended for teachers to continue pursuing post-graduates' studies or higher education degree for further educational advancement, instructional competence, and professional development. Higher education opens wide range of opportunities for further instructional and pedagogical empowerment that they can apply in teaching on language area.
2. Schools are encouraged to conduct regular and intensive school-based ELLN teacher-training programs to maximize teachers' knowledge, competence, and expertise in terms of application of instructional strategies and practices designed to teach areas in line with language. School-based educational researches should be conducted to determine which of these ELLN-based teaching strategies are most developmentally-appropriate and effective in improving learners' language and numeracy competence
3. It is recommended to sustain the conduct and provision of teacher-training programs including ELLN for teachers' empowerment in terms of teaching strategies and practices.

4. The Department of Education should formulate and implement a higher level version of ELLN to be offered for teachers in the intermediate levels or higher grades. ELLN should not only be limited for teachers in the preparatory and primary grades considering that all teachers and learners deserve further educational opportunities to hone their language competence.
5. The conduct of ELLN trainings should be further reinforced by ample inputs, contents, and knowledge sources to further enhance teachers' linguistic expertise.
6. The Department of Education should pursue a version of ELLN training that is intended for teachers. Therefore, teacher-centered trainings are encouraged to be conducted further to reinforce their pedagogical and instructional expertise.
7. Teachers and other education authorities should be consistently and more intensively engaged in educational researches or studies to continue exploring more innovative, developmentally-appropriate, multimedia-based, learner-centered, and advanced teaching methodologies, strategies, and practices that can be integrated, incorporated, and mainstreamed in ELLN and teacher-training programs especially in line with language.

BIBLIOGRAPHY

- [1] Alonzo, Neil C. (2012). **"Teachers' Level of Engagement in the Contextualization of Language Instruction and Curriculum and Its Implications on Pupils' Linguistic Skills."** Thesis, Virac State University, Virac, Catanduanes.
- [2] Ball, Christine Editha. (2012). **"The Richness Diversity Brings: Diverse Languages and Literacies in Early Childhood Education."** Unpublished Master's Thesis, Auckland University of Technology, Auckland.
- [3] Beauchamp, Angela Katina. (2016). **"Overcoming Language Barriers in Early Childhood Education."** Thesis, Massey University, Palmerston North, New Zealand.
- [4] Cunningham, Anne. (2009). *Starting Small: Building Preschool Teachers' Knowledge that Support Early Literacy Development*. Retrieved: December 2, 2017 from, <https://link.springer.com/article/10.1007/s1145-009-9164>
- [5] Fieldman, Gregory Michael. (2012). **"Early Numeracy: Technical Adequacy of Selected Kindergarten and First Grade Screening Measure."** Dissertation, University of Iowa, Iowa.
- [6] Fillmore, Wane. (2010). *Why Do Early Childhood Teachers Need to Know More About Language?* Retrieved: December 2, 2017 from, <https://www.ericdigests.org/2001-3/early.htm>
- [7] Goldstein, S. & Brooks, R. B. (2006). *Handbook of resilience in children*. Springer.
- [8] Greenberg, Janice. (2012). *Teaching Children to Think: Meeting the Demands of 21st Century*. Retrieved: December 2, 2017 from, www.hanes.org/helpful-info-articles/teaching-children-to-think-meeting-the-demands-of-21st-century.aspx
- [9] Herron, Paul. (2015). *Early Literacy is Vital to Every Child's Success*. Retrieved: December 2, 2017 from, www.urbanchildinstitute.org/article/editorials/early-literacy-is-vital-to-every-child's-success
- [10] Hynes-Berry, M. (2012). *Don't leave the story in the book: Using literature to guide inquiry in early childhood classrooms*. NY Teachers College Press.
- [11] Hill, Jennifer. (2015). **"The Impact of Early Numeracy Intervention on Kindergarten Pupils."** Thesis, Sacred Heart University.
- [12] Horacio, Aileen. (2010). **"Evaluating the Teachers' Language and Grammatical Proficiency: Basis for the Development of ICT-Based Linguistic Teacher-Traning Program in the Schools Division of Catanduanes."** Thesis, Catanduanes State University, Catanduanes.
- [13] Jayasree C.V. (2013). *Teacher Effectiveness, Experiential Education by Heather Coffey* New Delhi – 110 002 Retrieved from <http://www.learnnc.org/lp/pages/4967>
- [14] Jimenez, Jaida. (2010). **"Assessment of Teachers' Mastery Levels in Instructional Strategies in Teaching Language and Reading in the Division of Camarines Norte."** Thesis, Camarines Norte State College, Daet, Camarines Norte.
- [15] Lindahl, Christina Lauren. (2016). **"Developing Early Numeracy and Early Literacy Skills in Preschool Children through a Shared Parent/Child Book Reading Intervention: A Multiple Baseline Single Case Study."** Dissertation, University of South Florida, South Florida.
- [16] Paludi, M. A. (2001). *Human development in multicultural contexts: A book of reading*. Pearson.
- [17] Polk, Kayla D. (2013). **"Language and Literacy Supports in Early Childhood Classrooms: Comparing Ratings of Teachers and Observers."** Thesis, University of Tennessee at Chattanooga, Chattanooga, Tennessee.

