

Enhancement of Language Literacy and Numeracy of Transitioning Grade 4 Learners: Basis for Sustainability Plan

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Abstract

This study described and examined teachers' enhancement of language literacy and numeracy among transitioning Grade 4 learners in selected elementary schools in Congressional District IV of the Schools Division of Nueva Ecija during School Year 2025–2026. Anchored on Piaget's Constructivism Theory, the study employed a descriptive-correlational research design involving 233 purposively selected Grade 4 teachers. Data were gathered through a researcher-made survey questionnaire covering teachers' profiles and their enhancement of language literacy and numeracy in terms of language modelling, instructional design, scaffolding, cultural awareness, assessment and feedback, and differentiated instruction. The instrument underwent expert validation and pilot testing with 30 non-included Grade 4 teachers and obtained a Cronbach's alpha of .896. Frequency, percentage, weighted mean, standard deviation, general weighted mean, and Spearman correlation were used for data analysis. Results showed that teachers strongly affirmed their enhancement across all dimensions, with scaffolding obtaining the highest mean (3.69), followed by assessment and feedback (3.63), differentiated instruction (3.57), instructional design and cultural awareness (3.51 each), and language modelling (3.48), with an overall mean of 3.51. The number of trainings attended had a significant positive relationship with differentiated instruction ($r = 0.152$, $p = 0.020$). Significant relationships were also found among the enhancement dimensions, particularly between language modelling and instructional design (0.842), scaffolding and cultural awareness (0.804), and cultural awareness and assessment and feedback (0.768). The study concluded that teachers demonstrated strong pedagogical enhancement and proposed Project LAP (Linguistic Adventures through Play) as a sustainability plan. The study directly supports SDG 4 – Quality Education by strengthening foundational language and numeracy learning and teacher instructional capacity. Its sustainability impact is primarily educational and institutional, supporting continuing professional development, collaborative instructional practices, parental and community engagement, assessment, and sustained school-based language and numeracy improvement.

Keywords: Assessment And Feedback; Cultural Awareness; Differentiated Instruction; Instructional Design; Language Literacy; Language Modelling; Numeracy; Scaffolding; Teachers' Enhancement; Transitioning Grade 4 Learners

1. Introduction

Language literacy and numeracy are foundational competencies essential to learners' holistic development and academic advancement. Language competence involves the ability to understand and express thoughts, ideas, and perceptions through listening, speaking, reading, and writing, while numeracy involves understanding and applying basic mathematical concepts and principles in everyday life. Both competencies provide an important foundation for subsequent learning and require teachers to deliver effective, meaningful, and developmentally

appropriate instruction. In the Philippine educational context, the Department of Education emphasizes the development of learners' language and numeracy competencies, particularly during the elementary years. The Enhanced Basic Education Program or K–12 Program provides instruction responsive to learners' needs, readiness, and interests. In addition, DepEd Order No. 12 series of 2015 established the Early Language, Literacy and Numeracy (ELLN) Program to strengthen instruction in foundational skills and provide Filipino elementary learners with relevant, inclusive, and meaningful learning experiences (Department of Education, 2015). Teachers are central to the implementation of these educational initiatives. Beyond serving as instructional implementers, they function as coaches, collaborators, assessors, and guides in the development of learners' language and numeracy competencies. Their instructional competence is therefore essential to learners' academic success. The transition to Grade 4 presents particular instructional demands because learners move from the foundational experiences of Grades 1–3 toward more complex language and numeracy competencies. The manuscript reports the researcher's observation that some transitioning Grade 4 learners had not fully acquired the expected foundational competencies, resulting in difficulties when they encountered more complex concepts. Teachers consequently faced challenges in advancing learners' language and numeracy development, creating an instructional gap that may affect the effective delivery of instruction.

