

# EARLY LANGUAGE, LITERACY, AND NUMERACY (ELLN) PROGRAM IN PROMOTING SALIENT TEACHING- LEARNING OUTCOMES IN A DISTANCE LEARNING REALM

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## Abstract

The study aimed to determine the effect of the implementation of early language, literacy, and numeracy program in the teaching-learning outcomes. Furthermore, this attempted to determine if there is a significant relationship between the early language, literacy, and numeracy program in promoting salient teaching-learning outcomes in a distance learning realm. Using a descriptive correlational study method, it involved 140 public elementary school teachers from 11 schools in the San Francisco District, during the academic year 2021-2022. Self-made questionnaire was employed to measure the data about the pre-implementation, implementation, and post-implementation of early language, literacy, and numeracy program in San Francisco District in terms of teaching and learning outcomes which undergone internal and external validation through the help of the panel of examiners and group of teachers. Results revealed that there is significant relationship between the components of early language, literacy, and numeracy program to the teaching-learning outcomes in the public school in the District of San Francisco. Therefore, the null hypothesis stating that there is no significant relationship in the above-mentioned variables is not supported by evidence and therefore not sustained the findings of the study.

**Keywords:** early, language, literacy, and numeracy program    *teachers' competence*    *learners' competence*

## 1. Introduction

Education is an essential tool for social and economic growth of a country. One of the main goals of education is to master literacy skill, which is the basic ability to read and write. Different nations of the world have declared that it is the right of every person to get education by speaking through the Universal Declaration of Human Rights (Madani, 2019).

Today, in globalized, digital, postmodern, and pandemic society, the necessity and urgency of educating learners is one of the current trends in the educational system in the Philippines. It is necessary to start molding and nurturing these young minds so that they become responsible citizens tomorrow (Osewska, 2022).

Education plays a particularly significant role in children and adolescents' health and well-being and has a lasting impact on their lives as adults. Enhancing the skills and talents of children are very important factor to be considered in education. Speaking, reading, writing and numeracy are among the most important skills children learn. While numeracy skills facilitate children's understanding of mathematical information and allow them to solve problems in everyday life (Hamad 2018).

COVID-19 pandemic had made a substantial impact to the educational systems in most countries around the world specially in the Philippines. As lockdown restrictions are being implemented in different places in the country. Public schools and private schools are closed-down due to the different restrictions. (Agaton and Cueto, 2021).

According to Malaya (2020), public schools rely on the platforms of modular distance learning, online distance learning and anchored with television-based and radio-based instruction. Most students chose modular distance learning as their alternative learning delivery modality where they learn from the modules that their teachers prepared. Through distance learning, learning was made possible. It was far way different from a normal class because, in the classroom, motivation and supervision were evident in every class, but in distance learning, learning is self-directed, especially in the off-line classes.

Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year. This is also in consideration of the learners in rural areas where internet is not accessible for online learning (Bernardo, 2021).

General challenges encountered by the educators like poor school management, underqualified teachers, and limited resources are some of the factors underpinning the distance learning. Teachers cannot monitor the learners because of the different hindrances due to the pandemic. (World Bank, 2018).

In the Division of San Pablo City specifically the schools in San Francisco District adapted the modular distance learning and online distance learning. The researcher found difficulty in enhancing the abilities and skills of the Kto3 learners in the early language, literacy, and numeracy due to the pandemic. The teachers can't focus on teaching

the learners and so that the parents and guardians are the ones who will guide the learners in answering their modules. Thus, the researcher aimed to determine the effect of the implementation of Early Language, Literacy, and Numeracy (ELLN) Program to the teaching-learning outcome

## 2. Literature Review

### 2.1 Early Language, Literacy, and Numeracy Program

Abdillah (2021) said that literacy and numeracy are very much needed, among others literacy is a person's level of understanding in drawing conclusions from the information received for the better, helping people think critically, not reacting too quickly, Helping to increase people's knowledge by reading, Helping to grow and develop good character values in a person.

### 2.2 Teachers' Competence

Tasan, R.T. (2021), teacher's competencies are a big factor in the academic achievement of the students. Included under teacher competencies are teaching effectiveness, professional recognition and awards, membership and participation in professional organizations, scholarly abilities and creative productiveness, and university and community service.

