

The Impact of the Integration of the Language and Literature (ILL) Teaching in Improving the Literacy Skills of the Grade 3 Learners in the Public Elementary Schools in the Division of Camarines Sur

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Abstract- *The study determined the impact of the Integration of the Language and Literature (ILL) Teaching in improving the literacy skills of Grade 3 learners in public elementary schools in the Division of Camarines Sur for School Year 2025–2026. It examined the extent of ILL teaching, its impact on literacy skills, strategies employed, challenges encountered, and the formulation of an Action Plan. The descriptive-evaluative-correlational method was utilized, involving 317 respondents and a researcher-made questionnaire using a 5-point rating scale. Mean, Frequency Count, Weighted Mean, Percentage, Chi-square Test, and Kendall Coefficient of Concordance (W) were used, with a 0.05 level of significance. Findings revealed that ILL teaching was Much Evident, with Cultural and Moral Awareness through Literature obtaining the highest rating of 4.51. Its impact on literacy skills was also Much Evident, with Decoding Skills rated highest at 4.51. Literacy-Based Language Instruction was the most evident strategy, with a rating of 4.50. The major challenge was difficulty in aligning language skill targets with literary themes, rated 4.58. All tests showed no significant agreement on the rank orders. An Action Plan was formulated based on the findings. It was recommended that schools strengthen ILL implementation through mentoring, LAC sessions, demonstration teaching, peer coaching, appropriate resources, and professional development*

Key words: *integration of the language and literature (ill) teaching; improving the literacy skills of the learners*

I. INTRODUCTION

Literacy is presented in the original study as a foundation of learning. Learners rely on reading, writing, listening, and speaking to participate meaningfully in classroom activities and to access learning across subject areas. The thesis situates ILL teaching within this concern by examining how

literary texts can be integrated with language instruction so that literacy learning becomes meaningful, engaging, and connected to learners' experiences. Rather than treating literature as an isolated component, the study considers literary texts as contexts through which language skills, interpretation, communication, creativity, and cultural understanding can be developed.

The study is specifically concerned with Grade 3 learners in public elementary schools in the Division of Camarines Sur. It recognizes that learners at this stage need continuing support in foundational and developing literacy competencies. The study therefore examines a broad set of skills—listening, speaking, phonemic awareness, decoding, vocabulary, comprehension, and reading fluency—while also examining the instructional practices and conditions that surround ILL teaching.

The research responds to the need for evidence that can guide teachers and school leaders in strengthening literature-based language instruction. Its scope is deliberately tied to the actual practices, strategies, and challenges reported by Grade 3 teachers in the Division. The results are intended to inform an action plan rather than to claim experimental causation beyond the descriptive-evaluative-correlational design used in the thesis.

The thesis places the study within the Philippine commitment to quality and accessible education. Article XIV, Sections 1 and 2 of the 1987 Philippine Constitution are cited as the legal context for the State's responsibility to protect and promote the right to quality education and to maintain free public

education at the elementary and high school levels. Within this broad commitment, literacy instruction is important because learners who develop strong foundational language competencies are better positioned to participate in learning and to progress through the curriculum.

The study also relates literacy development to Sustainable Development Goal 4, which calls for inclusive and equitable quality education and lifelong learning opportunities. The thesis uses this framework to underscore the importance of literacy as a foundational educational outcome. In addition, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, and Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, provide policy contexts for responsive school-based education and curriculum enhancement.

The Department of Education issuances cited in the thesis further establish the policy environment surrounding literacy and language learning. These include DepEd Order No. 74, s. 2009 on Mother Tongue-Based Multilingual Education; DepEd Memorandum No. 173, s. 2019 on Hamon: Bawat Bata Bumabasa; DepEd Order No. 13, s. 2023 on the National Learning Recovery Program; and DepEd Order No. 018, s. 2025 on the Academic Recovery and Accessible Learning (ARAL) Program. These policies are presented in the study as evidence of continuing institutional attention to foundational literacy and learning recovery.

The thesis identifies continuing classroom concerns such as reading fluency and comprehension difficulties, limited vocabulary development, writing concerns, declining reading interest, shortages of appropriate literary resources in some contexts, limited opportunities for teacher training, limited instructional time, and variations in the implementation of literacy interventions. These conditions create a practical need to examine not only whether ILL teaching is evident but also how teachers implement it, what literacy outcomes they perceive, and what challenges they experience.

The study's focus on the Division of Camarines Sur provides a defined setting for examining these issues. The five congressional districts represent different

school contexts, and the research uses the groups as bases for examining agreement in rank orders. This allows the study to retain a division-wide perspective while recognizing that classroom realities may vary.

The central premise of the study is therefore not that literature alone automatically produces literacy gains. Rather, the thesis examines an integrated instructional practice in which literary texts, language objectives, classroom interaction, creative expression, multimodal resources, and cultural or moral reflection are brought together. The evidence gathered from teachers provides the basis for determining the extent to which these dimensions are evident and for identifying the support needed to strengthen implementation.