The literature emphasizes that teachers have multifaceted roles in developing language literacy. Wasik et al. (2022) highlighted teachers' role in addressing low reading literacy through independent reading activities, reading corners, and access to non-text books. Raffas (2023) emphasized teachers' competencies in assessing language ability and using listening, reading, and play activities within supportive classroom environments. Ramírez et al. (2022) found that teacher characteristics, training, and cultural competency can influence learners' readiness, reading, receptive language, and literacy outcomes. Teachers' instructional roles also include organizing, assessing, prompting, facilitating, tutoring, observing, and guiding learners within learner-centered instruction (Naibaho, 2019). Sultana (2020) emphasized teachers' academic and professional readiness for language assessment while noting that inadequate testing preparation can hinder assessment-related performance. Rusdi and Madihah (2023) further identified continuing teacher training, performance assessment, and classroom innovation as important in improving literacy, particularly in underserved contexts. In the Philippine setting, Murray (2023) described literacy enhancement as a major K–12 learning target and emphasized innovative elementary pedagogies for developing learners' macro skills. Harden et al. (2022) highlighted the importance of factors associated with teachers' use of mother-tongue multilingual education, while Wang (2023) identified critical literacy practices, language efficiency, reading performance, and relevant lesson planning as important teacher practices. Related literature also demonstrates the importance of teacher enhancement in numeracy instruction. Sakerani et al. (2005) reported that reading habituation, educational games, continuous teacher training, and supporting learning facilities can contribute to numeracy development. Astuti et al. (2025) emphasized active, contextual, and collaborative learning, with teachers serving as coaches and assessors who use structured guidance and formative and diagnostic assessment. Coffey and Sharpe (2021) stressed teachers' understanding of numeracy and the importance of professional development, while Getenet (2024) identified difficulties in selecting and using appropriate numeracy materials, particularly when mathematics is integrated into other curricular areas. Other studies point to the value of participatory, authentic, contextualized, and resource-supported instruction. Khasanah and Purnamasari (2023) found that role-playing can stimulate numeracy literacy through participation in meaningful roles. Dooma et al. (2024) emphasized effective instructional planning, authentic learning, professional development, and practical mathematical experiences. Guillergan (2024) associated effective resource management, trained personnel, and learning materials with improved numeracy performance. Karaali (2023) emphasized high-quality teaching materials aligned with curriculum and learner needs. Alfonso-Mendoza (2021) identified differentiated, collaborative, play-based, manipulative, and technology-supported approaches as useful in strengthening numeracy competence. Zitzmann (2005) highlighted experiential learning, translation, indigenization, localized materials, play-based methods, and remediation in developing numeracy skills. The literature concerning transitioning elementary learners further establishes the importance of teacher competence and instructional support. Zalun (2023) reported the use of creative, innovative, flexible, and standards-aligned lessons while identifying challenges involving parental and learner cooperation and limited financial and learning resources. Owuor et al. (2025) found a significant relationship between teacher competencies and student transition and emphasized monitoring and supervision. Bayron and Garcia (2025) likewise emphasized instructional supervision in facilitating learners' successful academic transition. Maglupay and Mae (2020) highlighted effective instructional processes, monitoring, supervision, and inclusive learning practices in supporting academic transitions. Polongasa II (2022) emphasized authentic instructional experiences and interventions that improve motivation and the transfer of learning. Aguirre and Legaspi (2020) stressed the need for educational support and intensive teacher monitoring, while Blanco et al. (2022) associated organizational commitment and transformational teaching with teachers' instructional impact. Louis (2012) emphasized teachers' roles as collaborators, leaders, and models in supporting learners' academic development. Overall, the reviewed literature indicates that effective language and numeracy instruction depends on teachers' pedagogical competence, professional development, assessment practices, instructional resources, cultural responsiveness, differentiated instruction, and capacity to monitor and support learners during academic transitions.

Globally, educational systems recognize language and numeracy as fundamental competencies that support learners' academic progression and holistic development. This emphasis requires teachers to provide effective and meaningful instruction while educational systems invest resources in developing these foundational competencies. Nationally, the Philippine education system places language and numeracy development within the broader objectives of basic education. The K–12 Program and the Early Language, Literacy and Numeracy (ELLN) Program establish an educational context in which foundational competencies are emphasized and teachers are expected to implement relevant, inclusive, and meaningful instruction. Locally, the study focuses on transitioning Grade 4 learners in selected elementary schools in Congressional District IV of the Schools Division of Nueva Ecija. The researcher's observations indicate that some learners enter Grade 4 without fully acquiring the expected foundational language and numeracy competencies, while teachers encounter difficulties in responding to increasingly complex curricular demands. This local instructional condition provides the immediate context for examining teachers' enhancement of language literacy and numeracy among transitioning Grade 4 learners.

