



TEACHERS' INSTRUCTIONAL STRATEGIES ON CONTEXTUALIZED LITERACY AND NUMERACY PROGRAMS: BASES FOR PROGRAM ENHANCEMENT

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INTRODUCTION

Background of the study

Teachers use instructional strategies to help learners learn and engage with the instructional materials. These strategies empower students to make meaning, think critically and creatively, and reach their full potential. It helps learners apply reading, writing, speaking, and listening skills across a variety of subject areas. It also applies mathematical concepts, processes, and skills to solve problems in a variety of situations that helps students understand math by using it in ways that are familiar to them (Hulenstein, Bruckmaier & Grob, 2021).

Contextualized reading is one of the most significant foundations for a child to develop. It can be considered a lifelong skill for every individual wherever or whenever they could be in any part of the world. Focuses on authentic, content, such as reading and writing about a trade or vocational area branded as an adaptive ability via accident or if learners are ready to welcome reading (Waugh, 2019). It further helps students connect new information to their prior knowledge and real-world experiences. However, this is not the scenario anymore in the actual classroom set-up (Akubuilu et al., 2021).

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



In today's generation, there are a lot of learners who are considered non-readers or slow readers and non-numerates for various reasons. Since every learner is different with multiple intelligence, a teacher holds a major role in dealing with learners, especially non-readers and non-numerates. This can be a consequential challenge for every teacher to overcome in the field (Cain & Parrila, 2019).

Teaching how to read, write, and compute is a priority, and the government is investing its efforts and finances to enhance high literacy and numeracy. About this, teachers are expected to use varied, relevant, and effective methodologies and strategies for the development of teaching reading and mathematical skills. Each student's concern concerning reading and counting numbers must be taken into consideration through the use of new strategies that is necessary for its implementation (Barfield, 2024). According to Childhood Education International said that the education of today is the education of tomorrow. Teachers must reflect upon current practices and policies and identify some common instructional strategies to address new challenges in an increasingly complex world to children for their future. It can no longer rely on traditional education models. It allows for changes to take place that support dynamic ways to design and deliver quality teaching and learning especially on literacy and numeracy (Montalban, 2020).

The researcher observed that the Department of Education (DepEd) formulated multiple literacy and numeracy programs to lessen the number of non-readers and non-numerates especially at the K-3 levels since the reading and counting foundation starts from there. Subsequent training, seminars, and full implementation of school banner program were

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also conducted for teachers to adapt and practice different reading and counting instructional strategies and approaches that could help every learner to learn how to decode, read, comprehend, and compute.

Due to these observations, the researcher would like to determine the literacy and numeracy instructional strategies of teachers on contextualized literacy and numeracy programs as basis for program enhancement.

MATERIALS AND METHOD

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of this study was to determine the teachers' instructional strategies on contextualized literacy and numeracy programs in the Schools District of Tigbauan as the basis for a program enhancement during the school year 2024-2025.

Research Method

The research method utilized in this study is qualitative research using a questionnaire.

The researcher distributed an interview schedule to the selected participants and was allowed to go over the series of questions. The aim was to get the main or the necessary views of the participants on a certain issue in a social context through the responses of the participants to the questions (Wallace Foundation, 2022).

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Research Design

The study used a phenomenological qualitative design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences. Phenomenology is done by interviewing the subjects to learn their impressions and is frequently used in such fields as psychology, sociology, and social work.

According to Smith (2019), phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its institutionality, its being directed toward something, as it is an experience of or about some object. An experience is directed toward an object by its content or meaning (which represents the object) together with appropriate enabling conditions.

Participants of the Study

The participants of the study were the 20 selected remedial teachers. 10 teachers teaching reading and 10 teachers teaching math in the school's District of Tigbauan, Iloilo.

The researcher noted that the participants of the study are teachers teaching remedial programs in literacy and numeracy during the school year 2024-2025.

Sampling Design

A Purposive sampling design was used in the study. A purposive sample is a non-probability sample that is selected based on the characteristics of a population and the

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objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling of the study (Creswell as cited by Adu, 2023).

The researcher gained some insights into the world of his or her participants and describe their perceptions and selections.

Research Instrument

The research instrument utilized in the study is a researcher-made questionnaire. A panel of experts validated the researcher-made interview guide. All comments and suggestions relative to the validation of the tool was considered by the researcher.

The questionnaire was composed of questions focusing on the purpose of the study.

The questionnaire used for data gathering and documentation depending upon the permission of the participants.

Voice and video recorders was used to capture all the proceedings during the in-depth interview. It was used for data gathering and documentation depending upon the permission of the participants. Thematic analysis was employed to condense the study's findings.

Validity of the Research Instrument

Before the determination of the validity of the interview schedule made by the researcher, a panel of jurors who are considered for their expertise in the field of research, testing, and assessment, and English, was requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and

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format must be consistent with the definition of variables and a sample of the subject to be measured and helpful in validating the items in the questionnaire (Fraenkel & Wallen, as cited by Betito, 2024).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule was considered using the appropriate form of Good and Scates (Appendix F).

