Learning Gaps of Grade 1 Learners on Literacy: Basis for An intervention Program

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Abstract-The Department of Education had the implementation of the Basic Education Learning Continuity Plan, based on the results of formative assessments, portfolio of learning outputs, and other activities, there are identified needs as they meet the learning competencies. Thus, this paper emphasized addressing the learning gaps of Grade 1 learners in literacy in Basud District, Division of Camarines Norte, Philippines. It focused on knowing the results of Grade 1 learners on the given Comprehensive Rapid Literacy Assessment (CRLA) as to reading profile: Full, Moderate, Light Refresher, and Grade Ready. It also determined the teaching strategies used to address the gaps in literacy and identified the challenges encountered in the learning delivery. Employing document analysis to know the results of the CRLA while interviews, focus group discussions, and checklistswere used to determine the challenges teachers, school heads, and parents encountered in the learning delivery. It was found that in the Beginning of School Year (BOSY) with 386 enrollees, 329 learners were categorized as full refreshers. Several strategies are used by teachers, school heads, and parents to enrich reading skills such as phonics, phonological awareness, comprehension, fluency, writing, and teaching pedagogies. Yet, there were challenges generated such as lack of interest, learning modality during the pandemic, parental support, and absenteeism. Henceforth, the researcher came up with an intervention program consisting of video lessons and activity sheets entitled Familiarizing Alphabet and Halina at Matuto, HuwagMalitosaAlpabeto. Also, capacity building entitled Project ARAL (Advocating Rigor Assistance on Literacy) for parents.

Indexed Terms- Learning Gap, Literacy, Comprehensive Rapid Literacy Assessment

I. INTRODUCTION

Literacy lets one understand books, newspapers, magazines, timetables, DVDs, TV and radio shows, signs, maps, conversations, and instructions, among other written, spoken, and visual texts. As mentioned by UNESCO (2021), it has been a work in progress to make the vision of literacy for all a reality. They do this because they believe that learning to read and write and getting better at it throughout life is part of the right to education and gives people a lot of power and benefits. But even though the world has made progress, 771 million adults and children still cannot read or write.

The DepEd Order No. 30, 2. 2020 emphasizes Philippine education as it opened the School Year 2020-21 on October 5, 2020, which is in line with its Basic Education Learning Continuity Plan (BE-LCP) per DepEd Order No. 012, s. 2020, to ensure the delivery of basic education despite the pandemic. It faced several challenges in different ways as it worked to fulfill its mission of providing quality, equitable, and culture-based education without compromising the health of everyone.

Children are society's most important concern for they are the future. As early as possible a child must see and feel the importance of being educated. Although, informal education begins at home with parents as the teachers still a formal education must be provided to every child. It is in the school where all the necessary skills and values that every child must develop are provided. However, in instances where some competencies and skills are not fully developed or not developed at all, it is the role of the teacher to make it up so as to fill in whatever learning gaps missed along the teaching process.

Furthermore, the learning crisis in education during the last pandemic was a great blow and challenge to

the department particularly to the teachers. Learning gaps are all over the system of teaching but it is good to know that education continues in spite of the worst condition it has. In the pandemic time, when the different types of distance learning were embraced, it is a big challenge for both teachers and students to find ways to close the learning gaps that have found.The Article XIV, Section 2, No.2 of the 1987 Philippine Constitution reiterated to have establish and maintain a system of free public education in the elementary and high school levels. Without limiting the natural right of parents to rear their children, elementary education is compulsory for all children of school age.

It is good to know that different kinds of help are coming in to help people do their jobs in DepEd more efficiently. So, the organization's morale is boosted so that it can deal with the challenges of this school year, especially in terms of how to meet the needs of students in different learning areas strategically. As education leaders look for ways to help their people, teachers are doing their best to make sure that every student learns the Most Essential Learning Competencies (MELCs) in the new school system. Teachers are working hard to fill in the gaps in their students' learning, making their teaching and learning as meaningful and useful as it was in the past.

