



Early Language Literacy And Numeracy (ELLN) in The Division of Benguet

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Abstract

The study aimed to determine the impact of the implementation of Early Language Literacy and Numeracy (ELLN) in the Division of Benguet. The study involved a total of three hundred six K to Grade 3 teachers representing the fourteen school Districts of the Schools Division of Benguet. They were further grouped according to political districts with one hundred nineteen teachers from District 1 and one hundred eighty seven teachers from District II.

The descriptive research design was used with a survey questionnaire as the main data-gathering instrument used. Data were subjected to basic measure of statistics. The t-test for independent sample was used to test the null hypothesis. The findings revealed that ELLN program implementation was very much important with no significant difference from the respondents of the two districts; teachers' performance on the pedagogical knowledge after the concluded of ELLN program through the concluded SLAC sessions was much improved; confirming the basic assumption; while the performance skills and attitudes after the SLAC session were very much improved, beyond the students basic assumption of moderately improved; the challenges encountered by the teachers as they implement ELLN program were below 75 % except for one, on lack of resources which is above; the strategies suggested by the teachers were approaches within or aligned to the K to Grade 3 stage and it focus on 21st century skills like utilized new technology to enhanced engagement and delivery of literacy and numeracy strategies. It was therefore concluded that both districts improves learners' performance; learners were more engaged and participative activities, the teachers' performance on pedagogical knowledge, skills and attitude after the conduct were enhanced, the teaching-learning practices were improved, their daily routine work in teaching and preparing materials needed, teacher organized and creative in preparing instructional materials, teachers became more confident in teaching early grade learners; The challenges encountered by the teachers in the conduct of the ELLN program were managed properly by the teachers; teachers learned teaching strategies such us differentiated instruction, explicit teaching, and development of IMs and notable improvement in teachers' management of classes due to varying strategies employed.

Keywords: importance of program implementation, learners' development, improvement of teachers' performance, challenges encountered, strategies.

Introduction:

Literacy and numeracy are essential skills for all children to develop. Without them modern life becomes almost impossible. Yet, there is often disagreement about how we should approach this learning, and when aspects of it should be introduced to children. When we think of literacy and numeracy, we often think of school

rather than prior-to-school settings, and of formal teaching methods based on rote learning and memorization. From this perspective, it can sometimes be hard for us as early childhood educators to see how literacy and numeracy are relevant to our work in the very early years of a child's life. The temptation can be to leave literacy and numeracy for schools.

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In this regard, the Department of Education (DepEd) released an order on the Guidelines on the Early Language Literacy, and Numeracy (ELLN) Program: Professional Development Component, stating the objective of the program, which is to develop Filipino children literacy and numeracy skills and attitudes, which will contribute to lifelong learning. More specifically, the ELLN aims to strengthen the K to 3 teachers' capacity to teach and assess early reading and numeracy skills; to strengthen the skills of the school heads as instructional managers and supervisors; to improve management and administration of the program (ie. Planning, operations, action research, sharing and implementing best practices, monitoring and networking). All this effort is expected to raise the students' performance in language and numeracy subjects, especially efforts focused on school that require immediate technical assistance in early literacy and numeracy instruction (DepEd Order no. 12, s. 2015).

Moreover, this is one of the President ten-point Basic Education (K to 12 Framework) agenda which states that "Every Child should be a reader by grade 1", the Department of Education (DepEd) is strengthening its reading program through the implementation of the Early Language, Literacy and Numeracy Program through School Learning Action Cell (SLAC). Every individual that surrounds him supports the development of a child. A learner was influenced by what he/she experiences and develops the cognition and skills provided.

Moreover, school - based professional development approaches can be powerful as the usually emphasize work-based learning, reflection, and collaboration - the best way for teachers to learn, relearn and unlearn.

Since the implementation of the said program in the Division of Benguet particularly in the K - Grade 3 (Stage 1), there has been no study to determine the impact of implementation and effect of the Program. It is in the aforementioned

rationale that the researcher who is a research enthusiast and the focal person of the Division of Benguet on the Early Language Literacy and Numeracy (ELLN) find it necessary to assess and evaluate its implementation and effect so that what ever findings are made maybe sustained and utilize to improve the literacy and numeracy for K - Grade 3 learners, for action planning, policy formulation and development.

Objectives of the Study:

The study aimed to determine the impact of the implementation of ELLN program delivery through SLACs in the Schools Division of Benguet.

Specifically, this study sought to answer the following specific problems:

1. What is the level of importance of ELLN program implementation to Learner development as observed by teachers from the concluded SLAC sessions in the two political districts of Benguet?
2. Are there significant difference in the level of implementation of teachers on the relevance of ELLN: Learning Action Cell on learner development in the two (2) districts of Benguet.
3. What are the challenges encountered by teachers in the implementation of ELLN program after the conduct of Learning Action Cell?