Professional teachers must have competencies, namely pedagogical competence, personality competency, social competence, and professional competence. Therefore, teachers who have competence are expected to be able to direct and develop the potential of their learners and easily overcome the learning difficulties faced by student. (Murkatik and Harapan, 2017)

### 2.3 Learners' Competence

Abdillah (2021) states that literacy and numeracy are very much needed, among others literacy is a person's level of understanding in drawing conclusions from the information received for the better, helping people think critically, not reacting too quickly, helping to increase people's knowledge by reading, Helping to grow and develop good character values in a person.

### 2.4 Conceptual Framework

The study is anchored on the concept of anchored Sociocultural Theory of Lev Vygotsky which believed that an individual's cognitive aspect would develop as they interact with others (Sabanal and Saballa, 2019) to see how Early Language, Literacy, and Numeracy (ELLN) Program helps in Promoting Salient Teaching and Learning Outcomes in a Distance Learning Realm. Different theories, concepts, and studies are discussed as background information and as grounding principles to achieve the research aims.

Learning to read, write, and count is essential for a child's academic and later life success. The level of a child's improvement in these core skills is one of the best predictors of school achievement. Although children's reading, writing, and numeracy skills improve as they get older, the early years of life, from birth to age eight, are the most crucial for language, literacy, and numeracy development. Reading, writing, and counting abilities do not develop naturally or without careful planning and training (D.O no. 12, s.2015).

The Early Language, Literacy, and Numeracy Program (ELLN) of the Department of Education (DepEd) focuses on preparing Kindergarten to Grade 3 teachers and instructional leaders in basic literacy and numeracy knowledge and pedagogical skills, as well as establishing and managing a school-based mentoring/learning partnership program as a mechanism for the continuous professional development of teachers/mentors, teachers/mentees, school managers, and instructional leaders. The program will help Filipino youngsters build literacy and numeracy abilities and attitudes that will help them learn for the rest of their lives. Its specific goals are to improve the reading and numeracy skills of Kinder to Grade 3 students, as well as to construct a sustainable and cost-effective professional development system for teachers, using the K to 12 Basic Education Curriculum. The early language, literacy, and numeracy program is also supported by members of the community because of the benefits it brings to students, educators, and the community as a whole (DepEd, 2017).

## 3. Hypothesis

There is no significant relationship between the components of Early Language, Literacy, and Numeracy (ELLN) Program and the teaching and learning outcome.

## 4. Methodology

The researcher used a descriptive correlational study method. This is a type of study in which information is collected without making any changes to the subject of the study. However, there are several different types of descriptive correlational methods that each perform research in a slightly different way. The descriptive design will be utilized

in this investigation, with questionnaires as the main tool in gathering data used to assess the implementation of early language, literacy, and numeracy program at schools in the San Francisco District.

The researcher asked for permission from the Office of the Division Superintendent and the District Supervisor for the conduct of the study. The assistance of the school principals was requested to ensure the success of the distribution of the research instrument. Then, the researcher retrieved the instrument immediately after the respondent answered the questionnaire. The data gathered was organized, tabulated, and treated statistically for analysis and interpretation of each result.

After the approval of the title and as part of the preparation of the questionnaires and formulation of questions. The researcher secured written permission to conduct the study from the District Supervisor. The researcher discussed with the school head the details and procedures of the study. Upon approval, the questionnaires were distributed and administered by the researcher to the respondents. Then the questionnaire will be properly and completely answered by the teachers, and retrieved the copies for the researcher to have reliable and valid result.

## 5. Results and Discussions

**Table 1. Components of Early Language, Literacy and Numeracy (ELLN) Program in terms of Pre-Implementation, Implementation, and Post-Implementation**

Indicators	Mean	SD	VI
<b>Pre- Implementation</b>			
Planning and Implementing Guidelines	4.76	.410	VHI
Instructional Resources	4.65	.459	VHI
Professional Development and Training	4.66	.462	VHI
School and Community Support	4.59	.464	VHI
<b>Implementation</b>			
School Learning Action Cell	4.74	.411	VHI
Teaching Process	4.72	.469	VHI
<b>Post- Implementation</b>			
Assessment and Evaluation	4.70	.427	VHI
OVERALL	4.69	.443	VHI

Legend: 5.0-4.50- Very Highly Implemented, 4.49-3.50- Highly Implemented, 3.49-2.50-Moderately Implemented, 2.49- 1.50- Slightly Implemented, 1.49-1.0- Not Implemented

Table 1 displays the Summary of the Components of Early Language, Literacy and Numeracy (ELLN) Program in terms of Pre-Implementation, Implementation, and Post-Implementation. The table reveals that the components of Early Language, Literacy and Numeracy (ELLN) Program in terms of Pre-Implementation, Implementation, and Post-Implementation are “Very Highly Implemented” which means that most of the respondents perceive in the implementation of the Early Language, Literacy, and Numeracy (ELLN) Program.