As stipulated in DepEd Order No. 12, s. 2021, the continuous monitoring of the Department of Education regarding the implementation of the Basic Education Learning Continuity Plan based on the results of formative assessments, portfolio of learning outputs, and other activities given to learners, there are also identified needs to address learning gaps as they meet the learning competencies. Such learning gaps are credited to the limited academic activities at home, and, without face-to-face between student and teacher interaction in the lesson.

Fundamentally, many children experienced significant changes in education. It was shown that there is a gap thatinfluences pupil's motivation and ability. Thus, to bridge the learning gaps and intensify learning gains such issues must be addressed at once.Teachers, parents, and children must adjust to the new normal in terms of learning. For everyone's safety, the actual classroom which has

been replaced by a learning space at home. Different learning modalities, such as online, modular, radio-based, and others, have replaced traditional face-to-face classroom instruction in some schools or communities. Despite these modifications, the subjects taught and the method of instruction remains unchanged. Students, particularly those in the modular approach, learned the subject at their own pace. For the young school children, the learning facilitators are parents but teacher presence is still visible as they regularly home visit their pupils.

According to Plata (2017) the disparities that exist between the desired classroom assessment literacy of English teachers as outlined by DepEd and the proposed curriculum for the BS in ELE. The findings revealed a few deficiencies, such as a lack of assessment literacy in the area, the outcomes of the program, and performance indicators. In addition, it appears that the major principles outlined in the DepEd assessment reform strategy are not addressed in the course descriptions for the two PCK assessment courses as well as the three assessment-embedded courses.

It is often claimed that kids may run away from bad teachers, but they cannot run away from bad evaluations (Boud, 1995). Because evaluation in the classroom can both enhance students' learning and boost their motivation to learn (Black &Wiliam, 2010; Guskey, 2003), pre-service teachers must receive training on how to use assessment to both drive learning and improve student accomplishment. The same concern is of great interest to know in the case of Grade 1 pupils in Camarines Norte particularly the different elementary schools in Basud District. Based on Comprehensive Reading and Language Assessment (CRLA), some pupils need appropriate intervention to develop their literacy.

Due to the remote learning that the Philippine Education has, it is evident that some of the pupils had a hard time understanding fully the concepts presented in their module. The absence of teachers in their flight to learn marked an impact on their learning progress. The physical learning space also contributed to the learning process of every student. As the limited face-to-face classes commenced, some interventions were initialized for the learners to know

various concepts, strategies, and situations that they need to understand.

Thus, this scenariohighlighted the need to address the learning gaps of Grade 1 learners on literacy in the locale of the study. An intervention such as video lessons and activity sheets entitled Familiarizing Alphabet and Halina at Matuto, HuwagMalitosaAlpabeto(*Come and Learn, Don't Be Confused by the Alphabet). Also,* capacity building entitled Project ARAL (Advocating Rigor Assistance on Literacy) for parentsis hereby proposed.

II. METHODS OF RESEARCH

This research used mixed method. Document analysis was used to assess the results of the Comprehensive Rapid Literacy Assessment (CRLA) of Grade 1 learners from elementary schools in Basud District. This was also used to determine the frequency of the various teaching pedagogical strategies utilized in addressing the learning gaps in literacy among Grade 1 learners.

On the other hand, the qualitative method was used to identify the school heads and parents' strategies to address the gaps in literacy based on CRLA as well as the challenges encountered in the learning delivery which were delimited on enhancing literacy by the teachers.

This study employed purposive sampling which emphasizesthe convenience and availability of the respondents. The participants included twelve (12) teachers in the Grade 1 level, five (5) elementary school heads, and (75) parents coming from Basud District. They were picked from the elementary schools in the Basud District that received the first five lowest percentages using document analysis, which is based on the CRLA findings. Parents were purposefully chosen based on the Grade 1 Advisers' recommendations on their children's reading profiles. The respondents of this study were the teachers, school heads, and parents who were selected using purposive sampling.There were protocols considered when gathering data, such as sending a letter of request to the school division Superintendent for permission and channeling to the various school heads involved in the study.The Focus Group Discussion (FGD) was done by the researcher to select respondents. The FGD involved fifteen (15) parents as the key informants per school.

