



Early Language, Literacy, and Numeracy (ELLN) Program in Schools: Experiences of Grade Three Teachers

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Abstract—This phenomenological inquiry explored the experiences of teachers in implementing the ELLN program at Sto. Tomas West District, Division of Davao del Norte. In exploring the experiences of the ten participants, I employed the qualitative – phenomenological study of which primary instrument of data gathering was through in- depth interview. Results revealed that the themes emerged on the experiences in implementing the ELLN program, they shared three major themes namely, pedagogical challenges and adaptations, assessment and accountability, and parent and community involvement. Additionally, the major themes on the coping mechanisms of teachers in implementing the ELLN program in the school were professional development and support, work-life balance, and student-centered approaches. Finally, on the participants' insights in implementing the Early Language, Literacy, and Numeracy (ELLN) program, the following were the emergent themes namely, student progress and growth, adaptability and continuous learning, and holistic development. The implementation of the Early Language, Literacy, and Numeracy (ELLN) Program as experienced by teachers holds several research implications that can guide future investigations and improvements in educational practice. Research can delve deeper into assessing the program's effectiveness in enhancing student language, literacy, and numeracy skills. Long-term studies that track student outcomes and academic performance can provide insights into the program's impact on a broader scale, informing curriculum development and educational policies. In addition, exploring the specific professional development needs of teachers in the context of the ELLN program is essential. Research can focus on the effectiveness of various training methods, workshops, and ongoing support systems to enhance teacher competence and adaptability in implementing the program.

Index Terms— early language, literacy, numeracy, grade three teachers, phenomenology.

1. Introduction

The implementation of the Early Language, Literacy, and Numeracy (ELLN) program in our school represents a vital and strategic response to the growing recognition of the foundational importance of these skills in a child's educational journey. With an increasing emphasis on early childhood development, this program aims to foster a strong foundation in language, literacy, and numeracy from a young age, thereby preparing students for lifelong learning and success. The ELLN

program is designed to address the diverse needs of our students, recognizing that early interventions can have a profound impact on their academic and personal growth. By fostering these fundamental skills in the early stages of education, we seek to create a solid platform for future academic achievements and equip our students with the tools necessary to navigate an increasingly complex and information-rich world. This study will investigate the efficacy of the ELLN program in our school and its potential to enhance student learning outcomes, thus contributing to the broader discourse on early childhood education and its long-term benefits.

At a global level, 15.5 million US children (21%), mostly Black, Hispanic, and American Indian, live in poverty. Lifelong poor health and psychological, cognitive, and emotional development are linked to socioeconomic adversity. Socioeconomic status (SES) strongly affects language development across ethnic and language-exposure groups and within them. This analysis explores early SES discrepancies in language skills that lead to later school readiness and academic success (Brito, 2017). Furthermore, the number of students who stayed at the Beginning level for Language and Literacy Skills was seven, while for Numeracy Skills, the corresponding number was three. The teacher in the subsequent stage should ascertain the learners who are classified as being at the Beginning level in order to proceed with targeted intervention until they attain the appropriate level of proficiency. The use of creative and developmentally appropriate activities and resources by the kindergarten students facilitated their progression from the initial level to the subsequent higher level. The Early Language Literacy and Numeracy (ELLN) Program is designed to cater to the cognitive development of kindergarten students by providing them with a range of manipulative exercises that facilitate their first understanding of concepts (Montealto, 2019).

In the Division of Quirino in the Philippines, several issues and concerns have been identified. These include a lack of adequate teaching guides (TGs), learning materials (LMs), and curriculum guides (CGs). Additionally, there are challenges in localizing lessons and preparing suitable materials, as well as limited financial resources, available resources, and time.

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Furthermore, the classrooms have limited space, which affects the learning environment. The conduct of School-based Learning Action Cell Sessions (SLACs) is also constrained by time limitations. Moreover, there is a lack of validated assessment tools, and some teachers who teach in the Mother Tongue language are not proficient in it. The research findings indicate that there is a requirement for enhancing the execution of the ELLN Program by concentrating on the availability of assessment tools that are suitable for the developmental stage of the learners, as well as the provision of reading and numeracy materials. Additionally, it is necessary to create a learning environment that is abundant in print resources and to effectively utilize classroom management techniques (Pagbilao *et al.*, 2019).