The data imply that most of the teachers agreed in the indicator set which means that they much observe the variable being discussed. It was evident with the first indicator having the highest mean among all the indicators, it is interpreted as “Very Highly Implemented”. It shows that the teachers are well informed about the program especially in its planning and implementing guidelines. However, the fourth indicator states that the school and community support with the lowest mean and interpreted as “Very Highly Implemented.”

Since all the indicators are interpreted as “Very Highly Implemented”, it implies that in the schools of San Francisco District there is a need to enhance the school and community support. Due to the pandemic, sometimes stakeholders cannot give full support to the program and activities of the school. Parents are busy with their jobs or household chores. They should follow the restrictions, so they just stayed at home for their safety.

**Table 2. Teachers' Competence in terms of Pedagogical, Personality, Social, and Professional**

Indicators	Mean	SD	VI
Pedagogical	4.67	.434	VHC
Personality	4.61	.450	VHC
Social	4.65	.459	VHC
Professional	4.62	.469	VHC
OVERALL	4.64	.453	VHC

Legend: 5.0-4.50- Very Highly Competent, 4.49-3.50- Highly Competent, 3.49-2.50- Moderately Competent 2.49- 1.50- Slightly Competent, 1.49-1.0- Not Competent

The table above shows that teachers' competence in terms of pedagogical, personality, social, and professional was perceived by the respondents as "Very Highly Competent". The result implies that despite of the pandemic, the respondents were doing their duties and responsibilities especially in teaching the learners in different platforms. The Kinder to Grade 3 teachers in San Francisco District have capability of conveying knowledge and skills to learners. The teachers develop learners' abilities and skills in language, literacy and numeracy through differentiated instruction and evaluate learning outcomes in compliance with the required procedures and standard. They are aware of the different strengths and weaknesses of the learners.

It is mentioned by Mei et.al. (2020) teachers for young learners need to maintain their pedagogical competence as good as possible as sometimes teaching young learners need more effort and energy in not only providing best learning but also encouraging and engaging the students to their learning. As it is understood language competencies are one of the most crucial aspects in children's cognitive development.

The teachers are aware of the strengths and weaknesses of their learners. As a teacher it is important to know the learners so that you can use appropriate teaching strategies or techniques. They also have the knowledge of using ICT in order to have an effective teaching and learning process. They could maintain their personality as to steady, stable, mature, wise, and dignified, being examples for the learners. The teachers use appropriate language when talking to learners, parents, and peers. They also collaborate with the parents, stakeholders, and the community for the benefit of learners. It is during the Parent Teacher Conference, as on way that teachers can communicate well with to the parents. Based on the observation of the researcher, teachers participated in different trainings, seminars, and workshops for the professional development. To provide high quality literacy and numeracy instruction, teachers are required to have relevant ongoing professional development. Ongoing professional learning leads to a deep understanding of literacy and numeracy teaching, learning and assessment.

**Table 3. Learners' Competence in terms of Language, Literacy, and Numeracy**

Indicators	Mean	SD	VI
<b>Language and Literacy</b>			
Print Awareness	4.63	.497	VHC
Phonological Awareness	4.58	.527	VHC
Word Reading	4.42	.614	HC
Oral Reading	4.42	.614	HC
Listening	4.43	.593	HC
<b>Numeracy</b>			
Counting	4.60	.502	VHC
Number Identification	4.53	.545	VHC
Basic Operations	4.42	.614	HC
Geometric Pattern	4.52	.551	VHC
<b>OVERALL</b>	<b>4.50</b>	<b>.562</b>	<b>VHC</b>

Legend: 5.0-4.50- Very Highly Competent, 4.49-3.50- Highly Competent, 3.49-2.50- Moderately Competent 2.49- 1.50- Slightly Competent, 1.49-1.0- Not Competent

Table shows that overall learners' competence in terms of language, literacy, and numeracy is perceived as "Very Highly Competent". The data imply that most of the teachers agreed in the indicator set which means that they much observe the variable being discussed. Despite of the current situation of the educational system the learners are still aware of their skills. Learners are still excited to participates in different programs and strive hard to do well in school by participating in their online kamustahan and finishing their learning task on time. This also implies that teachers are able to create and provide activities that will enhance the learners' behavioral engagement examples of such activities are performance tasks using the learners' favorite social media platforms, having online contest like quiz bee, poster making and a lot more activities, that kept learners remain engage.

