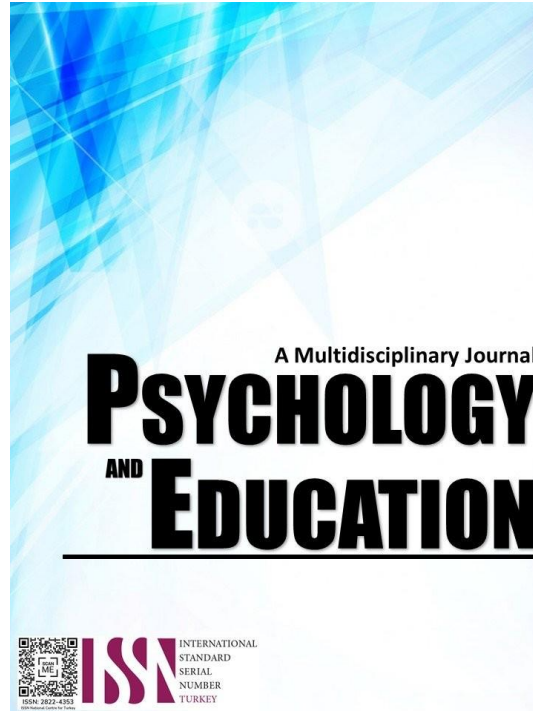


**PRAXIS OF INTEGRATIVE APPROACH TOWARDS DEVELOPING ENGLISH
PROFICIENCY OF ELEMENTARY SCHOOL LEARNERS: BASIS FOR
A PROPOSED INNOVATIVE INSTRUCTIONAL FRAMEWORK**



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Praxis of Integrative Approach towards Developing English Proficiency of Elementary School Learners: Basis for a Proposed Innovative Instructional Framework

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Abstract

The study aimed to know the effect of praxis of integrative approach towards developing English proficiency of elementary school learners. The findings of the study shall become the basis for the formulation of an innovative instructional framework that would enhance the English proficiency of elementary school learners and teaching approaches of elementary school teachers. Based on the findings of the study, the teacher's use of the integrative teaching approach should be strengthened, which could be accomplished through thematic teaching, learning by design, content-based instruction, and scaffolded knowledge integration. These teaching approaches could be used in teaching and learning to significantly improve learners' performance levels. Learners' English proficiency could be improved by implementing diverse, relevant, and responsive learning activities that employ various integrative teaching approaches. These could be incorporated into teachers' daily learning plans through various learning episodes such as priming activity, motivation, analysis, abstraction, and application. The study found that there is a significant effect on the implementation of an integrative approach to English proficiency in terms of reading, speaking, and writing; therefore, a more explicit curriculum delivery using an integrative approach is highly recommended for implementation in the teaching of the English language.

Keywords: *English proficiency, integrative teaching, innovative instructional framework*

Introduction

English proficiency is one of the essential competencies that need to be developed among learners at all levels, particularly in the Philippine education system. Most of the subjects both in elementary and secondary are being taught in the English language. English as a medium of instruction could only be successful when both learners and teachers have these competencies of reading, writing, speaking, listening, and viewing. Hence, English proficiency must be developed among learners through relevant and responsive teaching approaches.

There are numerous methods and techniques for helping students improve their English language skills. One way to teach multiple language skills simultaneously is through an integrative approach. Every one of the five macro skills is taught simultaneously. When we talk about macro skills, we mostly mean English language proficiency in speaking, writing, listening, and viewing. The lengthened period allocated for using English in the classroom as per DepEd Order No. 36, s. 2006 reiterated herein by the provisions of Executive Order No. 210 since June 6 of the same year.

The integrated language skills teaching approach as revealed by Richards and Rogers (2020) is defined as "the teaching of the language skills of reading, writing, hearing, and speaking in connection with one another, like when a class contains activities that relate listening and speaking to reading and writing." Integrative teaching fosters effective learning, particularly in the early stages of pupil development. Still, integration can take place at every level of learning (primary, secondary, and tertiary) as stated in the study of Jovanov et al. (2022).

English proficiency is a perennial problem in Philippine Education. This problem was also observed in different schools, districts, and even at the division level, especially after experiencing the covid 19 pandemic when learners needed to study at home through modular distance learning. It has a negative impact on students' ability to learn. When limited face-to-face classes started, teachers within the District of Gumaca East conducted a rapid assessment of reading literacy and realized the problems faced by the students regarding their learning based on their observation and assessment in literacy and other learning areas. In literacy, some students may find it difficult to read and pronounce words correctly, respond, understand, and even have poor grammar if you try to have a conversation with them using a second language.

The researchers discovered that improving one's English is not just the job of the English learning field after reading several books and studies. Every subject area where English is the primary language of instruction has the potential to make a substantial contribution. This is the reason why the integration approach to teaching and learning is used to help students become more proficient in English in addition to helping them develop competencies in other learning areas. Teachers guarantee that students develop competencies in the subject matter they are teaching when they are proficient in speaking, writing, listening, reading, and viewing English.

Many studies have been conducted to determine whether the integrative approach is beneficial in helping learners become more proficient in English; however, the results generally agree that the integrative approach has proven to be highly successful in ensuring that learners acquire the values, knowledge, and skills necessary to become competent in a variety of learning contexts where English is the primary language of instruction. It was possible to realize the teachers' excellent practices by looking at the various approaches

based on the integrative approach's theoretical foundations in teaching and learning. By helping students become more proficient in the language, these approaches may help solve the ongoing issue.