In Sto. Tomas West District, Division of Davao del Norte, teachers faced several challenges in implementing the ELLN program in schools. These include the lack of quality instruction. Many teachers in the district were not adequately trained in teaching numeracy and literacy skills, which can significantly impact student learning. There was also a shortage of instructional materials to be used for this purpose.

I have read various studies about the challenges of teachers in the implementation of ELLN program but none of those were conducted in the local setting. Despite some issues with the ELLN Digital course, quantitative findings on teacher learning show that participating teachers' pedagogical and content knowledge improved significantly in the post-test, with some variation between subgroups. In particular, rural teachers had significantly higher mean gains in content and pedagogical knowledge than urban teachers, and teachers with higher qualifications had significantly higher gains than those with only bachelor's degrees (Oakley *et al.*, 2018). Furthermore, students' education depends on teachers. Thus, school administrators should monitor and evaluate if these guidelines components were used in the classroom, and teachers should always strive to improve their Early Language Literacy and Numeracy implementation in the teaching-learning process. Additionally, administrators and teachers should work together to implement this (Ayade *et al.*, 2019). However, this study focuses on the early language, literacy, and numeracy skills development of several learners in Sto. Tomas West District thus, the need to conduct this study.

This study emphasizes the significance of literacy and numeracy, alongside other essential skills. Literacy refers to an individual's capacity to derive meaningful conclusions from received information, thereby facilitating critical thinking and discouraging hasty reactions. Furthermore, literacy contributes to the expansion of knowledge through reading and fosters the development of positive character values. The acquisition of literacy and numeracy skills is crucial for a child's scholastic and subsequent lifelong achievements. The extent of a child's enhancement in these fundamental abilities serves as a very reliable indicator of academic success. The developmental trajectory of children's language, literacy, and numeracy skills shows improvement as they go through different stages of growth. However, it is widely acknowledged within the academic community that the period from birth to eight years

of age has utmost significance in fostering and shaping these foundational abilities. The acquisition of reading, writing, and counting skills does not occur spontaneously or without deliberate preparation and instruction.

2. Purpose of the Study

The purpose of this phenomenological study was to explore the experiences of teachers in implementing the ELLN program at Sto. Tomas West District, Division of Davao del Norte. This also investigated their coping mechanisms from the challenges they encountered, and their insights drawn from the findings of this study.

At this stage of research, experiences of teachers were generally defined as their learning and challenging experiences in terms of enhancing the learners' early language, literacy, and numeracy in schools. The Early Language, Literacy, and Numeracy curriculum has been specifically developed to cater to the requirements of providing high-quality education. The primary aim of this initiative is to enhance the literacy and numeracy proficiencies of students ranging from kindergarten to third grade.

Research Questions:

This phenomenological study aimed to explore the experiences of teachers in implementing the ELLN program at Sto. Tomas West District, Division of Davao del Norte. Specifically, this study sought answers to the following research questions:

1. What are the experiences of teachers in implementing the Early Language, Literacy, and Numeracy (ELLN) program?
2. How do the teachers cope with the challenges in implementing the Early Language, Literacy, and Numeracy (ELLN) program?
3. What insights can be drawn from the experiences of teachers that can be shared with others?

3. Methods

The present study used a qualitative research approach. Qualitative research used descriptive data to aid the exploration of phenomena that were characterized by restricted understanding. According to Creswell (2015), it was possible for a person to get a qualitative understanding of social and cultural phenomena via the observation of attitudes, ideas, and acts shown within a certain community.

I followed some criteria in selecting the participants such as: (a) the participants must be holding a permanent position at least Teacher I in public elementary schools at Sto. Tomas West District, Division of Davao del Norte; (b) they were assigned in the elementary level; (c) these teachers had experienced various challenges in developing the early language, literacy, and numeracy skills of elementary learners; (d) they were composed of either male or female teachers; and (e) they were not members of any ethnic minority or Indigenous People (IP) group and were willing to participate in this study. Furthermore, the inclusion of 10 participants in the in-depth interviews was deemed sufficient to facilitate the identification and generation

of themes.

In this study, I specifically utilized data coding and thematic analysis in analyzing the data. Analyzed qualitative data involved a systematic and rigorous evaluation of textual material collected to provide a comprehensive representation and explanation of the experiences of the individuals under study.