The study is anchored on Piaget's Constructivism Theory, which views learners as actively constructing their understanding and knowledge through experience and reflection (Piaget, 1952). Applied to the present study, teachers' enhancement of instruction supports learners in constructing their own understanding of linguistic and numerical concepts. Conceptually, the study examines teachers' enhancement of language literacy and numeracy in relation to their profile. The teacher profile includes age, gender, civil status, highest educational attainment, number of years in teaching, and number of trainings and seminars attended related to language and numeracy. Teachers' enhancement is examined through language modelling, instructional design, scaffolding, cultural awareness, assessment and feedback, and differentiated instruction. The relationships among these variables provide the basis for developing a proposed language literacy and numeracy sustainability plan. The conceptual structure further positions teachers' profile as the independent variables and teachers' enhancement of language literacy and numeracy as the dependent variables. The proposed output is a literacy and numeracy instructional plan intended to develop or sustain teachers' roles in enhancing the competencies of transitioning Grade 4 learners. The reviewed studies consistently establish the importance of teacher competence, professional development, instructional design, assessment, cultural awareness, differentiated instruction, resources, and monitoring in developing language and numeracy skills. However, the manuscript identifies a particular need to examine these dimensions collectively in relation to teachers serving transitioning Grade 4 learners in Congressional District IV of the Schools Division of Nueva Ecija. The local context presents a specific instructional concern: learners transitioning into Grade 4 may face increasingly complex language and numeracy demands despite incomplete mastery of foundational skills. At the same time, teachers may experience difficulties in adjusting instruction to these needs. The study therefore examines teachers' enhancement across language modelling, instructional design, scaffolding, cultural awareness, assessment and feedback, and differentiated instruction, as well as the relationships between teacher profiles and these enhancement practices. The findings are intended to provide a basis for a sustainability plan that can help teachers craft or modify instructional designs for language literacy and numeracy development.

The study most directly aligns with SDG 4 – Quality Education, particularly its concern with strengthening effective and inclusive educational processes. The research focuses on foundational language literacy and numeracy competencies, teacher instructional enhancement, differentiated instruction, assessment, scaffolding, cultural awareness, and the development of a sustainability plan for continuing instructional improvement. The study's proposed sustainability plan further supports educational sustainability by providing a basis for sustaining and improving teachers' instructional practices rather than treating language and numeracy development as a short-term intervention. Its focus on relevant, adaptive, creative, inclusive, and meaningful instruction is consistent with the manuscript's emphasis on strengthening foundational learning and supporting learners as they progress from one grade level to another.

The study contributes primarily to educational and institutional sustainability. Educationally, it addresses the sustained development of foundational language and numeracy competencies by examining instructional practices that teachers can use to respond to learners' diverse needs and transition-related demands. The emphasis on professional development, differentiated instruction, scaffolding, assessment, cultural awareness, and instructional design provides a foundation for continuing improvement in teaching and learning. Institutionally, the study may support the development of localized policies, programs, instructional practices, and a sustainability plan for elementary teachers. The manuscript identifies Grade 4 teachers, parents, elementary teachers in the Schools Division of Nueva Ecija, school administrators, policy-makers, and future researchers as potential beneficiaries. The findings may provide teachers with a basis for improving instruction, administrators with inputs for localized programs and policies, policy-makers with evidence for educational policy development, and future researchers with a foundation for further studies on language and numeracy development. Thus, the study connects classroom pedagogy with broader educational and institutional sustainability. By examining how teachers enhance language literacy and numeracy among transitioning Grade 4 learners and by proposing a sustainability plan based on the findings, the research seeks to support the continued development of foundational competencies and the capacity of teachers and schools to sustain meaningful instructional practices.