This situation prompted the researchers to conduct the study which aimed to assess the exploration of developing English proficiency through an integrative approach among different learning areas. The study's findings serve as the foundation for developing an improved instructional plan.

Research Questions

The study intends to know the effect of praxis of integrative teaching approach towards developing English proficiency of elementary school learners. The findings of the study shall become the basis for the formulation of an innovative instructional framework that would enhance the English proficiency of elementary school learners and the teaching approaches of elementary school teachers. Specifically, the study answered the following research questions:

1. How often do teachers implement an integrative teaching approach in terms of:
 - 1.1. thematic teaching;
 - 1.2. learning by design;
 - 1.3. content-based instruction; and
 - 1.4. scaffold knowledge integration?
2. What is the level of English proficiency of the elementary school learners in terms of the following skills:
 - 2.1. Reading;
 - 2.2. Speaking; and
 - 2.3. Writing?
3. Is there a significant effect of the level of implementation of the integrative teaching approach on the level of English proficiency of elementary school learners?
4. What innovative instructional framework could be proposed by the researchers based on the findings of the study?

Methodology

Research Design

The researchers used a descriptive approach and a quantitative correlational design. The main purpose of this study is to find out the practices based on the theory of integrative teaching approach employed by teachers across learning areas towards developing English proficiency. The findings of the study became the basis for the formulation of innovative teaching approaches that would enhance learning performance and teaching approaches. The variables under study were sought to obtain reliable, accurate, and systematic data used in averages, frequencies, and similar statistical calculations and to respond to the problems of this study. Similarly, the descriptive approach was analysis designed to accurately reflect the respondents, according to Creswell (2018). The investigator attempted to explain events and experiments aimed at finding inferences. Two or more methodological variables were involved in the descriptive analysis.

The descriptive research approach is concerned with existing circumstances or relationships, prevalent patterns, ongoing practices, anticipated outcomes, or emerging trends. According to McCombes (2019), descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. It can answer what, where, when, and how questions, but not why questions. This research approach involves some analogy or contrast and attempts to determine the relationship between various variables.

Respondents

Table 1. *Distribution of Respondents of the Study*

<i>School</i>	<i>Number of Teachers</i>	<i>Percentage %</i>
Anunangin Elementary School	5	3
Bamban Elementary School	6	4
Bantad-Villafuerte Elementary School	6	4
Biga-Labnig Elementary School	8	5
Binambang Elementary School	6	4
Camohaguin Elementary School	16	10
Cawayan Elementary School	3	2
Gayagayaan Elementary School	5	3
Gumaca East Central School	43	27
Hagakhakin Elementary School	6	4
Lagyo Elementary School	12	8
Panikihan Elementary School	12	8
Roosevelt Elementary School	18	11
Villa Padua Elementary School	11	7
Total	157	100

The respondents who expected to complete the questionnaires and did so were included in the study. The table below depicts the distribution of respondents in this study. Purposive sampling was used to ensure an accurate representation of respondents from the district's various schools.

The respondents who qualified in this study are elementary teachers in the public school in the Gumaca East District, Division of Quezon; with full-time teaching and permanent teaching service in the public school particularly at the elementary level; and have enough experience in facilitating teaching and learning using integrative approach in developing English proficiency of elementary learners.

Instruments

The study used a survey questionnaire as the main data-gathering instrument. The survey questionnaire was self-made and formulated based on the review of related literature and studies. The questionnaire for the survey was divided into two sections. The first section of the questionnaire asks about the extent to which teachers use integrative teaching approaches such as thematic teaching, learning by design, content-based instruction, and scaffold knowledge integration. There should be five essential indicators in each domain that intend to measure the assessments of the respondents using a 5-point Likert scale namely, 5 implemented to a very great extent, 4 implemented to a great extent, 3 implemented to a moderate extent, 2 implemented to a least extent, 1 implemented to a no extent at all.

The second part of the questionnaire intended to find out the level of learners' English proficiency in terms of reading, speaking, and writing. These domains should be assessed using five essential indicators which the respondents should provide measures using a 5-point Likert scale namely, 5 highly proficient, 4 most proficient, 3 moderately proficient, 2 least proficient, 1 not proficient at all.

Procedure

The data-gathering procedures for this study were divided into three significant phases. The first phase involved seeking permission from the school authorities to conduct the study. Letter of request and approval should be processed and should be sought. The second phase includes the development and validation of research questionnaires, distribution of questionnaires, and collection using Google Forms and face-to-face. In the survey questionnaires, the consent form should be attached to provide the respondents with a clear idea of the research, their participation, and the expectations of the research on their end. These survey questionnaires were sent to the respondents using Google Forms to those who are in the remote area and face-to-face distribution of survey questionnaires to those who are nearby.

To answer SOP number two to get the proficiency skills of the learners in terms of reading, the respondent's answer will be based on the result of their assessment in reading using Phil-Iri assessment tools. To get the proficiency skills of the learners in terms of speaking and writing, the respondents will use the rubrics appended in appendices as their basis in answering SOP number two to get the proficiency skills of the learners in terms of speaking and writing. The respondents were given one week to complete the survey questionnaires. Finally, the collected data should be analyzed and interpreted.