4. Results and Discussions

A. Experiences of Teachers in Implementing the Early Language, Literacy, and Numeracy (ELLN) Program

When the participants were asked on their experiences in implementing the ELLN program, they shared three major themes namely, pedagogical challenges and adaptations, assessment and accountability, and parent and community involvement. These themes highlight the multifaceted nature of the ELLN program, and the various challenges and opportunities teachers encounter while implementing it. Effective teacher training, ongoing support, and a focus on student-centered, well-rounded education are essential for successful ELLN program implementation.

1) Pedagogical Challenges and Adaptations

Teachers implementing the ELLN program often face pedagogical challenges related to curriculum design and instructional strategies. They may need to adapt their teaching methods to cater to diverse learning needs and abilities among their students. Teachers might find it challenging to strike a balance between fostering a love for language, literacy, and numeracy while also adhering to standardized curriculum requirements. This theme highlights the need for ongoing professional development and support to effectively adapt teaching strategies.

Several issues and concerns have been identified. These include a lack of adequate teaching guides (TGs), learning materials (LMs), and curriculum guides (CGs). Additionally, there are challenges in localizing lessons and preparing suitable materials, as well as limited financial resources, available resources, and time. Furthermore, the classrooms have limited space, which affects the learning environment. The conduct of School-based Learning Action Cell Sessions (SLACs) is also constrained by time limitations. Moreover, there is a lack of validated assessment tools, and some teachers who teach in the Mother Tongue language are not proficient in it. The research findings indicate that there is a requirement for enhancing the execution of the ELLN Program by concentrating on the availability of assessment tools that are suitable for the developmental stage of the learners, as well as the provision of reading and numeracy materials. Additionally, it is necessary to create a learning environment that is abundant in print resources and to effectively utilize classroom management techniques (Pagbilao *et al.*, 2019).

2) Assessment and Accountability

Implementing the ELLN program typically involves regular assessment and evaluation of students' language, literacy, and numeracy skills. Teachers may experience stress and pressure related to high-stakes testing, accountability measures, and the

need to track students' progress accurately. This theme emphasizes the importance of finding a balance between assessment and a holistic approach to teaching, as well as the need for proper training in assessment methods.

Despite some issues with the ELLN Digital course, quantitative findings on teacher learning show that participating teachers' pedagogical and content knowledge improved significantly in the post-test, with some variation between subgroups. In particular, rural teachers had significantly higher mean gains in content and pedagogical knowledge than urban teachers, and teachers with higher qualifications had significantly higher gains than those with only bachelor's degrees (Oakley *et al.*, 2018).

Furthermore, students' education depends on teachers. Thus, school administrators should monitor and evaluate if these guidelines components were used in the classroom, and teachers should always strive to improve their Early Language Literacy and Numeracy implementation in the teaching-learning process. Additionally, administrators and teachers should work together to implement this (Ayade *et al.*, 2019).

3) Parent and Community Involvement

Engaging parents and the community is a crucial aspect of the ELLN program. Teachers often encounter challenges in fostering parental involvement, communication, and support for students' language and numeracy development. Building these relationships can be both rewarding and demanding. This theme underscores the importance of establishing strong partnerships with parents and the community to create a comprehensive support system for students.

The findings of the study indicated that there was a positive correlation between the amount and quality of English language exposure that children received at home and their pace of development in receptive vocabulary skills. The findings of the study indicate that children who had regular exposure to English via reading sessions exhibited accelerated progress in their ability to read words proficiently. There is a considerable and favorable association between the duration of children's school attendance and the qualifications of their instructors, as well as their English language acquisition. The results of this study suggest that the home literacy environment has a significant role in the early English language development of children in Singapore, in comparison to the quality of interactions between teachers and children in preschool settings. The topic of increased parental participation in early English language acquisition at home is examined within the framework of usage-based theory (Sun & Ng, 2021).

Also, the findings of the research suggest that parental involvement has a discernible impact on the development of early childhood literacy. Based on the available evidence and analysis, it can be inferred that the conclusion may be formulated in the following manner: One example of parental involvement in promoting literacy is via engaging in activities such as memorization, using media resources, and creating an environment that fosters literacy development. 2) The presence of supportive elements, such as parental motivation, has been shown to be positively correlated with parents' engagement in activities related to school preparation and their favorable

attitudes about the significance of early childhood education. The issues including imbalanced parental responsibilities, physical factors, and the cooperation between parents and schools is realized via several means, such as conducting meetings, disseminating information, establishing a parents' coordinator, and facilitating communication between parents and teachers. The active involvement of parents in their children's activities is crucial for fostering the development of children's reading skills (Fatonah, 2020).