2. Material and methods

2.1 Research Design

The study employed a descriptive-correlational research design. As defined by Creswell and Creswell (2017), is a quantitative research method that describes the relationship between two or more variables without manipulating them. The descriptive component was used to identify the teachers' profiles and describe their enhancement of language literacy and numeracy among transitioning Grade 4 learners. The correlational component examined whether significant relationships existed between teachers' profiles and their enhancement practices, as well as among the variables comprising teachers' enhancement of language literacy and numeracy.

2.2 Locale of the Study

The study was conducted in selected elementary schools in Congressional District IV of the Schools Division of Nueva Ecija during School Year 2025–2026. The research covered eight school districts within the congressional district, namely Cabiao, General Tinio, Jaen North, Jaen South, San Leonardo, San Antonio, San Isidro, and Peñaranda. The study involved Grade 4 teachers from elementary schools within these districts.

2.3 Respondents of the Study

The respondents were 233 Grade 4 teachers from elementary schools in Congressional District IV of the Schools Division of Nueva Ecija. They were selected based on their direct involvement in teaching Grade 4 learners and in language and numeracy instruction. The respondents were required to hold regular permanent teaching positions, be currently assigned as Grade 4 teachers, be engaged in language and numeracy instruction, and be willing to participate in the study.

2.4 Sample and Sampling Procedure

The study used purposive sampling to select the respondents. The sampling procedure specifically targeted Grade 4 teachers who met the established inclusion criteria. The final group consisted of 233 teachers drawn from the eight school districts comprising Congressional District IV of the Schools Division of Nueva Ecija. The respondents were selected because their teaching assignments and responsibilities directly corresponded to the focus of the study on language literacy and numeracy enhancement among transitioning Grade 4 learners.

2.5 Research Instrument

Data were collected using a researcher-made survey questionnaire consisting of three parts. The first part gathered the respondents' profile in terms of age, gender, civil status, highest educational attainment, number of years in teaching, and number of trainings and seminars attended related to language and numeracy teaching. The second part contained items measuring teachers' enhancement in language literacy and numeracy through language modelling, instructional design, scaffolding, cultural awareness, and assessment and feedback. The third part provided respondents with an opportunity to give additional suggestions, insights, comments, and explanations concerning their roles in enhancing transitioning Grade 4 learners' language literacy and numeracy.

The questionnaire underwent content validation by professionals with Doctor of Education degrees, current school administrators, and strong interests in educational-management studies. Their comments and recommendations were incorporated into the instrument before pilot testing. The instrument was pilot tested with 30 Grade 4 teachers from another Congressional District who were not included in the actual study. The pilot test produced a Cronbach's alpha of .896, indicating acceptable internal consistency.

2.6 Data Gathering Procedure

Before data collection, the researcher secured permission from the Schools Division Superintendent of Nueva Ecija through the District Supervisors and obtained endorsements from the concerned school heads. The respondents were informed of the purpose of the study and were assured of voluntary participation, confidentiality, and data privacy. Informed consent forms were distributed and signed before the questionnaires were administered.

The questionnaires were personally distributed to the respondents, who were given five to seven days to complete them. After retrieval, the completed questionnaires were encoded using Microsoft Excel and the resulting dataset was organized for statistical processing.

2.7 Data Analysis Techniques

The study employed both descriptive and inferential statistics. Frequency and percentage were used to describe the respondents' profiles. Weighted mean, standard deviation, and general weighted mean were used to describe teachers' enhancement of language literacy and numeracy among transitioning Grade 4 learners. Spearman correlation was employed to determine whether significant relationships existed between the respondents' profiles

and their enhancement of language literacy and numeracy, and among the variables under teachers' enhancement of language literacy and numeracy.

For interpreting the weighted means, scores from 3.26–4.00 were interpreted as Strongly Agree, 2.51–3.25 as Agree, 1.76–2.50 as Disagree, and 1.00–1.75 as Strongly Disagree. These verbal interpretations were used to describe the respondents' level of agreement with the statements concerning teachers' enhancement of language literacy and numeracy.