- Population, Sample Size andSampling Technique

This study employed purposive sampling which give emphasis on convenience and availability of the respondents. The participants included twelve (12) teachers in Grade 1 level, five (5) elementary school heads and (75) parents coming from Basud District. They were picked from the elementary schools in the Basud District that received the first five lowest percentages using document analysis, which is based on the CRLA findings. Parents were purposefully chosen based on the Grade 1 Advisers' recommendations on their children's reading profiles.

- Descriptions of the Respondents

The respondents of this study were the teachers, school heads, and parents who were selected using purposive sampling. As for the teachers, they were selected since they are the ones handling Grade 1 learners. As to the parents, they were chosen by the recommendation of the advisers of the five participating schools as to the reading profile of their children who are in the Full Refresher, Moderate Refresher, and Light Refresher. These respondents could give enough information for they were in the field of teaching primary level particularly Grade 1. The reliability of their responses made this study more comprehensive.

- Research Instruments

The research instruments used in this study were document analysis to know the results of Grade 1 learners on the given Comprehensive Rapid Literacy Assessment in terms of Full Refresher, Moderate Refresher, Light Refresher, and Grade 1 Ready.

The interview was used for teachers and school heads as the responses reflected on their lived experiences and how they dealt with their tasks and needs. On the other hand, focus group discussion for parents was used as they shared the common problems that they faced as learning partners. These materials, interviews, focus group discussions and document analysis served as the foundation for designing and proposing an intervention program consisting of

video lessons, activity sheets, and capacity building for parents that are complementary to the objectives of the study.

- Data Gathering Procedure

There were protocols considered when gathering data, such as sending a letter of request to the school division Superintendent for permission and channeling to the various school heads involved in the study. Respondents were also given the chance to give their consent after getting all the facts. The interview, focus group discussion, and other documents were all important parts of this study.

The interview was facilitated by the researcher to select respondents. These include five (5) school heads and twelve (12) teachers representing the five participating elementary schools in Basud District.

The Focus Group Discussion (FGD) was done by the researcher to select respondents. The FGD involved fifteen (15) parents as the key informants per school and a total of seventy-five (75) parents representing the five participating elementary schools in Basud District. This was done face-to-face with strict adherence to the health protocols. Due to other factors relevant to this objective, the researcher was the one who scheduled to know the availability of the respondents.

Participants of the focus group discussion were given an orientation regarding the purpose of the study, the flow of discussion, questioning processes, and the duration of the activity. There was an assigned recorder for the discussion, and each participant was given a code name for recording purposes.

The conversation was focused on data familiarization as a result of the respondents' shared experiences. This discussion employed language that they were familiar with for them to express clearly and for the researcher to properly comprehend the facts.

- Statistical Treatment of Data

Frequency count, mean, and weighted mean were used in determining the strategies used to address the literacy gaps based on CRLA by the teachers.

III. ANALYSIS AND INTERPRETATION OF DATA

This part provides the results and discussion of the study. It discusses the result of respondents on the CRLA. It also surfaces the strategies used by the teachers to address the literacy gaps among the respondents thus, providing reading interventions.

Results of Grade 1 pupils on the given Comprehensive Rapid Literacy Assessment (CRLA)
The findings of the study revealed that Comprehensive Rapid Literacy Assessment (CRLA) for Grade 1 learners' manifest performance of learners in literacy particularly in rhymes and letter recognition. The CRLA was once envisioned as a five-minute start-up reading assessment that would assist teachers in swiftly identifying the reading profiles of their G1–G3 learners and creating effective reading instructional techniques. Finding kids who need more reading assistance is the key objective. The teachers underwent training and orientation in using the assessment tool and on how to administer the learners. In reaction to the prolonged break that learners had to take over the summer of 2020 owing to the epidemic, the CRLA was created.

As a result, the teachers underwent training and orientation in using the assessment tool and on how to administer the learners. Then, during pandemic they have applied various strategies just to assess their pupils. Some teachers conducted home visitations and others are limited face-to-face. The Teacher sent the schedule to the parent prior to the schedule CRLA Assessment. On the day of the test, the teacher made the learner comfortable by greeting him/her, asking interesting questions about the food he/she has taken, favorite game to play, movies to watch, etc. Then, the teacher informed the learners that they will just play a game by answering/following the instructions. Lastly, the teacher followed the guidelines in conducting the CRLA Assessment per grade level and recorded the answers of the learners using the scoresheet provided by the region.