B. Coping Mechanisms in Implementing the Early Language, Literacy, and Numeracy (ELLN) Program

In this section, presents the major themes on the coping mechanisms of teachers in implementing the ELLN program in the school. There were three major themes namely professional development and support, work-life balance, and student-centered approaches. These coping mechanisms highlight the importance of ongoing professional development, self-care, and a student-centered approach as educators navigate the complexities of implementing the ELLN program. Teachers who successfully cope with these challenges often find the experience more rewarding and manageable.

1) Professional Development and Support

Teachers implementing the ELLN program often rely on ongoing professional development and support as a coping mechanism. They may engage in workshops, training sessions, and peer collaboration to stay updated on effective teaching strategies and curriculum developments. These opportunities help educators build their skills and confidence, enabling them to adapt to the changing educational landscape and better support their students.

The researchers also found that many of the teachers in their study would benefit from additional professional development on lesson preparation and execution. Thus, preschool educators must have enough training to implement successful early English literacy instruction methods. Training and support may help preschool instructors teach early English literacy. This helps them motivate and teach early readers (Hendi & Asmawi, 2018).

Likewise, the results of the study demonstrate the impact of cultural practices on early childhood education, with teachers' individual and experiential knowledge playing a significant role in shaping their instructional practices on a daily basis. The informants' endeavor to coordinate read-aloud sessions, however encounter obstacles of a logistical and practical kind that sometimes impede their success. Educators often identify external variables, such as the presence of large student cohorts and the need to prioritize mathematics and science instruction, as challenges that impede the effective planning and execution of read-aloud activities. Educators who have undergone in-service training and engaged in professional development assert that they include a routine of daily read-aloud sessions, which are afterwards followed by text-based discussions. The discourse around the need for professional growth is examined (Alatalo & Westlund, 2021).

2) Work-Life Balance

The ELLN program can be demanding, and teachers may

experience stress and burnout due to the extensive assessments, data analysis, and expectations for student achievement. Coping mechanisms in this area involve maintaining a healthy work-life balance. Teachers may set boundaries on their work hours, engage in self-care practices, and find ways to manage stress to sustain their passion for teaching without getting overwhelmed.

According to the results of the statistical analyses performed, it was determined that autonomy and achieving a work-life balance had a noteworthy influence on the job performance of the respondents. However, in contrast, the study found that the workload did not have a significant effect on the job performance of the schoolteachers. In practical terms, this suggests that school management should prioritize initiatives aimed at improving autonomy and work-life balance to enhance the job performance of teachers (Johari *et al.*, 2018).

Further, teachers ought to harbor a long-term commitment to remain with a school. This intention to stay is influenced by several factors, such as work-life balance, job satisfaction, and job embeddedness. The findings revealed that a positive correlation exists between work-life balance and job embeddedness, the intention to stay, and job satisfaction. Work-life balance has a beneficial impact on the intention to stay through both job embeddedness and job satisfaction (Sudibjo & Suwarli, 2020).

3) Student-Centered Approaches

Many teachers cope with the challenges of ELLN program implementation by embracing student-centered approaches. They focus on tailoring instruction to meet individual student needs, differentiating their teaching methods, and providing additional support to struggling learners. This approach not only helps students succeed but also provides teachers with a sense of accomplishment and motivation, reinforcing their commitment to the program.

The number of students who stayed at the Beginning level for Language and Literacy Skills was seven, while for Numeracy Skills, the corresponding number was three. The teacher in the subsequent stage should ascertain the learners who are classified as being at the Beginning level in order to proceed with targeted intervention until they attain the appropriate level of proficiency. The use of creative and developmentally appropriate activities and resources by the kindergarten students facilitated their progression from the initial level to the subsequent higher level. The Early Language Literacy and Numeracy (ELLN) program is designed to cater to the cognitive development of kindergarten students by providing them with a range of manipulative exercises that facilitate their first understanding of concepts (Montealto, 2019).

In recent years, there has been a growing trend among educators to use structured methodologies in the instruction of reading skills at the early stages of childhood education. Aligned with a growing criticism of this methodology, the current research examined the structure and efficacy of a literacy intervention that combined Gagné's nine events of instructional design with the use of storytelling. The results of the study indicate a substantial boost in children's reading abilities in the digital storytelling condition as compared to

children in the control condition. Additional exploratory data analysis indicated that both forms of storytelling activities were shown to improve digital literacy abilities. It is essential to conduct a comprehensive replication of the results via an expanded series of storytelling events, including a bigger cohort of participants (Maureen *et al.*, 2018).