II. STATEMENT OF THE PROBLEM AND RESEARCH FRAMEWORK

The study determined the Impact of the Integration of the Language and Literature (ILL) teaching in Improving the Literacy Skills of the Grade 3 Learners in the Public Elementary Schools in the Division of Camarines Sur for School Year 2025–2026. Specifically, it sought to answer nine questions.

1. To what extent is the level of ILL teaching along: Integration of Literary Texts in Language Instruction; Development of Analytical Skills; Enhancement of Language Proficiency; Learners' Engagement and Motivation; Use of Multimodal Strategies; and Cultural and Moral Awareness through Literature?
2. How significant is the agreement on the rank orders of the extent of the level of ILL teaching along the aforementioned aspects?
3. To what extent is the impact of ILL teaching in improving literacy skills in terms of Listening, Speaking Skills, Phonemic Awareness, Decoding Skills, Vocabulary Development, Comprehension Skills, and Reading Fluency?
4. How significant is the agreement on the rank orders of the extent of the impact of ILL teaching among the different groups of respondents?
5. What strategies were employed in ILL teaching in terms of Use of Literary-Based Language Instruction, Interactive and Learner-Centered Learning Approaches, Application of Creative Writing and Expression, and Integration of Multimodal and Digital Resources?

6. How significant is the agreement on the rank orders of the strategies employed?
7. What challenges were encountered by the respondents in ILL teaching?
8. How significant is the agreement on the rank orders of the challenges encountered?
9. What Action Plan can be formulated based from the findings of the study?

Assumptions and Hypotheses

This study assumes that the extent of ILL teaching can be determined; that its impact on literacy skills can be gauged; that strategies can be identified; that teachers encounter challenges in implementation; and that an action plan can be formulated from the findings. The hypotheses correspond to the four Kendall's W tests. In each case, the null hypothesis states that there is no significant agreement on the rank orders of the relevant dimensions.

This alignment is important because the study does not merely describe weighted means. Each major domain is followed by a test of agreement among the five congressional district groups. The research questions, statistical procedures, and conclusions therefore follow the same sequence: determine the extent, test rank-order agreement, interpret the result, and use the evidence to inform the action plan.

Review of Related Literature and Studies

The original thesis reviews literature that establishes the educational value of integrating language and literature. Literature-based instruction is discussed as a way of providing authentic and meaningful contexts for language use. Literary texts expose learners to vocabulary, syntax, narrative structures, ideas, and perspectives that can support comprehension and communication. The study also emphasizes that literature can encourage learners to interpret, compare, reflect, and express ideas, making it relevant to both language development and higher-order thinking.

Albers and Harste (2007) are cited in relation to the arts, new literacies, and multimodality. Their inclusion in the thesis supports the idea that literacy is not confined to conventional print practices. Learners increasingly encounter meaning through combinations of text, image, audio, performance, and digital representation. This perspective is reflected in the

study's inclusion of multimodal and digital resources as an ILL dimension and strategy.

The thesis also cites Johansson and Löfgren (2022), who discuss relationships among learning, literature, and interdisciplinary perspectives. Their work supports the study's view that literary texts can become resources for reflection, interpretation, critical thinking, and communication. Similarly, Liao et al. (2020) are cited regarding narrative and storytelling formats and their potential contribution to interpretive skills and critical awareness.

Other reviewed studies provide support for specific dimensions of the research. Noviadi et al. (2023) examined literature teaching and reported benefits associated with vocabulary, reading comprehension, and expressive abilities. Hadianito et al. (2022) examined literacy teaching designs that integrate discourse and cultural activities. Klöcker (2020) is discussed in relation to literature, language development, and cultural discourse. Simel (2024) emphasizes comparative and context-rich literary activities in developing cultural awareness and historical understanding.

The thesis also draws from more recent studies concerning multimodal literacy, creative writing, interactive learning, and digital tools. These studies are used in the original discussion to explain why teachers may employ literary-based instruction, learner-centered activities, creative writing, and digital resources. The thesis consistently connects these approaches to the literacy dimensions measured in the questionnaire.

The literature review establishes the research gap that the present study addresses. While prior studies describe benefits of literature-based and integrated approaches, the thesis seeks division-level evidence concerning Grade 3 teachers in public elementary schools in Camarines Sur. It examines the extent of ILL teaching, perceived literacy impact, strategies, challenges, and agreement among congressional district groups. This combination of dimensions forms the empirical basis for the action plan.