Learners who were scheduled to take the assessment stayed in the holding area. While waiting for their

turn, they were entertained by fun yet educational videos via smart TV. Next, the teacher called each learner one at a time. The teacher also talked to the learner in a friendly mood, asked interesting questions like the meal eaten by the learner, the last movie watched, games like to play, etc. After that, teacher informed the child that they would play a game by answering/following some instructions. Also, the teacher followed the guidelines in conducting the CRLA Assessment and recorded the answers of the learner using the scoresheet. After the assessment, the teacher ended the activity. The next learner will be called.

On data gathering process, the teacher prepared the class summary form on the reading profiles of the learners The total number of learners (M, F, total) who took the assessment on the different modalities and those who did not take the test must tally with the class enrollment. Then, it was submitted to the grade leader for consolidation. The grade leader per level consolidated the results of the learners' reading profiles. Likewise, a hard copy on the report was sent to the records' unit of the division.

This assessment helps the teachers in the primary level to assess and diagnose their learners in the reading readiness. It also enables the teacher to craft a certain reading instructional strategies for individual learners. By this, their reading profile is then identified and the needed strategies to be provided are perceived and applied.

The results were: School A had the highest number percentage of pupils who were in Full Refresher which is 92% while the school who got the lowest percentage of 82% was School E with 33 enrollees, and from that, 27 learners were in the category of full refresher, followed by 1 learner in the moderate refresher, another 1 in the light refresher, and 1 learner belong in the grade ready category as shown in Table 1 while there was a decrease in the number of full refreshers unlike in the beginning of school year in Table 2. The findings further imply that a progress in learning can be done due to efforts made by teachers in providing the necessary strategies needed by the learners, by parents who have engagement to the learning tasks of their children, and to the learner who really tried his or her best to

learn and understand little by little about what the lesson entails.

Table 1

Results of Comprehensive Rapid Literacy Assessment (CRLA)

Beginning of School Year (BOSY) 2021-2022

School	Enrolment	Full Refresher		Moderate Refresher		Light Refresher		Grade Ready	
		ƒ	%	ƒ	%	ƒ	%	ƒ	%
School A	26	24	92%	2	8%	0	0%	0	0%
School B	31	28	90%	0	0%	1	3%	2	7%
School C	108	95	88%	2	2%	1	1%	10	9%
School D	188	155	82%	5	3%	17	9%	11	6%
School E	33	27	82%	1	3%	1	3%	1	12%
Total:	386	329		10		20		24	

Table 1 presents the results in different categorical aspects of the CRLA in the first highest elementary schools in Basud District during the beginning of the school year. The data show the enrolment at the beginning of the school year in each of the five schools and the category of assessment result. It can be seen that School A had 26 enrollees and from that 24 learners were categorized as full refreshers, while the remaining 2 were moderate refreshers. It is noted that School A had the highest number percentage of pupils who were in Full Refresher which is 92% while the school who got the lowest percentage of 82% was School E with 33 enrollees, and from that, 27 learners were in the category of full refresher, followed by 1 learner in the moderate refresher, another 1 in the light refresher, and 1 learner belong in the grade ready category.

School E had 3 learners who were absent during the conduct of CRLA. This was the cause of the enrollment not adding up to the outcome percentage. Based on the findings, it is noted that School A had the highest number and percentage of pupils who were in the category of Full Refresher based on the CRLA result. This means that even if there was a

small number in enrolment, there were still learners who had a hard time in the recognition of letters and reading readiness. In every school, some learners had difficulty in reading, a situation which teachers needed to attend.

Through CRLA results, the learning gaps were able to compare how well the learners did before and after the implementation phase to figure out how much they improved. Face-to-face classes may be one of the factors that made the learners understand more the lesson.The results may adhere to the adjustment of learners in remote learning due to the COVID-19 pandemic. Close interaction with teachers is an important factor in this foundational learning which is being deprived during the height of COVID-19, and this situation can contribute to the learning progress of the learners.