The survey instrument was validated by three experts in the field of study. This was validated according to its face and content values. The same instrument was subjected to a pilot test in which twelve (12) non-target respondents were included. The pilot test returned in Cronbach's Alpha of 9.23 in which the instrument's reliability was established.

Data Analysis

Table 2. *Likert Scale of the Implementation of Integrative Teaching Approach in terms of Thematic Teaching, Learning by Design, Content-Based Instruction, and Scaffold Knowledge Integration*

Scale	Range	Description	Verbal Interpretation
5	4.20 – 5.00	Implemented to a Very Great Extent	The teacher's implementation of Integrative Teaching Approach in terms of Thematic Teaching, Learning by Design, Content-Based Instruction, and Knowledge Integration is very high.
4	3.40 – 4.19	Implemented to a Great Extent	The teacher's implementation of Integrative Teaching Approach in terms of Thematic Teaching, Learning by Design, Content-Based Instruction, and Knowledge Integration is high.
3	2.60 – 2.59	Implemented to a Moderate Extent	The teacher's implementation of Integrative Teaching Approach in terms of Thematic Teaching, Learning by Design, Content-Based Instruction, and Knowledge Integration is moderately high.
2	1.80 – 2.59	Implemented to a Least Extent	The teacher's implementation of Integrative Teaching Approach in terms of Thematic Teaching, Learning by Design, Content-Based Instruction, and Knowledge Integration is low.
1	1.00 – 1.79	Implemented to a No Extent at All	The teacher's implementation of Integrative Teaching Approach in terms of Thematic Teaching, Learning by Design, Content-Based Instruction, and Knowledge Integration is not at all.

The data gathered from the questionnaires would be collected, tallied, and treated using statistical techniques.

To answer problem number 1, the weighted mean was used to analyze and interpret the extent of the teachers' implementation of an integrative teaching approach.

To answer problem number 2 about the level of English proficiency of the learners respectively, a weighted mean was also applied.

Table 3. *Likert Scale of the Level of English Proficiency of Elementary School Learners in terms of Reading, Speaking, and Writing*

Scale	Range	Description	Verbal Interpretation
5	4.20 – 5.00	Highly Proficient	The level of English Proficiency of Elementary School Learners in terms of Reading, Speaking, and Writing is very good.
4	3.40 – 4.19	Most Proficient	The level of English Proficiency of Elementary School Learners in terms of Reading, Speaking, and Writing is good.
3	2.60 – 2.59	Moderate Proficient	The level of English Proficiency of Elementary School Learners in terms of Reading, Speaking, and Writing is acceptable.
2	1.80 – 2.59	Least Proficient	The level of English Proficiency of Elementary School Learners in terms of Reading, Speaking, and Writing is poor.
1	1.00 – 1.79	Not Proficient	The level of English Proficiency of Elementary School Learners in terms of Reading, Speaking, and Writing is very poor.

To answer problem number 3, Spearman Rho Correlation was employed to find out the significant effect of the level of implementation of the integrative teaching approach on the level of English proficiency of the learners.

Results and Discussion

Part I. Teachers' Implementation of Integrative Teaching Approach

The following tables present the teachers' assessments on the implementation of the integrative teaching approach in terms of thematic teaching, learning by design, content-based instruction, and scaffold knowledge integration.

1.1 Thematic Teaching

Table 4 presents the assessments of teachers on the implementation of an integrative teaching approach in terms of thematic teaching.

Table 4. *Implementation of Integrative Teaching Approach In terms of Thematic Teaching*

Indicators	Weighted Mean	Descriptive Rating
Children learn to make connections constantly, thereby developing a much deeper and broader level of understanding.	3.45	Implemented to a Great Extent
Thematic teaching generally encourages fluency and a meaningful exchange of ideas among the participants.	3.66	Implemented to a Great Extent
Thematic teaching ensures teachers' access to all students	3.76	Implemented to a Great Extent
Students can see how certain facts and ideas connect with other subjects.	3.65	Implemented to a Great Extent
Students can also be used to communicate that meaning so that the learning is further reinforced.	3.59	Implemented to a Great Extent
Thematic lectures mixed with discussions can help maintain students' focus.	3.68	Implemented to a Great Extent
Thematic instruction helps students get different perspectives on the topic.	3.66	Implemented to a Great Extent
General Weighted Mean	3.64	Implemented to a Great Extent

Legend: 4.20 – 5.00 Implemented to a Very Great Extent, 3.40 – 4.19 Implemented to a Great Extent, 2.60 – 3.39 Implemented to a Moderate Extent, 1.80 – 2.59 Implemented to a Least Extent, 1.00 – 1.79 Implemented to a No Extent at All

As can be seen in Table 4, the implementation of the integrative teaching approach in terms of thematic teaching is to a great extent as evidenced by the obtained weighted mean of 3.64. All the seven (7) indicators of thematic teaching implementation obtained a level of implementation to a great extent with the highest mean value of 3.76 afforded to the indicator that thematic teaching ensures teachers' access to all students. This could be attributed to the teachers' implementation of the approach where all the learners have been provided with specific tasks and the completion of the tasks is being monitored by the teacher. In addition, thematic lectures mixed with discussion can help maintain students' focus obtaining the second-highest mean value of 3.68. This means that the teachers appreciate the importance of this approach to ensure that learners' focus is established on the academic tasks. The third indicator that obtained the highest mean value of 3.66 could be observed on two (2) indicators namely, thematic teaching generally encourages fluency and a meaningful exchange of ideas among the participants and thematic instruction helps students get different perspectives on the topic. The findings of the study could be attributed to the teachers' implementation of this approach enabling active engagement of learners

during discussion and during the grouping activities where the thematic approach is utilized.