III. METHODOLOGY

Research Design

The descriptive-evaluative-correlational method was utilized in the study. The descriptive component was used to describe the extent of ILL teaching, the perceived impact on literacy skills, the strategies employed, and the challenges encountered. The evaluative component supported the assessment of these dimensions through the questionnaire ratings. The correlational component, as used in the thesis, was represented by the examination of agreement in rank orders through Kendall's Coefficient of Concordance. The questionnaire served as the principal data collection tool. It generated the numerical ratings that were summarized through means and weighted means and then examined through Kendall's W and the Chi-square Test. The design was therefore appropriate to the stated purpose of documenting existing implementation and comparing the consistency of rank orders across the five congressional district groups without manipulating instructional variables.

Sampling Techniques and Respondents

Purposive sampling was employed based on characteristics relevant to the research study. The thesis then considered total enumeration after the list was obtained from the districts. The respondents were Grade 3 teachers in the public elementary schools in the Division of Camarines Sur. The final number reported in the study was 317 respondents distributed across the five congressional districts.

District	Population	Sample	%
1st	238	48	15%
2nd	280	57	18%
3rd	281	57	18%
4th	434	88	28%
5th	332	67	21%
Total	1,565	317	100%

The distribution reflects the division-wide scope of the study. The fourth congressional district contributed the largest sample, while the first district contributed the smallest. The district grouping was also necessary for the Kendall's W analyses because the research sought to determine whether the five groups ranked the dimensions in significantly similar ways.

Research Instrument

The researcher-made questionnaire used a five-point rating scale and covered the major dimensions in the Statement of the Problem. The thesis reports validation and reliability procedures before administration. The instrument contained 201 items distributed across the principal parts of the study, and the reported overall reliability coefficient was 0.92. The instrument therefore served as the common basis for collecting comparable ratings from the five district groups.

Data Gathering and Statistical Treatment

Data Gathering Procedure

The thesis describes a sequence beginning with preparation and approval of the research proposal, incorporation of recommendations, preparation and validation of the questionnaire, securing permission to conduct the study, reliability procedures, administration and retrieval of questionnaires, tabulation, statistical analysis, interpretation, manuscript preparation, and finalization. This sequence ensured that the data used in the results chapter were gathered through the approved instrument and organized according to the research questions.

After retrieval, the responses were tabulated and grouped according to the five congressional districts. The study then computed the descriptive statistics for each indicator and domain. These numerical results were presented in tables and figures in the thesis. For the journal manuscript, the major summary tables are retained while the accompanying discussion is organized to make the relationship between the research questions and the findings more explicit.

Statistical Treatment

The statistical tools used were Mean, Frequency Count, Weighted Mean, Percentage, Chi-square Test, and Kendall's Coefficient of Concordance (W). The significance level was pegged at 0.05. Weighted means were interpreted according to the scale in the thesis: 4.20–5.00, Very Much Evident; 3.40–4.19, Much Evident; 2.60–3.39, Evident; 1.80–2.59, Fairly Evident; and 1.00–1.79, Not at all.

For the agreement tests, Kendall's W was used to examine the degree to which the five groups ranked

the indicators consistently. The computed Chi-square value was compared with the relevant tabular value at the specified level. In the reported results, the null hypotheses were accepted because the computed values did not establish significant agreement at the 0.05 level.

This distinction between weighted means and rank-order agreement is essential. A high weighted mean indicates that respondents generally rated an indicator highly. A non-significant Kendall's W result indicates that the groups did not rank the indicators in a sufficiently consistent order. Thus, the study can simultaneously report strong overall implementation and variation in the relative priorities assigned by different groups.

Ethical and Procedural Alignment

The manuscript retains the methodological framing of the original thesis and does not introduce additional procedures that are not documented there. The findings are reported as perceptions and ratings of the

respondents rather than as experimental measures. Consequently, statements about impact are presented in the same perceived or reported sense used in the original study, avoiding a claim that the design established causal effects through experimental manipulation.

IV. RESULTS AND DISCUSSION

Extent of the Level of ILL Teaching

The summary of the extent of ILL teaching produced an overall weighted mean of 4.49, interpreted as Very Much Evident. All six dimensions were within the highest category. Cultural and Moral Awareness through Literature ranked first at 4.51. Learners' Engagement and Motivation and Use of Multimodal Strategies followed at 4.50 each. Integration of Literary Texts in Language Instruction, Development of Analytical Skills, and Enhancement of Language Proficiency each obtained 4.48.

Dimension	1st	2nd	3rd	4th	5th	Avg	Rank
Literary Texts in Language Instruction	4.43	4.52	4.47	4.50	4.49	4.48	5
Development of Analytical Skills	4.49	4.51	4.48	4.42	4.48	4.48	5
Enhancement of Language Proficiency	4.49	4.47	4.47	4.48	4.48	4.48	5
Learners' Engagement and Motivation	4.52	4.51	4.50	4.43	4.53	4.50	2.5
Use of Multimodal Strategies	4.49	4.51	4.51	4.46	4.51	4.50	2.5
Cultural and Moral Awareness	4.56	4.50	4.47	4.52	4.50	4.51	1
Overall	4.50	4.50	4.48	4.47	4.50	4.49	—

The high ratings across all dimensions indicate that the respondents observed ILL practices in their classrooms to a considerable degree. The first-ranked Cultural and Moral Awareness through Literature reflects the strong place of cultural and moral interpretation in the reported implementation. The thesis describes activities such as comparing cultural values across texts, integrating historical and cultural contexts, using Filipino folk literature, connecting literary themes to real-life values, and reflecting on moral dilemmas.