This means that the results must be acted on in order to fill in the learning gaps in terms of reading among learners. There is a hard time for pupils to be able to read appropriately and the need of a face-to-face instruction is indeed essential to do some interventions to remediate the pupils on the basics of reading or in what aspect of learning they are most fit to include. Thus, the parents should have instructional materials such as videos and activity sheets that can be used for enhancement at home in order to know the progress of their children along literacy and other means.

Table 2 shows the results of the assessment at the same time the enrolment in the ending of school year. As noticed, there was a decrease in the number of full refreshers unlike in the beginning of school year. School A with 26 enrollees, now have no learners under full refresher, instead they were distributed to different categories such as: 1 learner was in moderate refresher, 14 learners were in light refresher, and 11 were in the grade ready.

Table 2
Results of Comprehensive Rapid Literacy Assessment (CRLA)
Ending of School Year (EOSY) 2021-2022

School	Enrolment	Full Refresher		Moderate Refresher		Light Refresher		Grade Ready	
		f	%	f	%	f	%	f	%
School A	26	0	0	1	4%	14	54%	11	42%
School B	31	0	0	8	26%	13	42%	10	32%
School C	108	3	3%	66	61%	25	23%	14	13%
School D	181	4	2%	72	40%	80	44%	25	14%
School E	33	11	33%	9	28%	8	24%	5	15%
Total	379	18		156		140		65	

Legend: f (Frequency)

School E with same enrolment as of the beginning of school year, the learners belong in the different categories: 11 learners were in the full refresher, 9 in the moderate refresher, 8 in the light refresher, and 5 in the grade ready.

It is then interpreted that most of the schools have a decrease in number of learners who were in the full refresher category and most of them have moved or progressed to moderate refresher up to the grade ready categories.

The findings further imply that a progress in learning can be done due to efforts made by teachers in providing the necessary strategies needed by the learners, by parents who have engagement to the learning tasks of their children, and to the learner who really tried his or her best to learn and understand little by little about what the lesson entails. This is a collaboration of tasks in order to achieve a development in reading and be able to help the learner to be ready in the next grade level.

Teaching strategies used to address the literacy gaps based on CRLA
This means that the teaching strategies is an essential factor from which learners have advanced themselves, the limited face-to-face may one of the

factors which made these learners understand more the lesson. The frequent follow up and home visitations during the height of the pandemic have helped the learners in their home works. The collaborative effort of teachers and parents had a great impact with the learning progress of the learners. There is also a decrease in enrolment in the ending of school year particularly in School C. This may be due to the dropping out of learners or transferred out to others schools and other reasons which parents agreed on. This is a collaboration of tasks in order to achieve a development in reading and be able to help the learner to be ready in the next grade level.

Some of the teachers also expressed their thoughts about different strategies that they do inside the classroom to ensure that perceived gaps on literacy are properly addressed.Several strategies were also used by teachers, school heads and parents to enrich the learning. The various strategies considered the reading skills such as phonics, phonological awareness, comprehension, fluency, writing and the teaching pedagogies. Results showed that teaching is indeed a bag of more techniques and strategies to win the mood and interest of the learners. The results were:

Table 3
Teaching Strategies in Phonics to Address Literacy Gaps

Indicators	Frequency n=12	%
Do activities such as alphabet- matching	8	67
Teach about sorting the upper and lower- case letters of the alphabet	6	50
Give cues about the letters of the alphabet	5	42
Facilitate queries and answer the correct letter-sound correspondence.	7	58
Introduce activities that produce the letter sounds	10	83

The findings of the study revealed the common teaching strategies done by teachers to address the literacy gaps, particularly in Phonics. The most commonly used instruction by teachers in teaching phonics was *introducing activities that produce letter sounds,* with a frequency of 10 as shown in Table 3. It means that teachers are indeed engaged in the use of phonics in teaching the learners to introduce the proper sounds of each letter.