It could be observed that the lowest mean value of 3.45 is afforded to the indicator that children learn to make connections constantly, thereby developing a much deeper and broader level of understanding. Another indicator obtaining the lowest mean value of 3.59 pertains to the indicator that the thematic approach can also be used to communicate that meaning so that the learning is further reinforced. Although these two indicators still obtained a level of implementation these two indicators largely provided the notion that the utilization of such approach could still be strengthened to ensure that the learners obtained deep understanding of the lesson and the application of the acquired knowledge a deeper context.

The research results corroborate those of Saraswathi and Stanly (2019), who found out that when teachers employ a thematic approach, they can help students make connections and make the materials relevant to what they are teaching. Additionally, the use of a theme approach reinforces vocabulary, spelling, and sentence construction because it helps the learners understand how the lesson relates to various learning domains. Furthermore, the study's findings are supported by Nurlaela et al. (2018), whose use of a thematic approach allowed teachers to adapt their instruction to students' varying learning styles and reading levels.

1.2. Learning by Design

Table 5 shows the implementation of integrative teaching approach in terms of learning by design.

Table 5. *Implementation of Integrative Teaching Approach in Terms of Learning by Design*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Descriptive Rating</i>
Give students the experience of "doing" science, asking questions, and investigating, and applying what they have learned to meet their goals.	3.47	Implemented to a Great Extent
Enables students to learn key concepts more deeply than in a conventional classroom because they are applying these concepts.	3.55	Implemented to a Great Extent
Creates a connection between the student's own experiences, science, and the world around them.	3.98	Implemented to a Great Extent
Motivates students to learn by making the classroom more engaging.	3.87	Implemented to a Great Extent
Enables students to also learn life skills such as how to work in a group and as a team, how to make critical decisions, justify decisions, and argue for or against a decision.	3.84	Implemented to a Great Extent
Teaches students how to address complex problems by breaking them down into smaller, more manageable problems.	3.51	Implemented to a Great Extent
Gives students experience and apply the concepts they are learning.	3.80	Implemented to a Great Extent
General Weighted Mean	3.72	Implemented to a Great Extent

Legend: 4.20 – 5.00 Implemented to a Very Great Extent, 3.40 – 4.19 Implemented to a Great Extent, 2.60 – 3.39 Implemented to a Moderate Extent, 1.80 – 2.59 Implemented to a Least Extent, 1.00 – 1.79 Implemented to a No Extent at All

With these findings, it could be gleaned that the integrative approach in terms of learning by design is implemented to a great extent as evidenced by the obtained weighted mean of 3.72. Highlights of the implementation as assessed by the respondents could be observed on indicators that learning by design enables the students to create a connection between the student's own experiences, science, and the world around them. This indicator obtained the highest mean value of 3.98. In addition, learning by design enables the teachers to motivate students to learn by making the classroom more engaging with the afforded mean value of 3.87. These could be attributed to the manner of implementation of the teachers as they utilize learning by design in the implementation of the lesson. These teachers have established a deep understanding and meaning of the content because they are aware of how the learners apply the concepts in their daily lives. The environment in the classroom allows for more stimulating activities and a high degree of student motivation.

In addition, it could be observed that the lowest mean value afforded by the respondents is 3.47 which pertains to the indicators that learning by design gives students the experience of "doing" science, asking questions, investigating, and applying what they have learned to meet their goal. Likewise, it was observed in the indicator that learning by doing teaches students how to address complex problems by breaking them down into smaller, more manageable problems. This could be associated with the teachers' notion that learning by doing should have been implemented more often to ensure that the learners are able to consistently apply the content not only in accomplishing the requirements in school but also in their daily activities at home. When complex problems are experienced by the learners, as observed by the teachers, the learners learn to address the problem one step at a time. Hence, the appreciation of the approach to be used frequently is desired by the teachers.

The results of this study are related to that of Zapata (2022), who found that by moving past familiar concepts and experiences and toward novel situations and/or information, learning by design allows teachers to guarantee that students encounter both familiar and unfamiliar meanings. Learning by doing is an approach that teachers can use to help students analyze meanings in two ways: critically by assessing various viewpoints, interests, and motives, and functionally by concentrating on the structure and function of semiotic resources and making logical connections.

Additionally, the study's observations of Nory's (2022) findings were also made possible by the teachers' successful application of the learning-by-design approach, which facilitates the transfer of knowledge from the learners' theoretical foundation to their practical

application. The study found that learners can successfully acquire understanding and meaning of the lesson when they possess the necessary skills, which are integrated in theory and practice.

1.3. Content-Based Instruction

Table 6 depicts the implementation of an integrative teaching approach in terms of content-based instruction.