3. Results and Discussion

3.1 Profile of the Respondents

3.1.1 Demographic and Professional Profile

The respondents were 233 Grade 4 teachers from Congressional District IV of the Schools Division of Nueva Ecija. The largest age group was 36–40 years old, followed by 31–35 years old. Female teachers comprised 78.54% of the respondents, while 21.46% were male. Most were married at 74.25%. In terms of educational attainment, the largest group had academic units in a master's degree at 32.19%, followed by master's degree graduates at 21.03%. Regarding teaching experience, the largest groups had 1½–5 years and 6–10 years of experience, both at 21.03%. Most respondents, or 66.95%, had attended 1–5 trainings related to language and numeracy teaching.

The profile indicates that the respondents generally possessed professional experience and continuing exposure to professional development. The predominance of teachers with graduate-level academic preparation and training provides a context for their reported capacity to implement language and numeracy instructional practices. The manuscript's related literature likewise emphasizes the importance of teacher characteristics, training, and professional preparation in supporting learners' literacy development, with Ramírez et al. (2022) reporting that teacher characteristics and training can influence learner outcomes.

3.2 Teachers' Enhancement of Language Literacy and Numeracy

3.2.1 Language Modelling

The respondents strongly agreed that they used language modelling in teaching language literacy and numeracy, obtaining a general weighted mean of 3.48. Providing examples of academic language appropriate for Grade 4 learners obtained the highest weighted mean of 3.57, while using diverse texts to demonstrate effective language use obtained the lowest at 3.39; both were still interpreted as "Strongly Agree." Teachers reported using diverse texts, precise language inputs, realistic examples, visual aids, and language-rich instruction to support vocabulary, communication, language acquisition, and numeracy development.

The findings are consistent with Organisciak et al. (2023), which emphasized differences in vocabulary and word-sense use in child-oriented language and the value of relevant instructional methods and creative teaching approaches in literacy development. The findings also validated Constructivism Theory by Piaget, which states that individuals construct their own understanding and knowledge of the world through experience and reflection. The teachers' use of examples, modelling, and contextualized materials provides learners with experiences through which language and numeracy concepts can be developed.

3.2.2 Instructional Design

Teachers strongly agreed that they performed their roles as instructional architects, with a general weighted mean of 3.51. Aligning lessons with curriculum standards and learner outcomes obtained the highest weighted mean of 3.64, while incorporating cultural and contextual relevance into lesson designs obtained the lowest at 3.39. Teachers reported integrating literacy and numeracy in lessons, tailoring instructional strategies to diverse learner needs, and using technology, assessment tools, and contextualized instructional materials.

The findings affirmed Rommisse (2025), which emphasized the importance of structured instructional models and the foundational role of elementary teachers in developing learners' literacy and numeracy skills. The findings also validated Constructivism Theory by Piaget, as teachers designed relevant and inclusive learning experiences that allowed learners to build literacy and numeracy knowledge. The results emphasize the importance of responsive instructional processes that connect language and numeracy learning with learners' needs and experiences.

3.2.3 Scaffolding

Scaffolding received the highest general weighted mean among the enhancement dimensions at 3.69 and was interpreted as "Strongly Agree." Modelling problem-solving strategies before asking learners to attempt them obtained the highest weighted mean of 3.56, while providing step-by-step instructions obtained the lowest at 3.43. Teachers reported using systematic instructional processes, precise questioning, task breakdown, additional

support for struggling learners, creative and innovative instructional materials, and communication with learners to monitor literacy and numeracy progress.

The findings affirmed Nair et al. (2024), which concluded that teachers use excavating, modelling, guiding, focusing, and extending scaffolding strategies to enhance children's language literacy and numeracy skills. The results also validated Constructivism Theory by Piaget, particularly because scaffolding provides learners with instructional support while they develop understanding through experience and reflection. The findings indicate the importance of progressive instructional support that responds to learners' varying competence, readiness, needs, and interests.

3.2.4 Cultural Awareness

Teachers strongly agreed that they provided culturally responsive language literacy and numeracy instruction, with a general weighted mean of 3.51. Seeking professional development opportunities to enhance cultural competence received the highest weighted mean of 3.61, while promoting inclusivity by addressing cultural biases in the curriculum received the lowest at 3.37. Teachers reported incorporating diverse cultural perspectives and learners' cultural backgrounds into lessons, creating culturally sensitive environments, promoting inclusivity, and integrating cultural experiences into instruction.