Meanwhile, *giving cues about the letters of the alphabet* was the least used instruction by the teachers with a frequency of 5. This may be due to the task attached to it. Some teachers do not want complicated tasks for their learners. For a Grade 1 level, they focus on the main skills needed and essential considering the CRLA. It is more on the letter-sound relationship of the letter which is more suited to them mostly for beginning readers than giving cues which is a helpful strategy but not in the interest of the Grade 1 learners.

The findings imply that teaching the learners the proper way of understanding and introducing the letters is not easy. It entails a lot of strategies to come up with the one that is appropriate for the pupils. The diversity in learning and understanding a particular sound by each student is given attention by the teachers so that they can come up with the best strategy that would fit the whole class. This is also the reason why an intervention should be given based on the needs of the majority in class. Such activity should be diverse in such a way that each learner can be engaged based on their interests.

Table 4
Teaching Strategies in Phonological Awareness to Address Literacy Gaps

Indicators	Frequency n=12	%

Ensures that there is a use of the Elkonin boxes	7	58
Applies rhyming games in the discussion	11	92
Uses alliteration in teaching sounds to pupils	8	67
Blends the sounds into words to easily understand	11	92
Do segmenting words into sounds	9	75

As shown in Table 4, the most commonly used instructions by teachers in teaching phonological awareness were *applying rhyming games in the discussion* and *blending the sounds into words for easy understanding*. These 2 indicators both had 11 responses. The least used strategy is the *use of Elkonin boxes* which was only used by 7 teachers.

Applying rhyming games and blending sounds into words were commonly used because these methods were usually easy to prepare and learners were having fun doing the activities. Learners learn more when they do it while playing or singing. Meanwhile, the use of Elkonin boxes was not utilized more since the preparation of the material is tedious, and on the part of the pupils, it requires basic and essential mastery of the sounds of the letters. However, this strategy is better off once pupils have mastered the phonics.

The common teaching strategies in Fluency are displayed in Table 5. It can be seen that *teaching the learners how to read with feelings and with proper punctuation marks* is the most commonly used strategy by teachers in teaching fluency having a frequency of 11.

Table 5
Teaching Strategies in Fluency to Address Literacy Gaps

Indicators	Frequency n=12	%
Incorporates technology in teaching like audio/video-assisted reading	10	83
Engages the pupils in music		

and rhythm activities	6	50
Implements paired or partner reading	8	67
Do activities on the proper pronunciation of letters	8	67
Teach the learner how to read with feelings and proper punctuation marks	11	92

It can be interpreted that learners learn more, appreciate reading, and have fun with it when they are guided to read with feelings and proper intonation. This somehow helped them understand the content of what they were reading.

Table 6
Teaching Strategies in Comprehension to Address Literacy Gaps

Indicators	Frequency n=12	Percentage
Ensures that it follows the anticipation guide	5	42%
Implement the concept sort in teaching the lesson	5	42%
Have a scheduled directed reading	7	58%
Provides an inquiry chart in the classroom	4	33%
Test the comprehension through formative assessment	9	75%

The results of teaching strategies in Comprehension are presented in Table 6. From the parameters, the one with the highest percentage is *testing comprehension through formative assessment*. This indicator had been used by 9 out of the 12 teacher respondents. On the other hand, the least used teaching strategy in comprehension is *providing an inquiry chart in the classroom* with 4 out of 12 teachers.

It can be explained from the data that giving formative tests is so far the better in testing the comprehension of learners. Coming up with activities and evaluations about comprehension assessment is easy on the part of teachers if it is done through formative tests. In the same way, this is good for pupils because they are exposed to varied reading texts where they are to read and at the same time understand what they are reading. In the end, they learn to appreciate more the content of the material being read.

Although the Inquiry Chart (I-chart) is a strategy that enables learners to gather information about a topic from several sources, it is not easy for both teachers and learners. Teachers design the I-chart around several questions about a topic. Learners read or listen to several sources on the topic and record answers to the posed questions within the I-chart. Learners generate a summary from the different answers from various perspectives. This is not easy for pupils compared with answering a formative test.