Table 6. *Implementation of Integrative Teaching Approach In terms of Content-Based Instruction*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Descriptive Rating</i>
Give every student multiple paths to learning.	3.78	Implemented to a Great Extent
Benefit students across the learning continuum, including students who are highly able and gifted.	4.22	Implemented to a Very Great Extent
Suit the needs of individual students.	4.14	Implemented to a Great Extent
Help students become personally invested in and take ownership of their learning.	3.87	Implemented to a Great Extent
Target different senses within lessons.	3.92	Implemented to a Great Extent
Implement reflection and goal-setting exercises.	3.98	Implemented to a Great Extent
Help teachers to work extra hard to plan and prepare the lessons for a class.	3.78	Implemented to a Great Extent
General Weighted Mean	3.96	Implemented to a Great Extent

Legend: 4.20 – 5.00 Implemented to a Very Great Extent, 3.40 – 4.19 Implemented to a Great Extent, 2.60 – 3.39 Implemented to a Moderate Extent, 1.80 – 2.59 Implemented to a Least Extent, 1.00 – 1.79 Implemented to a No Extent at All

From the results given, the implementation of an integrative approach in terms of content-based instruction is at a great extent as evidenced by the obtained weighted mean of 3.96. It can be observed that the highest mean value of 4.22 and 4.14 is associated with the indicators that content-based instruction as an approach benefits students across the learning continuum, including students who are highly able and gifted, and this approach suit the needs of individual students. Teachers appreciate the utilization of content-based instruction as it enables them to address the needs of every learner including those who are gifted. While it is true that interventions are provided to accommodate learners who are left behind, it is also notable that the approach enables the teachers to address the needs of the learners who are advanced. The teachers provided the instructions needed by the learners as the use of content-based instruction addresses their needs.

While it can be seen in the table that the lowest mean value of 3.78, this value is afforded to two indicators namely, giving every student multiple paths to learning and helping teachers to work extra hard to plan and prepare the lessons for a class. The two indicators obtained the lowest mean value probably due to the experience of the teachers that when content-based instruction is utilized the lesson tends to become highly structured. This means that the teachers find difficulty in implementing a sense of flexibility since content is always associated with standards. Similarly, the teachers find that extra work is needed in the preparation of the lesson for the class to become more active, more engaged, and more motivated.

The research findings are consistent with Bula's (2019) study, which found out that because of the use of student participation and the lesson's content, the implementation of content-based instruction is strongly based on the principle of communicative language. Teachers have noticed that when content-based instruction is implemented, students actively participate to a high degree. In addition, learners can address the needs for content application and deep learning when skills integration is integrated into the way teachers implement content-based instruction.

A study by Pessoa et al. (2018) found that one of the main objectives of content-based instruction is to engage students in language and content learning. The study also noted the importance of teacher talks in this regard. Learners are highly motivated and engaged when content-based instruction is implemented in the classroom. The teachers also noticed these in their students.

Additionally, Vanichvasin's (2019) research revealed that content-based instruction yielded favorable outcomes and could serve as a useful methodology and crucial tool for creating opportunities for English usage, ultimately leading to improved English language proficiency. This was also observed by the respondents in this study.

1.4. Scaffold Knowledge Integration

Table 7 presents the implementation of the integrative teaching approach in terms of scaffold knowledge integration.

As presented in the table, the implementation of an integrative approach through scaffold knowledge integration is to a great extent as evidenced by the weighted mean of 4.04. It can be observed that scaffolding helps students resolve discrepancies over memorizing facts and events having the highest mean value of 4.19. This is succeeded by a mean score of 4.11, which indicates that the integration of scaffold knowledge guarantees students both direction and flexibility in their learning process. The utilization of activities and strategies by the teacher to assist the students in gaining knowledge is credited with these findings. When students are supported and given monitoring tools, they are more likely to demonstrate that they have successfully acquired the knowledge that leads to the growth of competence, moral principles, and a positive outlook.

The lowest mean values of 3.85 and 3.96 on the indicators that scaffold knowledge integration allows students to link, connect, and

integrate their understanding of a domain into a cohesive basis are shown in the table. This gives students the chance to learn successfully at their own pace and in their own way. Respondents acknowledge the critical role that scaffold knowledge integration plays in education, but they anticipate a greater impact on how learners demonstrate links and connections to other disciplines. This will help the students become more aware of the knowledge they have gained and how it can be applied to different situations. Furthermore, learners are guided in the process of acquiring knowledge and content by the scaffold knowledge integration. Because of this, the method needs to be applied to the content when learners really need assistance and guidance.

According to the study's findings, which are corroborated by His and Agogino's (2020) research, curriculum implementation across subject areas needs to be planned to support scaffolded knowledge integration by pushing students to become more independent learners and utilizing teamwork to foster social aspects of learning. These manifestations were also observed by the respondents of the study.