The findings affirmed Ximenes (2025), which concluded that literacy and numeracy facilitate lifelong learning, but their development can be challenging in multilingual settings. The study also emphasized the interdependence of literacy and numeracy and the importance of cultural dimensions and parental upbringing. The findings further validated Constructivism Theory by Piaget because teachers integrated learners' cultural experiences into instructional processes, providing contexts through which learners could construct understanding.

3.2.5 Assessment and Feedback

Teachers strongly agreed that they employed relevant, practical, and authentic assessment and feedback practices, obtaining a general weighted mean of 3.63. Using a variety of assessment methods to gauge student understanding obtained the highest weighted mean of 3.61, while adjusting teaching based on assessment results and providing different ways for learners to demonstrate learning each obtained 3.48. Teachers reported using timely and constructive feedback, varied assessment methods, self-assessment, reflection, transparent assessment criteria, peer feedback, and recognition of learner achievements.

The findings affirmed Akbar (2025), which revealed that formative and authentic assessment strategies, including real-time feedback, reflective questioning, and peer assessment, can contribute to numeracy development. The findings also validated Constructivism Theory by Piaget because assessment and feedback were used to monitor and support learners' developing understanding. The results indicate that assessment should remain practical, relevant, inclusive, and aligned with intended learning outcomes.

3.2.6 Differentiated Instruction

Teachers strongly agreed that they used differentiated instruction, with a general weighted mean of 3.57. Ensuring that learners' varied skills, readiness, and interests were addressed through different teaching methods and approaches received the highest weighted mean of 3.64, while crafting a diverse range of instructional designs according to learners' needs received the lowest at 3.52. Teachers reported using multiple strategies, varied learning resources, learner interests, instructional support, diverse learning experiences, flexible environments, and different approaches to address learner diversity.

The findings affirmed Indrawatiningsih et al. (2024), which identified differentiated learning activities as an approach for improving literacy and numeracy skills. The study further noted that teachers are responsible for crafting and implementing differentiated activities to address learners' competencies. The findings also validated Constructivism Theory by Piaget because differentiated instruction provides realistic and varied learning experiences through which learners can develop their literacy and numeracy skills.

3.3 Overall Enhancement of Language Literacy and Numeracy

The six dimensions of teachers' enhancement were all interpreted as "Strongly Agree." Scaffolding obtained the highest general weighted mean at 3.69, followed by assessment and feedback at 3.63, differentiated instruction at 3.57, instructional design and cultural awareness at 3.51 each, and language modelling at 3.48. The overall mean was 3.51, also interpreted as "Strongly Agree."

The overall finding indicates consistently strong teacher enhancement across the instructional dimensions examined. Teachers demonstrated particular strength in providing scaffolding, while language modelling, although obtaining the lowest mean, remained strongly affirmed. The findings collectively support the study's view that effective language and numeracy instruction involves interconnected instructional design, culturally responsive teaching, assessment and feedback, scaffolding, and differentiated approaches. The findings also

reinforce the importance of providing relevant, practical, inclusive, and authentic learning experiences for transitioning Grade 4 learners.

3.4 Relationship Between Teacher Profile and Enhancement Practices

The analysis showed that most teacher-profile variables did not have significant relationships with the dimensions of teachers' enhancement. Age, gender, civil status, highest educational attainment, and number of years in teaching were not significantly related to language modelling, instructional design, scaffolding, cultural awareness, assessment and feedback, or differentiated instruction. The only significant relationship identified was between the number of trainings attended and differentiated instruction, with a positive correlation of $r = 0.152$, $p = 0.020$.

The significant relationship indicates that teachers who attended more professional trainings were more likely to employ differentiated instructional strategies. The result supports Rosita et al. (2025), which revealed that teachers who gain professional training are more likely to develop effective and efficient instruction. The finding also suggests the value of school-based professional development and administrative support in providing teachers with relevant instructional strategies and methodologies for language literacy and numeracy teaching.