Table 7
Teaching Strategies in Writing to Address Literacy Gaps

Indicators	Frequency n=12	%
Provides activities on persuasive writing and letter combination	7	58
Checks the writing skill using specific text-type features like recounts, poems, or information texts	4	33
Evaluate the pupil's abilities in writing and recognizing letters properly	11	92
Check the proper grip in holding the pencil	7	58
Ensures that pupils can write the letters clearly, as well as the upper and lower cases.	10	83

Table 7 illustrates the teaching strategies in Writing. From the indicators, 11 out of 12 teachers evaluate learners' abilities in writing and recognizing letters properly. A total of 10 ensured that learners could write letters as well as the upper and lower cases. Meanwhile, the least strategies used by teachers in writing is checking the writing skill using specific text-type features like recounts, poems or information texts. Only 4 teachers use this indicator as teaching instruction in writing.

The results imply that the basic, essential and effective teaching instruction in writing among Grade 1 learners is evaluating pupils' abilities on writing and recognizing letters. First and foremost, teachers ensured that they evaluate the abilities in writing of their pupils for them to give the accurate activities according to their level of capability. Then, other skills mentioned will be developed such as the pupils can write the letters clearly as they practice and master their writing.

Table 8
Teaching Pedagogies to Address Literacy Gaps

Indicators	Frequency n=12	%
Make collaborative activities for pupils to be able to express their ideas and show their skills	12	100
Encourage pupils to talk and participate in class	7	58
Appreciate pupils' efforts through a reward system	8	67
Intensify the parent and teacher conferences for the progress of the learners.	5	42
Scaffold the instructions and strategies based on the pupils' level of understanding.	10	83
Get the learners engaged and motivated.	11	92

Table 8 shows the teaching pedagogies used by teachers in teaching their learners. The indicator makes collaborative activities for pupils to be able to

express their ideas and show their skills had a frequency of 12. It was followed by getting the learners engaged and motivated with a frequency of 11. The least used teaching pedagogies are intensifying the parent and teacher conferences for the progress of the learners which had 5 responses only.

The results presented were all about the teaching pedagogies being implemented to the learners and mostly teachers made collaborative activities for pupils for them to be able to express their ideas and show their skills. It is indeed necessary to have diverse activities for the pupils so that they can also showcase their interests and other ways to understand the lessons.

However, the need to intensify the parent and teacher conferences for the progress of the learners is essential. This is also to inform the parents about the progress of their children in school and at the same time, remind them of their roles as partners in honing their children by helping them in their assignments.

Moreover, the pedagogies in teaching are important in honing the pupils' foundational skills and knowledge. These also serve as channels to address some difficulties of pupils and make proper interventions in various aspects of their learning. Bridging the learning gaps is necessary in the foundation age for it can be their first milestone of primary learning and should be properly addressed.

Strategies by School Heads to Support Teachers to Address Literacy Gaps

There were also strategies by school heads to support teachers in addressing literacy gaps. These were:

(1)We conceptualized a reading program that would address the learning gap. Every teacher conducted a remedial reading that focused on the foundations thatare essential for Grade 1 pupils and with the collaboration of teacher and parent. (2) There are allocated funds for some reading materials and plans and we have Project BUSOGIN or Voluntary Ugmento, Supplementary Organized by Groups and Individuals United),a supplemental feeding program for our learners which they believed that proper collaboration in a particular activity, is necessary to come up with greater results. The school heads gave assistance and support to teachers and parents for the sake of teaching and learning. (3)They prioritized the needs and allotted funds for the engagement of learners in reading to address the learning gap.(4) Also,they implemented Project 5Ps - Development of Pronunciation and Word Reading during the Pandemic.Here, the teachers were able to provide some of the reading activities during their home visitation which were helpful in the learning progress of the pupils. The child needs to be taught and brought to a reading level that matches his grade level. So, we applied the programs that are fitted to children. (5) We provide reading materials, and teachers–made and innovative learning resource materials to be used by the parents for their children's home learning. Every week the reading teachers conduct an orientation or dialogue with the parents/guardians on how to conduct the intervention. It was scheduled that the reading program would be from Monday to Friday – 1 hour each day. Every Friday, the assessment of the learners was conducted by the assigned k to 3 teachers. (6) As school heads, they supervised and monitored the assessment.(7)There was also a school that sustained the implementation of their program which is "OperasyonBasa at Bilang and BrigadaPagbasa.