Table 7. Implementation of Integrative Teaching Approach In terms of Scaffold Knowledge Integration

Indicators	Weighted Mean	Descriptive Rating
Maximizes each student's growth and success by meeting and assisting him/her in the learning process.	4.07	Implemented to a Great Extent
Provides the opportunity for students to learn at their own pace, in their own way, and be successful.	3.96	Implemented to a Great Extent
Ensures that students are given guidance and flexibility in their learning process,	4.11	Implemented to a Great Extent
Help students resolve discrepancies over memorizing facts and events.	4.19	Implemented to a Great Extent
Examines new knowledge from their own perspective and conceptual framework, rather than adopt a view from the instructor.	4.04	Implemented to a Great Extent
Can apply their understanding to problems that are meaningful to them.	4.06	Implemented to a Great Extent
Enables students to learn to link, connect, and integrate their understanding of a domain into a cohesive basis.	3.85	Implemented to a Great Extent
General Weighted Mean	4.04	Implemented to a Great Extent

Legend: 4.20 – 5.00 Implemented to a Very Great Extent, 3.40 – 4.19 Implemented to a Great Extent, 2.60 – 3.39 Implemented to a Moderate Extent, 1.80 – 2.59 Implemented to a Least Extent, 1.00 – 1.79 Implemented to a No Extent at All

The current study confirmed the findings of Grevissee et al.'s (2019) and Lee and Tee's (2021) studies, as the use of scaffolding strategies helps students recognize the changes and enhancements that can be made for a better comprehension of the material, the development of skills, and the application of values and a positive attitude in the classroom.

Part II. Level of English Proficiency of Elementary School Learners

The following tables present the level of English Proficiency of elementary school learners as measured in terms of reading, speaking, and writing.

2.1 Reading

Table 8 reveals the level of English Proficiency of Learners in terms of reading.

Table 8. Level of English Proficiency of Elementary School Learners in Terms of Reading

Indicators	Weighted Mean	Descriptive Rating
Can understand selections and articles used by the teachers in the lesson.	3.69	Most Proficient
Can understand the main ideas and important details of the selection or article.	3.51	Most Proficient
Can be able to read the selection and article used by the teachers.	3.41	Most Proficient
Can read reasonably legible handwriting without difficulty.	3.40	Most Proficient
Can understand the selection with its details like what, when, how, and why of the article.	3.61	Most Proficient
General Weighted Mean	3.52	Most Proficient

Legend: 4.20 – 5.00 Highly Proficient, 3.40 – 4.19 Most Proficient, 2.60 – 3.39 Moderately Proficient, 1.80 – 2.59 Least Proficient, 1.00 – 1.79 Not Proficient

It can be observed from the table that the level of English proficiency of elementary school learners in terms of reading is most proficient based on the assessments of the respondents. This is evidenced by the obtained weighted mean of 3.52. The respondents provided an assessment of most proficient in all the five indicators in reading. The highest mean value of 3.69 could be seen in the indicator that the learner can understand selections and articles used by the teachers in the lesson. The teachers observed that the learners, upon providing relevant and context-based activities, tend to provide the learners with the opportunity to better understand the selections and articles being read. This is followed by the mean value of 3.61 with the indicator that the learners can understand the selection with its details like what, when, how, and why of the article. This could be attributed to the guidance that the teachers provide the learners when the selections and articles are being used in the discussion and in the application to real life. In this manner, the learners can relate to the article resulting in their capacity to understand the details.

In addition, the lowest mean value of 3.40 in reading level can be seen in the indicator that the learners can read reasonably legible handwriting without difficulty. The teachers observed that only a few of the learners could confidently and correctly read the legible handwriting without difficulty. The learners can read the handwriting but find difficulty in reading continuously and with

comprehension. This is the reason why teachers have afforded the lowest mean value to this reading indicator. Similarly, learners can read the selection and article used by the teachers is one of the indicators where the lowest mean value is afforded. This indicator obtained a mean value of 3.41. This could be attributed to the learners' difficulty in establishing and immersing themselves in the content of the article as well as their level of vocabulary to enable them to understand the article. Teachers answered in all indicators based on the result of the learner's oral reading using Phil-Iri assessment tools.

The results of the study are corroborated by a study by Baladhay (2022) who explained that reading and writing are interactive and linked. Reading is a form of speaking practice, whereas writing is the creation of something to be read. Learning to read and then write requires young learners to make the connection between what they have heard or said and what they can see (read) and produce (write). For young students, reading and writing are both difficult and boring tasks. As a result, the teacher's approach to teaching must be innovative. To accomplish this, the teacher may incorporate enjoyable activities into reading and writing so that students enjoy learning. Picture dictations, playing games with shapes and putting words in them, and reading a text with pictures on it are some reading activities. For writing, on the other hand, showing pictures, such as a house picture, and asking students to write the parts of the house, grammar games, and so on. Incorporating enjoyable activities, on the other hand, can teach young learners a lot about writing and reading literacy. They will gradually acquire this literacy because they are motivated to learn, pay attention, and participate.

Similarly, the research by Guerreiro et al. (2022) supports the results of this study, especially the finding that embedding comprehension questions in reading passages has a significant impact on measuring student achievement, as opposed to having respondents answer questions at the end of the passage. Results on reading comprehension tests for students may improve because of this potentially more dependable way of evaluating comprehension. This approach also has the potential to become a more equitable means of assessing reading comprehension by removing measurement barriers, particularly for underrepresented groups. The present study's results provide direct evidence in favor of the claim that students perform significantly better on assessments with embedded items than on assessments with regular items. These results suggest that testing students' reading comprehension with embedded items—that is, by posing questions during the reading process rather than after the text—may yield more accurate and consistent results.