- [18] Purpura, D. J., Baroody, A. J., & Lonigan, C. J. (2013). The transition from informal to formal mathematical knowledge: Mediation by numeral knowledge. *Journal of Educational Psychology*, 105(2), 453-464. doi: 10.1037/a0031753
- [19] Manolitsis, G., Georgiou K., Tziraki, N. (2013). Examining the Effects of Home Literacy and Numeracy Environment on Early Reading and Math Acquisition. *Elsevier Inc. Volume 28*, Issue 4, Pages 692-703.
- [20] Mbugua, Tata (2009). *Teacher Training for Early Childhood Development and Education in Kenya*. Retrieved: December 2, 2017 from, www.tandfonline.on/doi/abs/10.1080/1109010201
- [21] Panneton, Kirk (2015). *The Importance of Literacy in Child's Development*. Retrieved: December 2, 2017 from, <https://www.bizjournals.com/articles/news/2015/01/21/the-importance-of-literacy-in-a-childs-development.html>
- [22] Regional Memorandum No. 24, s. 2017, Region V or Regional Training of Trainers for the Developmentally Appropriate Practices (DAP) in the Early Language, Literacy and Numeracy Training Program (ELLNP). Retrieved: December 2, 2017 from, www.deped.gov.ph/sites/default/files/region%20v-bicol
- [23] Regional Memorandum No. 107, s. 2017 or Regional Training on Developmentally Appropriate Practices in Early Language, Literacy and Numeracy Program for Public Schools District Supervisors and Education Program Supervisors. Retrieved: December 4, 2017 from, www.deped.gov.ph/site/regional-memo-no.107
- [24] Regional Memorandum No. 0259, s. 2017 or Training on Developmentally-Appropriate Practices in Early Language, Literacy and Numeracy (DAP-ELLN) Batch 4. Retrieved: December 2, 2017 from, www.deped.gov.ph/sites/default/files/region%20vii-central-visayas
- [25] Sandilos, Lia E. (2014). The Language and Literacy Development of Young Dual Language Learners: A Critical Review. *Elsevier Inc. Volume 29*, Issue 4, Pages 715-733.
- [26] Sheridan, Susan M. (2013). Retrieved: December 2, 2017 from, <https://www.ncbi.nlm.nih.gov/pmc/articles/pmc2756772>
- [27] Shrier, Carrie. (2013). *ABC's of Early Literacy: The Importance of Developing Early Literacy Skills*. Michigan State University Extension.
- [28] Timperley, H., McNaughton, S., Howie, L., & Robinson, V. (2003). Transitioning Children from Early Childhood Education to School: Teacher Beliefs and Transition Practices. *Australian Journal of Early Childhood*, 28 (2), 22-28.
- [29] Verdin, Antonio. (2010). **"Speech and Oral Communication Difficulties of Teachers: Barriers against Instructional and Pedagogical Effectiveness of Grade School Teachers in the Division of Camarines Sur."** Thesis. Naga College Foundation, Naga City, Camarines Sur.
- [30] Zulueta, F. M. & Costales, N. D. Jr. (2003). *Methods of Research Thesis-Writing and Applied Statistics*.