The second-ranked dimensions, engagement and motivation and multimodal strategies, indicate that ILL is also characterized by varied learner participation and representation of meaning. The thesis describes visual materials, graphic organizers,

multimedia presentations, digital platforms, podcasts, story maps, drama, and role play. Such practices provide learners with more than one way to encounter and communicate understanding.

The remaining dimensions also obtained very high ratings, indicating that ILL implementation is not limited to cultural or engagement activities. Literary texts are used in language instruction, analytical tasks, and language proficiency activities. The closeness of the means suggests a broadly integrated pattern in which the dimensions support one another.

ILL Teaching: Detailed Interpretation

Within Integration of Literary Texts in Language Instruction, the thesis reports strong ratings for using Mother Tongue, Filipino, and English effectively;

maintaining a structured environment; fostering a collaborative learning atmosphere; implementing responsive programs; developing culturally relevant resources; integrating language and literature across subject areas; creating classroom structures for exploration; providing gender-responsive and learner-centered experiences; and designing inclusive strategies. The highest reported indicator was the effective use of Mother Tongue, Filipino, and English at 4.55.

For Development of Analytical Skills, the thesis emphasizes the role of literary analysis in interpreting themes, evaluating character motivations, and producing evidence-based interpretations. The reported discussion connects these practices to critical thinking and deeper reading. Analytical tasks are therefore treated as part of literacy development rather than as an activity separate from language learning.

Enhancement of Language Proficiency obtained 4.48 overall. The thesis notes that literary texts provide rich vocabulary, complex syntax, and authentic language use, but language gains become more visible when teachers deliberately connect literary texts with targeted language tasks. This observation is important because it identifies language development as a cumulative outcome that depends on purposeful instructional alignment.

Learners' Engagement and Motivation obtained 4.50. The thesis describes interactive and responsive classroom practices that make literature more accessible and meaningful. The rating suggests that respondents observed learners as engaged in activities that connect texts with experience, discussion, creative response, and collaborative work.

Use of Multimodal Strategies also obtained 4.50. Specific practices reported in the thesis include multimedia outputs, digital annotation, written and oral literary analyses, video platforms, visuals, graphic organizers, digital sharing, story maps, podcasts, multimedia presentations, and drama or role-playing. The highest-rated indicator in this domain was creating multimedia outputs reflecting literary understanding at 4.56.

Cultural and Moral Awareness through Literature ranked first at 4.51. The highest indicators were designing activities that compare cultural values and norms across texts and integrating historical and cultural contexts when teaching literature, both at 4.56. Incorporating Filipino folk literature obtained 4.55, while connecting literary themes with real-life values obtained 4.54. These results support the thesis interpretation that literature is being used to connect literacy with culture, values, identity, and reflection. Taken together, the six dimensions show that ILL is reported as a broad instructional practice. The evidence does not isolate one dimension as the sole mechanism; instead, it shows that teachers use language, literature, interaction, multimodality, analysis, and cultural reflection together.

Test of Significant Agreement on ILL Teaching

This study used Kendall's Coefficient of Concordance and the Chi-square Test to determine whether the five congressional district groups significantly agreed on the rank orders of the extent of ILL teaching. All six tests resulted in acceptance of the null hypothesis.

ILL Dimension	W	Computed X ²	p	Decision
Literary Texts in Language Instruction	0.28	12.60	>0.05	Accepted H0
Development of Analytical Skills	0.15	6.00	>0.05	Accepted H0
Enhancement of Language Proficiency	0.08	3.60	>0.05	Accepted H0
Learners' Engagement and Motivation	0.16	6.40	>0.05	Accepted H0
Use of Multimodal Strategies	0.23	10.35	>0.05	Accepted H0
Cultural and Moral Awareness	0.37	14.80	>0.05	Accepted H0

The result means that the five congressional district groups did not demonstrate statistically significant agreement in the ordering of these dimensions. This finding does not negate the high weighted means. Instead, it shows that the relative priority assigned to the dimensions varied among groups. For example, a group may rank cultural and moral awareness highly while another group may place greater relative emphasis on literary-text integration or multimodal practice.

The study explains the variation in terms of differences in teacher perceptions, classroom context, instructional priorities, available resources, and learner needs. In the area of literary-text integration, teachers may differ in the extent to which they prioritize authentic textual experiences or skills-based instruction. In analytical skills, teachers may differ in their use of guided interpretation and critical literacy activities. In language proficiency, differences may arise from the degree to which literary texts are explicitly connected with language objectives.