2.2 Speaking

Table 9 depicts the level of English proficiency of elementary school learners in terms of speaking.

Table 9. Level of English Proficiency of Elementary School Learners in Terms of Speaking

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Descriptive Rating</i>
Listen and respond to teachers and classmates.	3.75	Most Proficient
Build their vocabulary.	3.47	Most Proficient
Use spoken language to express feelings, give explanations, and describe.	3.61	Most Proficient
Ask questions to increase their understanding.	3.59	Most Proficient
Understand formal and informal conversation.	3.47	Most Proficient
General Weighted Mean	3.58	Most Proficient

Legend: 4.20 – 5.00 Highly Proficient, 3.40 – 4.19 Most Proficient, 2.60 – 3.39 Moderately Proficient, 1.80 – 2.59 Least Proficient, 1.00 – 1.79 Not Proficient

As manifested from the results, the level of English proficiency of elementary school learners in terms of speaking is most proficient as evidenced by the provided weighted mean of 3.58. All five items obtained the most proficient level based on the assessments of the respondents on the provided indicators. The highest mean value is 3.75 which is associated with the learners' listening and responding to teachers and classmates. Teachers regularly observe this indicator in the classroom. When students listen intently before answering questions from teachers and peers, they are more likely to show signs of developing speaking abilities. This indicates that careful listening fosters the development of speaking abilities.

Another indicator that obtained one of the highest mean values is 3.61 which pertains to the learners' use of spoken language to express feelings, give explanations, and description of the content. This means that when the teachers are using communication activities the learners can express their insights, thoughts, and feelings about the topic. The more that the teachers can observe the development of speaking skills of the learners.

Additionally, the table showed that on two indicators for speaking, the lowest mean value of 3.47 was seen. These include vocabulary development and the student's comprehension of both formal and informal conversation. For the teachers, these signs are highly significant. They gave these indicators the lowest mean value because they saw that learners' vocabulary limitations affected their ability to communicate and share their insights. The more learners struggle with speaking and using the English language, the more they struggle to find the right words to express their understanding of the lesson, insights, and knowledge. The respondents used a rubric to test the proficiency skills of the learners in terms of speaking which became their basis in answering all the indicators in the research instrument.

These studies' results are consistent with the body of knowledge already available on the improvement of speaking abilities. Speaking proficiency and vocabulary have a positive correlation, according to research by Afna and Sutriani (2022). Vocabulary affected fluent speakers, and vocabulary development was impacted by them as well. The current study's findings directly correspond to this report. Speaking and listening skills are essential components of the learning process. However, they ought to be taught in concert with one

another. Knowing whether there is a relationship between these skills and to what extent they exist would assist instructors in emphasizing aspects that are expected to improve the learning process. Additionally, the study's correlation results provided a hint as to the success or failure of the learning process to review the approach, strategies, materials, and syllabus employed in curriculum delivery. These observations were the same in the conducted study.

2.3 Writing

Table 10 presents the level of English proficiency of the learners in terms of writing.

Table 10. Level of English Proficiency of Elementary School Learners in Terms of Writing

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Descriptive Rating</i>
Write mechanics: grammar, sentence structure, and spelling in accordance with their level	3.56	Most Proficient
Communicate ideas clearly and concisely in the written text	3.29	Most Proficient
Organize ideas effectively.	3.29	Most Proficient
Use connectors or transitional devices to connect ideas clearly	3.29	Most Proficient
Construct simple sentences and paragraphs correctly	3.39	Most Proficient
General Weighted Mean	3.37	Most Proficient

Legend: 4.20 – 5.00 Highly Proficient, 3.40 – 4.19 Most Proficient, 2.60 – 3.39 Moderately Proficient, 1.80 – 2.59 Least Proficient, 1.00 – 1.79 Not Proficient

As revealed in Table 10, the level of English proficiency of elementary school learners in terms of writing is most proficient. This is evidenced by the computed weighted mean of 3.37. All five indicators obtained a mean average with a descriptive rating of most proficient. Closely looking at the table, the indicators that obtained the two highest mean values are 3.56 and 3.39 which pertain to indicators that learners write mechanics: grammar, sentence structure, and spelling in accordance with their level and the learners construct simple sentences and paragraphs correctly. These findings could be attributed to the observations of the respondents that whenever the learners are provided with writing activity, they tend to manifest the level of proficiency in relation to their grade level. In addition, the provided activities enable the learners to ensure the correctness of the sentences and the paragraphs they write. Through practice on these activities, the learners can develop their writing skills.

In addition, closely looking at the table, three indicators obtained a mean score of 3.29 which pertain to the learners communicating ideas clearly and concisely in the written text, learners organizing ideas effectively, using connectors or transitional devices to connect ideas clearly, and constructing simple sentences and paragraph correctly. The respondents provided a lower mean value on these indicators based on their observations that learners need more time to practice writing as a means of conveying their ideas. The level of learners' proficiency in transitional devices significantly needs further practice to produce learners who are on point when writing. These are observed by the teachers who participated in this study. The respondents utilized a rubric to assess the learners' writing proficiency, which served as their foundation for answering all the indicators on the research instrument.