3.5 Relationships Among Teachers' Enhancement Dimensions

The results revealed significant positive relationships among all dimensions of teachers' enhancement. Language modelling and instructional design had a very strong positive relationship of 0.842. Scaffolding was strongly related to instructional design at 0.780 and cultural awareness at 0.804. Cultural awareness was related to assessment and feedback at 0.768 and differentiated instruction at 0.736, while differentiated instruction and assessment and feedback had a correlation of 0.716. The lowest but still significant relationship was between language modelling and assessment and feedback at 0.611.

These relationships indicate that the instructional dimensions function as interconnected aspects of teachers' enhancement rather than isolated practices. Effective language modelling is associated with stronger instructional design, while effective instructional design is associated with meaningful scaffolding. Cultural awareness is also associated with assessment, feedback, and differentiated instruction, suggesting that understanding learners' contexts can accompany more responsive instructional practices. The findings support Rexhepi (2021), which concluded that language modelling can facilitate learning when combined with instructional initiatives, communication relationships, and careful instructional quality measures.

3.6 Proposed Sustainability Plan

Based on the strong agreement across the dimensions of teachers' enhancement, the study formulated a sustainability plan entitled "Project LAP" or Linguistic Adventures through Play. The plan was designed to strengthen teachers' language literacy and numeracy instructional practices and includes activities addressing language modelling, instructional design, assessment, learner support, and professional development. Its implementation involves teachers and school heads and requires appropriate training proposals, modules, instructional materials, expert support, and assessment resources.

The proposed plan is grounded in the study's finding that teachers already demonstrate strong enhancement practices but require sustained opportunities for refinement and support. The manuscript identifies continuing professional development, collaboration among teachers and school heads, parental and community participation, and structured formative assessment and feedback as important mechanisms for sustaining instructional improvement. The plan therefore provides a practical response to the findings by organizing continuing activities intended to strengthen language literacy and numeracy instruction among transitioning Grade 4 learners.

4. Conclusion & Recommendations

The study concluded that the 233 Grade 4 teacher-respondents, predominantly aged 36–40 years, female, and with academic units in master's degree programs, demonstrated strong enhancement in teaching language literacy and numeracy among transitioning Grade 4 learners. Teachers showed strong pedagogical competence across language modelling, instructional design, scaffolding, cultural awareness, assessment and feedback, and differentiated instruction, reflecting their capacity to address learners' diverse needs through appropriate instructional strategies. The findings further established that the number of trainings attended was significantly related to differentiated instruction, indicating that teachers with more professional training were more likely to employ differentiated instructional strategies. Significant positive relationships were also found among the different dimensions of teachers' enhancement, particularly between language modelling and instructional design, scaffolding and instructional design, and scaffolding and cultural awareness, demonstrating the interconnectedness of these instructional practices. Based on these findings, the study proposed "Project LAP" or Linguistic Adventures through Play as a sustainability plan to strengthen teachers' enhancement of language literacy and numeracy among transitioning Grade 4 learners.

The study recommends that professional development sessions be organized beyond the initial workshops to provide continuous refinement of teachers' language and numeracy instructional skills. Collaborative networks among teachers, school heads, and external stakeholders within and outside Congressional District IV should also be established to facilitate the sharing of best practices, resources, and support. Increased parental and community participation should be encouraged through a structured plan supporting the programs contained in the proposed sustainability plan. Teachers should establish regular formative assessment and feedback routines for learners and parents to monitor progress and adjust instructional processes when necessary. Finally, the proposed sustainability plan should be utilized to strengthen and sustain enhanced teaching and learning practices in language literacy and numeracy among transitioning Grade 4 learners.

5. Compliance with ethical standards

The author affirms that no conflicts of interest exist in relation to this study. The research was conducted in accordance with accepted ethical principles for human-participant research, including obtaining informed consent, ensuring voluntary participation, allowing participants to withdraw at any stage without consequence, and protecting participant confidentiality through anonymous, secure, and aggregated data management. Because the study examined psychological well-being, all research procedures were non-invasive and implemented with appropriate measures to reduce the risk of discomfort. Participants were informed of available support services should the need arise. Furthermore, the necessary institutional approvals were obtained for the administration of the research instruments and access to relevant academic records.

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