C. Insights of Teachers in Implementing the Early Language, Literacy, and Numeracy (ELLN) Program

After analyzing the responses of the participants about their insights in implementing the Early Language, Literacy, and Numeracy (ELLN) program, the following were the emergent themes namely, student progress and growth, adaptability and continuous learning, and holistic development. These themes reflect the multifaceted insights that teachers gain while implementing the ELLN program, encompassing pedagogy, assessment, student development, and their own professional growth. These insights play a crucial role in shaping effective teaching practices and student outcomes.

1) Student Progress and Growth

A significant insight for teachers is the profound impact of the ELLN program on student progress and growth. They observe how students develop language, literacy, and numeracy skills over time. Teachers often gain insights into the importance of individualized learning, recognizing that each student progresses at their own pace. They witness the transformation of struggling students into confident learners, which reinforces their commitment to the program and the effectiveness of their teaching methods.

The phenomenon of language development in children refers to the cognitive and linguistic progression seen throughout the first stages of life, including the understanding and expression of language. The process starts before the child's birth and continues for an extended duration afterwards. During the developmental stages of childhood, the brain undergoes a process of acquiring the ability to perceive auditory stimuli, including sounds and speech. In response to these stimuli, children often exhibit motor responses such as waving, chattering, and pointing (Structural Learning, 2022).

Further, numerical literacy may be seen as a constituent aspect of mathematical literacy. This capability enables people to acknowledge the significance of numeracy skills in their daily lives. The acquisition of numeracy literacy is a pressing need for pupils. The learner has acquired a foundational understanding of numeracy literacy. The study results indicate that the numeracy literacy abilities of the pupils remain in the low group. The development of numeracy literacy has not been prioritized in the implementation of the Gerakan Literasi Sekolah (GLS) (Rakhmawati & Mustadi, 2022).

2) Adaptability and Continuous Learning

Implementing the ELLN program frequently highlights the importance of adaptability and continuous learning for teachers. They recognize the need to stay updated on the latest teaching strategies, curriculum changes, and assessment techniques to meet the evolving needs of their students effectively. This insight underscores the dynamic nature of education and the ongoing professional development required to provide high-

quality instruction.

In the first year of formal schooling, learning about letter-phonetic sound relationships is essential to literacy development. Many countries introduce one new letter every week. However, little is known about how letter training affects early reading. This natural experiment examined how a faster letter teaching pace affected children's letter knowledge, word reading, and spelling in their first year of formal school. Regression analysis showed a statistically significant correlation between faster speed and better results across all parameters. The logistic-regression models also showed that quicker paces benefited children with lower performance levels more than those with higher performance levels. The study concludes with a thorough examination of the unique findings and insightful remarks on their possible teaching practice implications (Sunde *et al.*, 2020).

3) Holistic Development

Implementing the ELLN program provides insights into the holistic development of students. Teachers observe that language, literacy, and numeracy skills are interconnected with other aspects of a student's growth, including social and emotional development. This insight underscores the importance of nurturing well-rounded individuals and addressing the broader needs of learners.

The acquisition of an initial vocabulary is a crucial milestone for individuals who engage in early symbolic communication, since it establishes a foundation for their future language development. Children who are in need of augmentative and alternative communication (AAC) depend on others around them to choose and deliver these crucial first words on their behalf. A valuable resource for facilitating this process is the use of published compilations of terms that have the potential to become a fundamental vocabulary for persons who are in need of augmentative and alternative communication (AAC) systems. The findings indicate that core word lists may not adequately prioritize the many kinds of words that are most common in the early stages of expressive vocabulary development. Consequently, these lists may not be the most suitable tools for informing the design and education of augmentative and alternative communication (AAC) systems for individuals who are in the early stages of symbolic communication (Laubscher & Light, 2020).

Language development and social development are impacted by both individual variations in underlying talents and contextual influences, both proximal and distal in nature. The development of oral language is contingent upon the characteristics, regularity, and quality of first communicative encounters facilitated by the primary caregiver and other individuals (Huttenlocher *et al.*, 2010; Romeo *et al.*, 2018).