Variation in engagement and multimodal strategies can likewise be related to classroom routines and

access to materials. Some teachers may use digital tools regularly, while others may rely on print and oral resources. The important implication in the thesis is that high overall implementation does not necessarily mean identical implementation.

The result supports a professional-development approach that establishes common principles while allowing teachers to adapt activities to their learners and resources. It also supports the study's action plan because the absence of significant agreement points to the value of collaborative planning, demonstration lessons, mentoring, and shared professional learning.

Impact of ILL Teaching on Literacy Skills

The overall perceived impact of ILL teaching on literacy skills was 4.49 or Very Much Evident. Decoding Skills ranked first at 4.51, followed by Comprehension Skills at 4.50. Speaking Skills, Phonemic Awareness, and Reading Fluency each obtained 4.48. Listening and Vocabulary Development each obtained 4.47.

Literacy Skill	1st	2nd	3rd	4th	5th	Avg	Rank
Listening	4.45	4.50	4.43	4.47	4.48	4.47	6.5
Speaking Skills	4.46	4.50	4.49	4.50	4.46	4.48	4
Phonemic Awareness	4.46	4.45	4.50	4.49	4.50	4.48	4
Decoding Skills	4.56	4.52	4.50	4.48	4.50	4.51	1
Vocabulary Development	4.48	4.43	4.50	4.44	4.51	4.47	6.5
Comprehension Skills	4.52	4.51	4.47	4.52	4.49	4.50	2
Reading Fluency	4.48	4.48	4.48	4.47	4.49	4.48	4
Overall	4.49	4.49	4.48	4.48	4.49	4.49	—

Decoding obtained the highest rating. The thesis discusses decoding as foundational because learners need to connect printed symbols with sounds accurately and efficiently. Within integrated instruction, literary texts can provide meaningful contexts for word recognition, phonological practice, and word-attack activities. The finding therefore highlights the compatibility between foundational literacy instruction and the use of meaningful texts.

Comprehension ranked second. The thesis emphasizes that comprehension requires learners to construct meaning, make inferences, connect ideas, and respond to texts. Literary works provide opportunities for questioning, guided discussion, summarizing, interpretation, and reflection. The high rating suggests that respondents viewed ILL as particularly supportive of meaning-making.

Speaking Skills, Phonemic Awareness, and Reading Fluency were also highly rated. Oral discussions,

dramatizations, presentations, retelling, and expressive reading create opportunities for speaking. Phonemic awareness supports the manipulation of sounds and contributes to decoding. Fluency connects accurate reading with comprehension because automaticity allows learners to devote more attention to meaning.

Listening and Vocabulary Development, although ranked lower, remained Very Much Evident. The thesis emphasizes that both need sustained and explicit attention. Listening requires active processing of spoken language, while vocabulary develops through repeated and meaningful exposure. The study therefore supports balanced literacy activities that include listening tasks, story retelling, comprehension checks, semantic mapping, and contextual vocabulary work.

Test of Significant Agreement on Literacy-Skill Impact

Kendall's W results showed no significant agreement on the rank orders of the seven literacy-skill indicators among the five congressional district groups.

Indicator	W	X ²	df	Decision
Listening	0.20	8.00	8	Accepted H ₀
Speaking Skills	0.24	10.80	9	Accepted H ₀
Phonemic Awareness	0.12	6.00	10	Accepted H ₀
Decoding Skills	0.29	11.60	8	Accepted H ₀
Vocabulary Development	0.31	13.95	9	Accepted H ₀
Comprehension Skills	0.33	13.20	8	Accepted H ₀
Reading Fluency	0.35	15.75	9	Accepted H ₀

All results were reported as $p > 0.05$. The thesis therefore accepted the null hypothesis that there was no significant agreement on the rank orders of the extent of the impact of ILL teaching. This finding is compatible with the variation observed in the district means. Although all seven literacy domains received

very high ratings, the relative order in which they were prioritized differed.

The finding is particularly important for interpreting the overall 4.49 rating. It indicates that teachers across the division broadly perceive ILL as supporting literacy, but they do not necessarily experience or prioritize the outcomes in exactly the same sequence. The variation may reflect learner readiness, classroom conditions, instructional strategies, teacher experience, and resource availability, as discussed in the thesis.

The thesis gives specific attention to listening and vocabulary because these received the lowest overall ratings among the seven, although still within the Very Much Evident category. It argues that learners may decode accurately yet still need support in understanding spoken language, acquiring vocabulary, and communicating effectively. This reinforces the need for balanced instruction rather than concentrating only on reading mechanics.

The high ratings for decoding and comprehension also show that foundational and meaning-focused literacy can coexist in an integrated approach. Teachers can use literary texts to support word recognition and phonological work while also guiding learners toward inference, interpretation, and reflection. The study therefore presents ILL as a potentially broad literacy environment in which several skills are developed together.