The results of previous studies lend support to the study's conclusions. Writing is regarded as one of the most important skills, and it can be learned through instruction (Perumal et al, 2020). Furthermore, it is a challenging goal to reach the highest level of English language competency, according to Kashinath and Raju (2020). Because most people only speak and write in their native tongue, students from countries where English is taught as a second language are rarely exposed to the language. Furthermore, because of their limited vocabulary, beginning students find it difficult to write texts that are coherent and clear, and they also struggle to use proper grammar structures. In this case, language instructors are essential in assisting students in developing as writers. Teaching English as a second language presents many challenges for language instructors when it comes to teaching writing skills in elementary school classrooms. The importance of giving students practice honing their writing abilities is emphasized once more in the report. The results of the current study are consistent with these findings.

Part III. Significant Effect of the Implementation of Integrative Teaching to the Level of English Proficiency of Elementary School Learners

Table 11 discloses the test of the significant effect of the level of implementation of an integrative approach in teaching English towards the level of English proficiency of elementary school learners. Guided by the null hypothesis that there is no significant effect on the level of implementation of the integrative teaching approach, the critical p-value of 0.05 shall be used.

Table 11. Test of Significant Effect of the Integrative Approach on the Level of English Proficiency of Elementary School Learners

<i>Variables</i>	<i>Coefficient of Correlation (Spearman Rho Correlation)</i>	<i>p-value</i>	<i>Decision ($\alpha = 0.05$)</i>	<i>Conclusion</i>
Level of Implementation Versus English Proficiency	0.3229	.000	Reject Ho	There is a significant effect of the level of implementation of the integrative teaching approach on the level of English proficiency of elementary school learners.

As disclosed in Table 11, the computed coefficient of correlation using the Spearman Rho is 0.3229 which when converted to the p-value yields 0.000. The computed p-value of 0.000 is significantly lower than the critical p-value of 0.05. Guided by the null hypothesis that there is no significant effect on the level of English proficiency if the computed p-value is higher than the critical p-value of 0.05. Hence, the computed p-value of 0.000 prompts the rejection of the null hypothesis, and the alternative hypothesis of significant effect was accepted.

There is a significant effect of the level of implementation of the integrative teaching approach on the level of English proficiency of the learners. This result is explained by the high degree of proficiency of the students as demonstrated by the teachers' use of various teaching strategies that made use of an integrative approach. The integrative approach has a significant impact on the writing, speaking, and reading English proficiency that was assessed. Furthermore, the teachers' utilization of an integrative approach through thematic teaching, learning by design, content-based instruction, and scaffolded knowledge integration significantly provide an impact on the development of English proficiency.

The study's results support Alaye's (2019) research, which found that interaction-centered, practically based instruction is the best way to help students apply language skills for meaningful and successful communication. Furthermore, several issues may work against the efficient methods of teaching integrated language skills in the classroom. To effectively employ the integrated approach to teaching language skills, the elements need to be recognized and addressed. Considering this, the major goals of this review paper were to highlight the elements that influence the use of the integrative language teaching approach as well as to describe the responsibilities of the teachers and students in this approach. As a result, this review article discusses the responsibilities played by teachers and students in an integrative approach to teaching language skills. Lastly, the importance of employing a variety of methods and approaches in projects that are grounded in actual occurrences to impart language skills has a favorable effect on students' proficiency levels (Alaye et al., 2021).

Conclusion

Based on the findings of the study, the following conclusions are drawn: The implementation of the integrative approach in terms of thematic teaching, learning by design, content-based instruction, and scaffolded knowledge integration is leveled to a great extent.

The level of English proficiency of the learners as measured in terms of reading, speaking, and writing is most proficient.

The computed p-value of 0.000 prompts the rejection of the null hypothesis, and the alternative hypothesis of significant effect was accepted. Therefore, there is a significant effect on the implementation of integrative teaching through thematic teaching-learning by design, content-based instruction, and scaffolded knowledge integration to the level of English proficiency of elementary school learners as measured in terms of reading, speaking, and writing.

Based on the findings of the study the researchers developed an innovative instructional framework that would enhance the English proficiency of the learners.

Following a thorough evaluation and considering the conclusions, the following suggestions were made: The study findings revealed that the approach is widely used in terms of thematic teaching, learning by design, content-based instruction, and scaffold knowledge integration. Therefore, the teacher's implementation of the integrative teaching approach is continuously strengthened which could be done using thematic teaching, learning by design, content-based instruction, and scaffolded knowledge integration. These teaching approaches could be utilized in teaching and learning to provide a significant increase in the level of performance of learners.

As revealed by the study's findings, the level of English proficiency of elementary school learners in terms of reading, speaking, and writing was the most proficient. English proficiency of learners could be increased through the implementation of varied, relevant, and responsive learning activities that utilize the different approaches of integrative teaching. These could be integrated with the daily learning plan of the teachers through the different learning episodes like priming activity, motivation, analysis, abstraction, and application.

Since there is a significant effect on the implementation of an integrative approach towards English proficiency in terms of reading, speaking, and writing, a more explicit curriculum delivery where an integrative approach is utilized is highly recommended for implementation in the teaching of English language.

The findings of the study could be corroborated using other research designs, methods, or a study that utilized a larger sample and scope to find out if the study would yield the same results.

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