The learners are aware in name letters of the alphabet and, they have the knowledge on book and print materials. Through the readings materials and activities sheets given by the teachers it helps a lot for them to enhance their knowledge about letters and print. However, in the result of their language and literacy, there are three indicators which are word reading, oral reading, and listening is perceived as "Highly Competent". It implies that the learners in San Francisco District are aware with the letter sound recognition. They can identify the first and last sound of a word. They can also quickly recite the sound of the letters in the alphabet. Since most of the schools used modular distance learning the teacher can monitor the learners through video call in the facebook messenger or by scheduling the learners to come to school for them to assess their level of learning specially in reading and writing.

In the District of San Francisco there is a program for reading journey of the Kto3 learners in order for them to assess and give appropriate instructional materials to enhance their skill in reading. However, due to the pandemic it is not easy to always follow up the progress of the learners specially their language and literacy skills. The teachers were also sending educational videos to their parents so that they can guide the learners. They can answer comprehension questions about what has been read. These are important skills in order to improve their language and literacy skills. Regularly following-up the parents about the learners is one of the factors influencing the learners' competence in terms of fluency.

The general result shown in this table implies that learners show very highly competent in language, literacy, and numeracy skills. It also implies that learners look forward into receiving new answer sheets and joining their online kamustahan to see their classmates and teachers and interact with them. They can perform counting, number identification, basic operations.

**Table 4. Correlation Between Teaching and Learning Outcomes and Pre-Implementation of Early Language, Literacy, and Numeracy Program**

Teaching and Learning Outcome	Language, Literacy, and Numeracy Program				
	Pre-implementation				
	Planning & Implementing Guidelines	Instructional Resources	Professional Development	Mentoring & Partnership	School & Community Support
<b>I. Teachers' Competence</b>					
• Pedagogical Competence	.673**	.662**	.714**	.643**	.643**
• Personality Competence	.601**	.662**	.668**	.627**	.627**
• Social Competence	.646**	.661**	.673**	.636**	.636**
• Professional Competence	.663**	.714**	.707**	.641**	.663**
<b>II. Learners' Competence</b>					
<b>A. Language and Literacy</b>					
• Print Awareness	.592**	.519**	.591**	.542**	.592**
• Phonological Awareness	.575**	.571**	.612**	.538**	.575**
• Word Reading	.492**	.526**	.571**	.525**	.492**
• Oral Reading	.430**	.503**	.519**	.474**	.430**
• Listening Comprehension	.458**	.571**	.588**	.546**	.458**
<b>B. Numeracy</b>					
• Counting	.573**	.587**	.649**	.566**	.573**
• Number Identification	.520**	.569**	.593**	.523**	.520**
• Basic Operations	.490**	.588**	.594**	.554**	.490**
• Geometric Pattern	.521**	.572**	.611**	.534**	.521**

\*\*Correlation is significant at the 0.01 level (2-tailed). N=140, r-value is significant at \*\*  $p < .05$ , Zero correlation (0), Low correlation (0 -  $+0.25$ ), Moderate correlation (0 -  $+0.25$  -  $+0.75$ ), High Correlation ( $+0.75$  -  $+1$ ), Perfect correlation ( $+1$ )

The data presented in Table 4 is the respondent's perception in teaching and learning outcomes in terms of teachers' competence and learners' competence is positively, highly, and significantly correlated to pre- implementation in terms of planning and implementing guidelines, instructional resources, professional development, and school and community support as revealed by Pearson r correlation analysis.

This implies that the Kto3 teachers in the San Francisco District are aware and well informed about the Early Language, Literacy, and Numeracy (ELLN) Program. They are engaged in different trainings, seminars and activities for their professional development. It also shows that it has a big impact specifically the support of the



community to the school program specifically in the pre-implementation of the ELLN Program.