Research Design:

The research design is the best to use for the study. According to Sevilla (2009) and Calmorin L. and Calmorin, M. A. (2000), Descriptive-survey design is a systematic study of designing, developing and evaluating instructional programs, processes and procedures that must meet the criteria of international consistency and effectiveness. The most common type of developmental research involves situations in which the product-development process is analyzed and describe, and final product is evaluated.



The researcher used a descriptive survey questionnaire formatted using 5-point scale and checklist. This was supplemented with the result of monitoring the ELLN implementation through observation and informal interview.

Moreover, Best (1990) stated that this design deals with procedures that are on-going; practices and beliefs that are prevailing; conditions of relationships that exist; effects that are being felt; and trend that are developing. In this design, the process goes beyond gathering and tabulation of data. It involves the elements or interpretation of what is describe, usually with the aid of statistical method. Furthermore, Lazaga (2012), Marquez (2011) and Padiwan (2017) stated that descriptive research design is basically a quantitative type of research yet it has qualitative aspect as implications are drawn from the values evolved.

Furthermore, it is very much suited and helpful to use a descriptive survey questionnaire in finding the how program/projects was implemented and the responded could answer it at their most convenient time.

Data Gathering Instrument:

The study utilized the survey questionnaire. It is divided into two parts. Part 1 contained the questionnaire on Early Language, Literacy and Numeracy (ELLN) Program through Learning Action Cell (SLACs), while part 2 contained all statements involving all the possible challenges encountered in the implementation of ELLN through SLACS.

The level of importance of ELLN program implementation on learners' development: Learning Action Cell and the challenges encountered by the teachers in teaching ELLN after the conduct of the SLACs in the Schools Division of Benguet are the four specific questions with statements to be answered. Questions 1 and 2 utilized a 5-point scale questionnaire for the level of importance of ELLN program implementation to learner development as

observed by teachers from concluded SLACs. On the other hand, in order to answer the challenges encountered a checklist was used.

Data Gathering Procedure:

Before the floating of the questionnaire, standard operating procedure was be followed. The needed permission to float the questionnaire to the target respondents was requested from the Dean of Graduate School of Baguio Central University and Permission from the Schools Division Superintendent, noted by the Chief Education Supervisor of the Curriculum Implementation Division through a formal letter. All Public Schools District Supervisors were informed of the schools identified as respondents before the distribution of the questionnaires.

The researcher distributed and collected the copies of the questionnaire to and from the respondents. After the data were gathered, the researcher tallied and tabulated the gathered results for appropriate analysis and interpretation.

Results:

The teachers of the 1st political District of Benguet, observed that the Early Language, Literacy and Numeracy Program implementation to learners from the concluded school learning action cell in the first district of Benguet was important as proven by the average weighted mean of 4.63 as describe as very much important. The data implies that the indicators was very important on learners' development, which affects the learners' performance as observed by the teachers in the first district of Benguet.

In the analysis of data gathered, it was observed that the teachers rated the first indicator that state, it enhances skills and knowledge needed to address students' learning challenges; as having the highest rank with a weighted mean of 4.72 described as very much important.

These showed encouragements to the program provider as well as the management and teachers that the ELLN program implementation

through SLAC was very helpful on the part of the learners. It enhanced knowledge, skills and attitude need to address learners' learning challenges and learners were encourage expressing their ideas and opinions in addressing challenges that they encounter with help of ELLN implementation through SLACs. While the least observed in the importance of ELLN program implementation from the conduct of SLAC session is on creates a culture of learning throughout the school with weighted mean of 4.54 describe as very much important. The culture of learning throughout the school was the last but still describe as very much improved thus with ELLN program implementation it helps in the improvement of the school culture.

The data showed importance of ELLN program to learner development since the description is very much important, thus, this program causes teachers to improve the instruction and administration of the learners and school. It also served as area to unlearn the things that was taught previously and to clarify broad ideas or issues related to teaching and learning covered.

The data revealed that the level of importance of ELLN program implemented to learners as observed from the concluded SLACs in the 2nd political district of Benguet with an average weighted mean of 4.64 was describe as very much improved. This shows that through learning action cell, the knowledge and skills of teacher that they acquired was transferred to the learners thus the performance of learners improved.

In the analysis of data gathered, it was observed that the teachers rated the first indicator that states, it enhances skills and knowledge needed to address students' learning challenges; as having the highest rank with a weighted mean of 4.70 described as very much important.