For school leaders, the implication drawn from the thesis is to support a balanced literacy program, provide relevant resources, and organize professional learning that addresses the different literacy domains. Since the district groups did not agree significantly on rank orders, support should be flexible enough to respond to local needs while maintaining the common instructional purpose of strengthening literacy.

Strategies Employed in ILL Teaching

The strategies employed in ILL teaching obtained an overall weighted mean of 4.48 or Very Much Evident. Use of Literacy-Based Language Instruction ranked first at 4.50. Interactive and Learner-Centered Learning and Application of Creative Writing and

Expression both obtained 4.48, while Integration of Multimodal and Digital Resources obtained 4.47.

Strategy	1st	2nd	3rd	4th	5th	Avg	Rank
Literacy-Based Language Instruction	4.47	4.50	4.52	4.52	4.49	4.50	1
Interactive & Learner-Centered	4.48	4.45	4.53	4.44	4.50	4.48	2.5
Creative Writing & Expression	4.48	4.46	4.49	4.48	4.51	4.48	2.5
Multimodal & Digital Resources	4.47	4.45	4.48	4.45	4.48	4.47	4
Overall	4.48	4.47	4.50	4.47	4.49	4.48	—

Use of Literacy-Based Language Instruction ranked first. The detailed findings include teaching grammar and vocabulary through literary texts, assessing learning through literature-based tasks and creative outputs, using read-alouds, storytelling, dramatizations and discussions, connecting texts with learners' experiences, and using short stories, poems, and plays to develop language and comprehension. This demonstrates the central feature of ILL: literature becomes the context for explicit language learning.

Interactive and Learner-Centered Learning obtained 4.48. The thesis reports theme-based projects, dramatization and reenactments, individual, pair and group processing, peer discussions, literature circles, jigsaw reading tasks, and themes or characters connected with learners' experiences. These practices position learners as active participants in meaning-making.

Application of Creative Writing and Expression also obtained 4.48. Teachers guide learners in creating narratives, poems, or scripts based on texts and provide opportunities for sharing written work. Drafting, peer feedback, revision, and multimodal outputs are also reported. Creative writing therefore functions as a form of response to literature and as a language-development activity.

Integration of Multimodal and Digital Resources obtained 4.47. The strongest reported practice was using short films, animations, and author interviews to deepen understanding at 4.54. Digital storytelling, visual representations, multimedia presentations, podcasts, digital platforms, and online collaborative writing were also included. The thesis recognizes that access to digital tools varies, which helps explain the slightly lower overall rating.

Test of Significant Agreement on Strategies and Discussion

The Kendall's W tests for the four strategy domains were all non-significant at the 0.05 level.

Strategy Domain	W	X ²	df	Decision
Literacy-Based Language Instruction	0.08	3.60	9	Accepted H ₀
Interactive & Learner-Centered Learning	0.18	9.00	10	Accepted H ₀
Creative Writing & Expression	0.23	10.35	9	Accepted H ₀
Multimodal & Digital Resources	0.22	12.10	11	Accepted H ₀

The absence of significant agreement indicates that the five groups did not rank the strategy domains in the same order. The thesis explains this through differences in teacher experience, classroom context, available resources, and perceptions of effectiveness. The result does not mean that the strategies are ineffective. Rather, it indicates that teachers value and apply them differently.

For Literacy-Based Language Instruction, some teachers may emphasize structured reading and explicit language tasks because these directly support decoding, comprehension, and vocabulary, while others may rely on different methods depending on their training and classroom conditions. The thesis recommends sustained professional learning and collaborative planning so that teachers can strengthen their use of evidence-informed literacy practices.

For Interactive and Learner-Centered Learning, differences may arise from beliefs about classroom engagement, available time, class size, and teacher

readiness. Collaborative discussion, project-based tasks, and interactive reading can be emphasized differently from one classroom to another. The thesis therefore recommends professional learning communities and co-design sessions where teachers can share strategies and challenges.

For Creative Writing and Expression, differences may reflect teacher comfort with open-ended tasks, scaffolding, and assessment. Some teachers may prioritize creative writing because it develops voice, critical thinking, and engagement, while others may use more structured tasks because of time or confidence considerations. Peer mentoring and workshops can help teachers build capacity.

For Multimodal and Digital Resources, the thesis identifies differences in access to technology, digital literacy, and beliefs about multimodal texts. Teachers with stronger access and confidence may integrate audio, visuals, video, and digital collaboration more frequently, while others rely on print-based practices. This explains why multimodal resources obtained the lowest of the four strategy means while remaining Very Much Evident.

The overall implication is that the four strategy domains should be treated as complementary. Literacy-based instruction provides structure; interactive learning supports participation; creative writing supports expression; and multimodal resources broaden representation and engagement. The action plan therefore emphasizes shared professional learning rather than prescribing a single strategy.