The correlation between pre- implementation of Early Language, Literacy, and Numeracy (ELLN) Program and learners' competence is presented in Table 4. The table illustrates that the sub variables of learners' competence are directly related to the sub variables of pre- implementation of Early Language, Literacy, and Numeracy (ELLN) Program and shows the degree of correlation as "Moderate correlation". This reveals that there is a positive significant relationship. It implies that it has a big impact to the learner's competence during the pre-implementation of the program. With the help of the program the learners enhance their language, literacy, and numeracy skill.

Teachers' competence has the highest significant correlation because the Department of Education provides memoranda that will enable teachers of San Francisco improve or enhance their competence in terms of pedagogical, social, personality, and professional. The lowest significant correlation is the learners' competence since the actual response of the teachers at different schools in San Francisco District. It implies that in this time of pandemic teachers are struggling to communicate with the learners specially when their parents are busy in their job. However, in the school in San Francisco District have their own monitoring schedules to facilitates the needs of each learner. Allot of adjustment and preparation taken into consideration due to the pandemic.

Teachers' competence and learners' competence are the factors needed to achieve a successful pre-implementation of the early language, literacy, and numeracy program. That is why it is important to conduct different assessments and activities to improve the learners' competence specially to literacy and numeracy.

The table below show the correlation between teaching and learning outcomes in terms of teachers' competence and learners' competence and the implementation and the post- implementation of early language, literacy, and numeracy program in terms of learning action cell, teaching process, and assessment and evaluation. .

**Table 5. Correlation Between Teaching and Learning Outcomes and Implementation and Post Implementation Early Language, Literacy, and Numeracy Program**

Teaching and Learning Outcome	Language, Literacy, and Numeracy Program		
	Implementation		Post-Implementation
	Learning Action Cell	Teaching Process	Assessment and Evaluation
<b>I. Teachers' Competence</b>			
• Pedagogical Competence	.701**	.779**	.797**
• Personality Competence	.587**	.729**	.717**
• Social Competence	.635**	.782**	.702**
• Professional Competence	.636**	.749**	.738**
<b>II. Learners' Competence</b>			
<b>A. Language and Literacy</b>			
• Print Awareness	.562**	.570**	.619**
• Phonological Awareness	.530**	.563**	.619**
• Word Reading	.473**	.574**	.592**
• Oral Reading	.391**	.502**	.568**
• Listening	.418**	.544**	.564**
<b>B. Numeracy</b>			
• Counting	.555**	.656**	.650**
• Number Identification	.491**	.585**	.588**
• Basic Operations	.425**	.616**	.607**
• Geometric Pattern	.473**	.627**	.611**

\*\*Correlation is significant at the 0.01 level (2-tailed). N=140, r-value is significant at \*\* p<.05, Zero correlation (0), Low correlation (0 - +0.25), Moderate correlation (0 - +0.25 - +0.75), High Correlation (+0.75 - +1), Perfect correlation (+1)

The data presented in Table 5 are the correlation between implementation and post-implementation of Early Language, Literacy, and Numeracy (ELLN) Program and teachers' competence. The table illustrates that Early Language, Literacy, and Numeracy (ELLN) Program are directly related to teachers' competence and shows that

the degree of correlation is “High Correlation”. This reveals that there is a positive significant relationship between the Early Language, Literacy, and Numeracy (ELLN) Program and teachers’ competence. This implies that learning action cell and teaching process are very important for the teachers’ competence in terms of pedagogical, personality, social and professional competence.

Teacher’s competencies are a big factor in the academic achievement of the students. Included under teacher competencies are teaching effectiveness, professional recognition and awards, membership and participation in professional organizations, scholarly abilities and creative productiveness, and university and community service (Tasan 2021).

One way to enhance teachers’ competence is to provide a cost-effective avenue called the Learning Action Cell (LAC) which uses a collaborative approach to address shared problems of teachers within a schools specially in the Early Language, Literacy, and Numeracy skills of the Kto3 learners.

The result is partially related to the study of Okongo and Ngao, (2015) they discovered a very strong positive significant relationship between teaching process and academic performance of learners specially in enhancing the literacy and numeracy of a child. According to them schools endowed with more trainings, seminars, learning action cell and materials performed better than schools that are less endowed.