While the least indicator is a tie with a weighted mean of 4.58 describe as very much important on it serves as an area to unlearn, for clarification of vague issues or concerns related to

teaching and subject area covered and it connects curriculum to real world context that build upon student and community resources.

It showed that all the five (5) least indicators describe as very much improved thus it shows the importance of ELLN program implementation to learners' development as observed by teachers from the concluded School Learning Action Cell (SLAC) sessions in the 2nd congressional district of Benguet.

In the summary and comparison between the teachers' observation on the level of importance of ELLN Program Implementation to Learner Development as Observed from the concluded SLAC Session in the 1st and 2nd Political Districts of Benguet. It can be observed that the teachers of second congressional district of Benguet obtain a higher average weighted mean of 4.638 describe as very much improved while the teachers of first congressional district of Benguet obtain a lower average weighted mean of 4.630 describe as very much important. Their combined average weighted mean was 4.635 with a descriptive equivalent of very much improved. This implies that the teachers in the two congressional district of Benguet agree in the observations of the frequency of level of importance of ELLN program implementation to learners as observed from the concluded SLAC sessions.

In the comparison of the observations of teachers in the two congressional districts of Benguet, the data was subjected to the t-test equation for independent variable, which yielded to a t-computed value of -0.5125. This was compared to the critical value of 1.9719 at five percent level of significant with 304 degree of freedom and was lesser.

Result: Not Significant, Decision: Accept the Null Hypothesis

The t-computed value then was not considered as significant which resulted to the decision to accept the null hypothesis. The accepted null hypothesis states that there is no



significant difference in the level of importance of ELLN program implementation to learners' development as observed from the concluded SLAC sessions in the two congressional district of Benguet. Though there was a difference in the obtained average weighted mean, the difference was too negligible to consider significant.

The finding implies that whatever learning, skills and attitude the teachers acquired in the ELLN program and implemented through SLACs was the same or they followed the guidelines on how to conduct school learning action cell in both districts. This intervention for stage one in the K to 12 curriculums was important to learners' development as observed in the analysis of data.

The indicators in the importance of ELLN program implementation to learners' development through SLACs shows that teacher exercise significant influence learners' development or improvement of performance on staff professional development. According to Barth as cited by Bredeson & Johnson (2000), the most important responsibility of every educator is to provide the condition under which people's learning curves go off the chart. As an educator, our most vital work is promoting human learning and above all one's own learning.

The challenges encountered by teacher in teaching ELLN. The respondents evaluated these indicators on the challenges if they encountered in teaching k to 12 Basic Curriculum as they incorporated and apply what they have learned in ELLN. It shows that lack of resource in Teaching as they implement ELLN program after the conduct the Concluded SLAC Session in Benguet was the rank 1 with a frequency of 206 and with 84.97 %. Followed by mother tongue interference with a 73.86 % and the third in rank was pupils forgetting easily what was taught with 71.90%.

With these challenges encountered in the implementation of ELLN especially on resources, the teachers acknowledge that they

work hard enough to be capable of executing and implanting the instructional activities, pedagogies that spelled-out in the early language literacy and numeracy through school learning action cell as an intervention in the K to grade 3 stage. The presence of local resource nearby barangay or municipality was maximize with the help of their school heads and other personnel at the district and division. This manifestation by the previews tables that were analyze and discuss.

It further showed that we really look into these challenges encountered and address the possibilities in issues to improve the deliverables of the ELLN implementation through school learning action cell. It is possible that they could re-do some of the topics that has a great impact to other schools.

The effort that they exerted despite of the challenges encountered to teach or implement the program was quite worth-noting because it speaks well about the focus and dedications to accomplish their task successfully, with one thing in their mind and goal – to provide the learners the quality education that they deserved to acquire. These attributes are typical in most teachers (Serrano, 2006).

Teachers are hardworking and never lose hope that they will learn whatever is to be learn, they are brave and they understand in the process of new learning, new task and even the most difficult challenge, everything is worth-trying. They considered problems and limitation as challenge and can be address with proper mindset, focus, and determination.

The finding was quite expected as this jibe with the initial data on the result of monitoring and report of the school heads and supervisors whereby the respondents give higher percentage to the top four challenges they encounter such as lack of resources, mother tongue, pupils forgetting easily and lack of teaching materials. With the initiative of teachers and school heads, they were able to overcome these challenges.

Solution:

In light of the findings of the study, it strongly recommended that the Early Language Literacy and Numeracy (ELLN) program through School-Based Learning Action Cell (SLAC) should be sustained, improved and enhanced by the implementers since it is very important to learner development and competence of teachers. Implementers should always find means and ways to address the encountered challenges, issues and problems to make the implementation of the activity, projects and programs a success.

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