Challenges Encountered in ILL Teaching

This study reports that challenges encountered in ILL teaching obtained an overall weighted mean of 4.48 and were described as Very Much Serious. The highest-rated challenge was Difficulty in aligning language skill targets with literary themes at 4.58, followed by Lack of training or orientation on ILL pedagogy and Assessment tools not aligned with integrated instruction, both at 4.53.

Challenge	WM	Rank
Aligning language skill targets with literary themes	4.58	1
Lack of training/orientation on ILL pedagogy	4.53	2.5
Assessment tools not aligned with integrated instruction	4.53	2.5
Overcrowded classrooms/large class sizes	4.51	4
Resistance to shift from textbook-based instruction	4.50	5
Lack of updated guides/contextualized resources	4.49	7
Language barrier in multilingual contexts	4.49	7
Limited school leader/instructional supervisor support	4.49	7
Difficulty differentiating for varied reading levels	4.48	9.5
Parents' lack of involvement at home	4.48	9.5
Limited age-appropriate/culturally relevant texts	4.44	11.5
Low reading motivation/interest	4.44	11.5
Insufficient planning time	4.43	13.5
Inadequate digital/multimedia access	4.43	13.5
Difficulty with figurative language/literary devices	4.42	15

The highest challenge concerns alignment. Teachers must connect specific language skill targets with literary themes without making either component superficial. Literary works can contain figurative language, symbolism, cultural references, and complex themes. Effective integration therefore

requires deliberate planning, scaffolding, and selection of texts that match the intended competencies.

Training was another major concern. The high rating for lack of training or orientation indicates that teachers need continuing opportunities to deepen their

understanding of ILL pedagogy. The thesis identifies Learning Action Cells, collaborative lesson planning, demonstration lessons, peer coaching, and professional development as practical responses.

Assessment alignment is equally important. Integrated instruction can generate evidence of comprehension, vocabulary, oral communication, interpretation, creative response, and other literacy competencies. When assessment tools are not aligned with these outcomes, teachers may find it difficult to determine whether learners are progressing.

Class size, resistance to changing traditional instruction, limited resources, multilingual contexts, and limited instructional support also influence implementation. These challenges demonstrate that ILL is not simply an individual teacher practice; it is affected by the instructional environment.

Challenges: Extended Discussion and Agreement Test
The remaining challenges further show the complexity of implementation. Difficulty differentiating instruction for varied reading levels and parents' lack of involvement in promoting reading habits at home both obtained 4.48. Limited availability of age-appropriate and culturally relevant literary texts and low reading motivation both obtained 4.44. Insufficient planning time and inadequate access to digital tools or multimedia resources each obtained 4.43. Learners' difficulty understanding figurative language and literary devices obtained 4.42.

Although figurative language and literary devices ranked lowest among the listed challenges, the rating remains within the Very Much Serious category. The thesis explains that literary language requires deeper interpretation and can be difficult for learners whose vocabulary, reading comprehension, or prior experience is still developing. Explicit teaching, modeling, guided questioning, and age-appropriate examples can therefore help teachers bridge the gap between literal decoding and interpretation.

The challenges related to resources and planning also have implications for school leadership. Updated teaching guides, culturally relevant literary texts, digital tools, and adequate planning time can support teachers in implementing integrated lessons. The

thesis recommendations place responsibility on school heads, English subject coordinators, LAC leaders, and the Schools Division Office to provide structures that sustain implementation.

Test of Significant Agreement on Challenges

Statistic	Value
Sum of squared deviation of the mean	2249.00
Number of Cases	15
Number of Groups	5
Kendall's W	0.32
Computed X ²	22.40
Degree of Freedom	14
Decision	Accepted H ₀
Significance	NS (p>0.05)

The result shows no significant agreement among the five district groups on the rank orders of the challenges. The thesis explains that teachers experience difficulties differently depending on learner literacy levels, classroom context, teacher preparation, time, materials, and digital access. Thus, while the overall challenge level is high, the specific order of difficulties varies.

This result strengthens the rationale for context-responsive support. A division-wide program can establish common priorities—such as professional development, resource provision, mentoring, and assessment alignment—while schools identify which challenge should receive the greatest immediate attention. The absence of significant agreement should therefore be read as evidence of contextual diversity rather than as evidence that the challenges are unimportant.

The findings also connect directly to the action plan. The plan should not simply add more activities for teachers; it should reduce the barriers that make integrated instruction difficult. The original thesis therefore recommends observation and mentoring, LAC sessions, demonstration lessons, peer coaching, professional discussions, access to supplementary literary and digital resources, and division-level professional development.