The acquisition of early numeracy skills is crucial for subsequent academic achievement in mathematics and has significant implications for future professional performance. Early childhood education and schools play a crucial role in facilitating children's acquisition and application of fundamental mathematical concepts, which are essential for their future adult lives. The use of a model has significant importance in the process of choosing appropriate assessment

techniques that may effectively identify children who are at risk of experiencing learning challenges. Furthermore, the model also plays a crucial role in the design and implementation of educational support interventions tailored specifically for these children. The primary objective of this study is to elucidate our research efforts pertaining to evidence-based evaluation and intervention resources specifically tailored for educators working with students experiencing difficulties in mathematical learning (Aunio, 2019).

5. Implications and Future Directions

A. Implications

The implementation of the Early Language, Literacy, and Numeracy (ELLN) Program as experienced by teachers holds several research implications that can guide future investigations and improvements in educational practice. These research implications offer a comprehensive framework for understanding and improving the implementation of the ELLN program from various angles, encompassing student outcomes, teacher professional development, community involvement, holistic development, and equity considerations. By addressing these implications, researchers and educators can work collaboratively to refine the program and optimize its impact on students and the broader educational community.

Research can delve deeper into assessing the program's effectiveness in enhancing student language, literacy, and numeracy skills. Long-term studies that track student outcomes and academic performance can provide insights into the program's impact on a broader scale, informing curriculum development and educational policies.

In addition, exploring the specific professional development needs of teachers in the context of the ELLN program is essential. Research can focus on the effectiveness of various training methods, workshops, and ongoing support systems to enhance teacher competence and adaptability in implementing the program.

Further, investigating the holistic impact of the ELLN program on students' social, emotional, and cognitive development is crucial. Researchers can explore how the program fosters well-rounded individuals and contributes to student well-being, character development, and overall life skills beyond academics.

Research can also delve into strategies for strengthening parental and community involvement in the ELLN program. Understanding the most effective methods for engaging parents and local organizations and their impact on student success is essential for building stronger school-community partnerships.

Likewise, studying the coping mechanisms and adaptations employed by teachers to overcome the challenges of implementing the ELLN program can provide valuable insights into teacher well-being and the sustainability of the program. Research can explore best practices for maintaining work-life balance, addressing stress, and staying adaptable in a constantly evolving educational landscape.

Finally, research implications extend to the formation of professional learning communities where educators can share

experiences, best practices, and support. Studying the effectiveness of these communities in enhancing teacher collaboration and pedagogical development is relevant.

B. Future Directions of the Study

Future directions of the study on the implementation of the Early Language, Literacy, and Numeracy (ELLN) Program, as experienced by teachers, should explore the following avenues to enhance our understanding and improve the program. Future studies should consider these directions to continuously improve the ELLN program, support teachers in their efforts, and ensure its effectiveness in fostering language, literacy, and numeracy skills in students while promoting their overall development and well-being.

Compare the experiences and outcomes of teachers implementing the ELLN program across different educational settings, such as urban and rural schools or schools with varying socioeconomic demographics. This will shed light on the program's adaptability and effectiveness in diverse contexts.

Likewise, utilize mixed-methods research to combine quantitative data on student outcomes with qualitative insights from teachers and students themselves. This approach provides a holistic view of the program's effects and allows for a more comprehensive analysis of its strengths and areas for improvement.

Furthermore, investigate the impact of specific professional development interventions on teacher effectiveness and well-being. This could involve assessing the outcomes of tailored training programs, mentorship initiatives, or peer support networks in helping teachers navigate the challenges of program implementation.

Also, research innovative strategies for enhancing parental and community involvement in the ELLN program. Evaluate the effectiveness of various engagement initiatives and their impact on student success, as well as the sustainability of these partnerships.

Moreover, explore the development and implementation of culturally responsive approaches within the ELLN program. Assess how the program addresses the unique linguistic and cultural needs of diverse student populations and how it can promote inclusive and equitable education.

Investigate the broader impact of the ELLN program on students' socio-emotional development, character education, and life skills. Examine the extent to which the program fosters well-rounded individuals and its implications for student well-being.

In addition, explore the integration of technology and digital resources within the ELLN program. Assess the role of digital tools in enhancing student engagement, teacher efficiency, and program adaptability, especially in light of the increasing importance of digital literacy.

Finally, investigate strategies for the sustainability and scalability of the ELLN program. This includes examining cost-effective models for program delivery, policy implications, and the potential for broader implementation to reach more students.

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