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

The researcher surveyed the participants but before this, the researcher was encouraged the participants to sign a waiver or permission

The researcher consolidated all the collected data after a series of surveys.

Data Analyses

The information gathered was analyzed using a thematic approach.

The qualitative analysis technique used to identify the themes of literacy and numeracy instructional strategies of teachers on learners' performance as the basis for program intervention in the Schools District of Tigbauan, Schools Division of Iloilo.

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Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire & Delahunt (2019), a thematic analysis aims to identify themes, such as patterns in the data that are important or interesting to use these themes to address the research or say something about an issue. This is summarizing, analyzing, and interpreting the data gathered and making sense of it.

Ethical Considerations

Both respondents obtained written informed consent before the beginning of the study. Their decision to participate in this study is voluntary, and participants may at any time withdraw their consent and discontinue their participation. It is voluntary to engage in this inquiry.

Details from this research was kept as confidential as possible, and no individual names were cited in any publications or presentations.

RESULTS AND DISCUSSIONS

The study was conducted to determine the teachers' instructional strategies on contextualized literacy and numeracy program in the Schools District of Tigbauan during the school year 2024-2025.

The research method utilized in the study was qualitative method using in-depth interview and the research design was qualitative.

The participants of the study were the 20 selected remedial teachers. 10 teachers teaching reading and 10 teachers teaching math in the school's District of Tigbauan, Iloilo.

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The researcher noted that the participants of the study are teachers teaching remedial programs in literacy and numeracy.

A researcher made interview guide schedule was used as instrument of the study. Voice and video recorder were used for data gathering and documentation depending upon the permission of the participants.

The same sets of questionnaire were asked to teachers. The results of the interview served as a baseline data in determining the factors, challenges, and coping mechanism that were the basis for program enhancement.

Thematic analysis was used to interpret and analyze the narrative result of in-depth interview.

The following are the findings of the study:

Based on the results of the study the instructional strategies used by teachers on contextualized literacy were use of real-life experiences, use of manipulative materials, and use of project-based learning.

As to the challenges encountered by teachers using instructional strategies on contextualized literacy were lack of reading materials, lack of time, and lack of teachers training.

However, on the results of the study the coping mechanism of teachers in using instructional strategies on contextualized literacy were use of variety of teaching materials, collaborative support, and commitment.

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Based on the results of the study, the instructional strategies used by teachers on contextualized numeracy were integrating problem-based learning, use of differentiated instruction, and incorporate real-life experiences.

As to the results of the study, the challenges encountered by teachers in using instructional strategies on contextualized numeracy program were additional resources, time constraints, and lack of hands-on experience.

However, the teachers coping mechanisms on the challenges they encountered in using instructional strategies on contextualized numeracy program were providing varied tasks, flexibility and collaboration, and useful learning resources.

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

The use of contextualized literacy program focuses on authentic content that skills learned through contextualized instruction are more likely to transfer beyond the course in which they are taught.

The learners are placed in an engaging, significant, and real scenario when reading teaching is contextualized. It can be achieved by focusing reading lessons and exercise on the context and area of interest of the learners. Contextualized teaching and learning literacy builds upon a similar concept of putting academic activities into perspective to achieve the best teaching and learning outcomes.

The use of contextualized numeracy program using real-world situation on math concepts can help students connect math to their lives, which can improve their motivation, learning, and problem-solving skills.

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A key to being numerate is to be able to start from a real situation and excavate the maths and formulate it as a mathematical problem to solve. Numeracy needs to be explicitly taught-leaving it to providence will not guarantee success.

Contextualization offers teachers and learners an authentic math experience that is relevant to their academic and personal needs. Moreover, the use of appropriate tools in teaching math highlighted the importance of the program.

CONCLUSION

Based on the findings and insights of the study, the following recommendations are advance:

Teachers teaching English may consider the use of numerous reading strategies and organize various activities that will cater diverse learners.

Teachers may enrich learners interest learning, potentials, and experiences. They may collaborate and communicate assistance or support to other stakeholders.

Teachers may take extra effort to help and guide learners to do their tasks given by their school heads.

School heads may continue to provide technical assistance, collaborate with their colleagues, and instructional strategies align to the needs of the learners' need.

Teachers may take extra effort to help and guide learners to do their tasks given by their school heads and stakeholders.

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ISSN: 2704-3010

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Local Government Unit (LGU) may extend financial assistance to the school through teacher training, reproduction of teaching materials and ICT equipment to help the school promote better education for learners.

The Department of Education Personnel may provide technical assistance to school and teachers in finding solutions and improve the program.

Future researchers may conduct similar study on a wider scope and larger sample size. They may also conduct related studies highlighting the principle of inclusivity of teachers' reading and numeracy strategies on contextualization.

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