It also presented in Table 24 the test correlation between implementation and post-implementation Early Language, Literacy, and Numeracy (ELLN) Program and learners’ competence. The table illustrates that the sub variables of learners’ competence are directly related to the sub variables of Early Language, Literacy, and Numeracy (ELLN) Program as shown by the degree of correlation as “Moderate correlation”. This reveals that there is a positive significant relationship between the Early Language, Literacy, and Numeracy (ELLN) Program and learners’ competence. This implies that Early Language, Literacy, and Numeracy (ELLN) Program is essential for the development of learners’ competence in terms of their language, literacy, and numeracy skills.

Pedagogical competence has the highest significant correlation since the teachers of San Francisco District conducted different learning action cells to improve their teaching skills. They also have technical assistance in order to achieve the needs of the teachers. For the new teachers, they are having a teacher induction programs (TIP) to give them enough information and to guide them in the field of teaching.

However, the oral reading has the lowest significant correlation. Due to the pandemic, teachers are trying to communicate with the learners specially the parents or guardians are busy in their job. The school in San Francisco District have their own monitoring schedules to facilitates the needs of each learner. Allot of adjustment and preparation taken into consideration due to the pandemic. To address this dilemma, the teachers in the San Francisco District are cooperative for the reproduction of reading materials and activity sheets to improve the literacy and the reading ability of the learners.

**Table 5. Proposed Action Plan for Enhancement of Early Language, Literacy, and Numeracy of K To 3 Learners**

Objectives	Activities/ Interventions	Time Frame	Person Involved	Budget	Remarks/ Expected Outcome
To identify and categorize pupils reading capacity if they are ready or not ready).	-Perform an assessment on pupils' capacity in reading as ready or not ready -Submit the result to the Master Teacher -Submit the result to the School Head	August 2022 to September 2022	Teacher and pupils		-100% of pupils were assessed and categorized -Assessment report submitted
To meet with parents and make an agreement with parents	Practice reading after class on their respective houses using reading materials suited to their child's intellectuality and readiness	September 2022	Teacher and parents		-100% of parents cooperated -100% of pupils are to be involved in reading activities and enrichment/remediation activities

The researcher wants to focus on the enhancement of the early language, literacy, and numeracy skills of the Kto3 learners. The proposed action plan is a whole year round with different activities. It indicates the objectives, activities/ interventions, time frame, person involved, budget and remarks or the expected outcome.

The goals of this action plan are to read the Kto3 learners with comprehension in English and Filipino at the end of school year. Also, to enhance the language and literacy skill of the K to 3 learners.

It is important that there is a continuous activity for the development of the learners’ skills specially in language, literacy, and numeracy. Teachers have a big role and responsibilities in the learning process of the learner. Proper intervention is given to the learners that needs guidance in order for them to improve their skills. The teacher should consider their different multiple intelligences in giving an appropriate instructional resources and assessments.

## 6. Findings

The findings revealed that the teachers in public elementary schools in the District of San Francisco have experienced school practices, implementation barriers, and inclusion realities and "strongly agree" to all the indicative statements.

1. The respondents perceived the components of early language, literacy, and numeracy program as very highly implemented in terms of pre-implementation, implementation, and post-implementation.
2. The teachers' competence as to pedagogical, personality, social, and professional are perceived to be very highly competent by the teachers in San Francisco District.
3. The respondents perceived on the learners' competence as highly competent in terms of language, literacy, and numeracy.
4. There is a significant relationship between teaching-learning outcomes and the components of early language, literacy, and numeracy program.

## 7. Conclusion

The null hypothesis that there is no significant relationship between the components of early language, literacy, and numeracy program and teaching-learning outcome and therefore not sustained in the findings of the study.

## 8. Recommendations

Based on the findings of the study, the following recommendations are offered:

1. This study recommends that the K to 3 teachers may attend seminars, trainings, workshop, and School Learning Action Cells for their professional growth and to be more aware on the implementation of Early Language, Literacy, and Numeracy (ELLN) Program especially on the different instructional resources and teaching strategies appropriate to the needs of their learners.
2. The school may provide different programs, seminars, or trainings involving teachers and learners to enhance their competence.
3. The administration may utilize the results of this study as standard data and recommendation that will be utilized for the improvement of the implementation of Early Language, Literacy, and Numeracy (ELLN) Program specially in distance learning.
4. Future researcher, this study may help them pursue parallel study with more respondents and consider exploring other aspects of the variables which were not included in the study, and this may be done in order to continue to validate the relatedness of the implementation of Early Language, Literacy, and Numeracy (ELLN) Program especially in distance learning.

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