Summary of Major Findings, Discussion, and Action Plan

Summary of Major Findings

1. The overall level of ILL teaching was 4.49 or Very Much Evident, with Cultural and Moral Awareness through Literature ranking first at 4.51.
2. There was no significant agreement on the rank orders of the six ILL teaching dimensions.
3. The overall perceived impact on literacy skills was 4.49 or Very Much Evident; Decoding Skills ranked first at 4.51 and Comprehension Skills at 4.50.
4. There was no significant agreement on the rank orders of the seven literacy-skill impact indicators.
5. The strategies employed obtained 4.48 or Very Much Evident, with Literacy-Based Language Instruction ranking first at 4.50.
6. There was no significant agreement on the rank orders of the four strategy domains.
7. Challenges obtained 4.48 and were described in the thesis as Very Much Serious; the highest was difficulty aligning language skill targets with literary themes at 4.58.
8. There was no significant agreement on the rank orders of the challenges.
9. An action plan was formulated based on the findings.

Discussion

The findings present ILL teaching as strongly evident across the participating public elementary schools, while simultaneously showing variation in how teachers and districts prioritize its dimensions. This combination is one of the central contributions of the study. The high weighted means demonstrate a broad perception that ILL practices are present and useful, while the non-significant Kendall results show that implementation is not uniform in pattern.

The results also show that literacy development is interconnected. Decoding and comprehension ranked highest, but listening, speaking, phonemic awareness, vocabulary, and reading fluency remained highly rated. The study therefore supports a balanced literacy perspective in which foundational skills and meaning-making are developed together through integrated activities.

The strategy results reinforce this view. Literacy-based language instruction, learner-centered activities, creative writing, and multimodal resources were all rated highly. The absence of significant agreement suggests that teachers combine these approaches according to context. This diversity can be productive when supported by common instructional goals, professional learning, and collaborative planning.

Action Plan

The original thesis formulates an action plan for a more improved impact of ILL teaching in improving Grade 3 learners' literacy skills toward quality education. The plan follows an Input–Process–Output–Feedback logic. Inputs include the study findings concerning ILL teaching, literacy impact, strategies, agreement tests, and challenges. Processes include analyzing the findings, identifying strategies, evaluating rank-order agreement, determining challenges, and formulating the action plan. The output is the action plan, while feedback is intended to allow corrections and suggestions for improving the precision of implementation.

The practical activities identified in the recommendations include regular classroom observation and mentoring; periodic collaborative LAC sessions; structured reading, discussion, and writing; monitoring and reflection meetings; demonstration lessons; peer coaching; professional discussions; access to supplementary literary and digital resources; and professional development through the Schools Division Office. These activities directly address the evidence in the results and remain within the scope of the original thesis.

V. CONCLUSION

1. The level of the Integration of the Language and Literature (ILL) teaching is Very Much Evident.
2. There is no significant agreement on the rank orders of the extent of the level of the ILL teaching.
3. The impact of ILL teaching in improving the literacy skills of the learners is Very Much Evident.
4. There is no significant agreement on the rank orders of the extent of the impact of ILL teaching in improving the literacy skills of the learners.
5. The strategies employed in ILL teaching in improving literacy skills are Very Much Evident.

6. There is no significant agreement on the rank orders of the strategies employed in ILL teaching.
7. The challenges encountered by the respondents in ILL teaching are Much Serious.
8. There is no significant agreement on the rank orders of the challenges encountered.
9. An action plan was formulated based on the findings of the study

Recommendations

1. School heads must institutionalize regular classroom observations and mentoring sessions focused on ILL practices.
2. Department heads and English subject coordinators must conduct periodic collaborative Learning Action Cell sessions on ILL implementation.
3. English teachers must integrate literary texts with language instruction through structured reading, discussion, and writing activities.
4. School heads and curriculum coordinators must establish regular monitoring and reflection meetings on ILL implementation.
5. English subject coordinators must facilitate demonstration lessons and peer coaching on ILL strategies.
6. LAC leaders must facilitate structured professional discussions on strategies used in ILL teaching.
7. School heads, in coordination with English subject coordinators, must allocate time and provide access to supplementary literary and digital learning resources.
8. The Schools Division Office through the Education Program Supervisor in English must organize professional development programs related to ILL teaching.
9. The Action Plan should be adopted.

Suggested Topics for Further Research

1. The Effect of Multimodal Learning Resources on Learners' Reading Comprehension in ILL Teaching.
2. The Influence of Creative Writing Activities on the Writing Proficiency of Secondary Learners.
3. The Impact of Peer Collaboration Strategies on Learners' Literary Appreciation and Critical Thinking.
4. The Role of Digital Literacy Tools in Enhancing Reading Fluency through ILL.
5. The Effectiveness of Storytelling and Narrative-Based Approaches in Developing Learners' Vocabulary.

6. The Relationship between Teacher Feedback Strategies and Learners' Improvement in Literary Analysis.
7. The Influence of Culturally Relevant Literature on Learners' Engagement and Comprehension Skills.
8. The Impact of Interactive Reading Platforms on Learners' Motivation and Literacy Achievement.
9. The Effect of Cross-Curricular Integration (e.g., Language, Literature, and Social Studies) on Literacy Development.

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P.M.L
Researcher

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