The cited strategies and actions made and implemented by the school heads of the five Elementary Schools in Basud District were part of their education objectives. A comprehensive rapid literacy assessment is currently being carried out in every elementary school in the province, with a particular focus onBasud District.The results have shown that various strategies were used by school heads to address the gaps that they perceived as a result of the assessment. There were many different strategies that school heads have introduced in their schools to ensure that the need to address specific literacy difficulties is being given due attention.

The cited responses by school heads in addressing the gap in the school management particularly the literacy of the pupils was indeed an outstanding task to commend. They helped deal with everyday undertakings in understanding the concerns of the learners. The school heads were vigilant and responsive to have more plans and intensify them as much as needed for the sake of teaching and learning

progress. They have various projects and implementations that are in progress to address the learning gaps of the learners. They catered various programs to know the learning gaps of the learners for them to make a suitable program.

Indeed, school heads have so much to do in addressing literacy gaps among pupils and even in helping and giving assistance and support to teachers and parents. When school administrators know the needs to be prioritized and to be funded, such issues can be addressed at once.

Strategies made by Parents to Address
Literacy Gaps on CRLA

Parents are co-facilitators of learning in whatever learning modality is being offered, they are enhancing the learning being discussed in school and even in the modular or online approaches. They are doing their best to be able to give the appropriate help needed by their children even though most parents were at work to sustain the basic needs of the family, they spent time helping their children in answering the modules and performing their duties as the first teacher.

In addressing the literacy gaps, parents were able to make some strategies for their children. Some parents mentioned: (1) It's quite hard to teach my child but I still find ways. I tell him that I'll buy him food if he will study. My child wants to play, so I let him play. After playing, that is the time that we study. (2)I let him watch on YouTube using my cellphone and on television. Moreover, the parents who areengagedin the learning tasks of their children and who tried his or her best to learn and understand the lesson. This is the motivation that some of the parents have for their children to catch up or teach them at home. (3) Others also stated that it is better if the teachers were the ones to teach because some of our teachings may not be right. So, for me, I did some review so my child could easily remember.

(4) Some parents said thatthey would entertain him until I get his attention before starting to do *Abakada* with matching pictures where the one in the picture starts so that he can match up what is being said or read. Then he will read and say it again.(5) I show a set of pictures to better understand the lesson. (6) I let him watch on YouTube using my cellphone and on television.(7)I just follow what's written in the module because I don't have enough knowledge to teach.I help him when he wants to study because he doesn't immediately follow the teaching time. (8) I give prizes and make time for him, but it's hard to keep up with my work and household chores. (9) I don't know how to teach, but I take the time to help my child to read. Sometimes I tell stories and ask questions, too.I make reading materials and I download video lessons from YouTube because my son is learning there. I also have to manage my business sari-sari store. (10) I search the internet for videos and reading materials since we have the internet. It's just difficult because I have many children so I can't teach them enough.I am extending my patience so that he won't be afraid of me.I practiced time management. We set a schedule.We give some rewards like candies or whatever I bought if she reads and recognizes the letters correctly.

The stated strategies made by parents at home are helpful in the learning progress of the child. It is noticeable that parents are doing their best to at least teach their children the best they understand the lesson and to the best ability that they have. Commonly, as the stated responses entail it is the way to get the attention of the children that parents do.

It simply implies that there is indeed a hard time getting a long span of attention from younger learners since they are prone to more physical activities such as play, which they often do at home. Although some parents are trying their best to catch the attention of their children, there are still some who end differently. Some parents let their children do what they want and find some time to have that motivation to teach them the lesson or even the basic recognition of letters.

With the given answers, it is concluded that there is a need to further address this gap in learning for the learners to at least familiarize themselves with the basics of the presented topic. It is of big help for learners and parents as well to have this gap be filled with supplemental materials and strengthen it in the in-person classes.

Challenges Encountered by Teachers
in the Learning Delivery

There were also challenges encountered by teachers in the learning delivery. Teachers expressed their challenges in the teaching and learning process which hinder the enhancement of pupils' literacy. The following was found to be something that must be addressed. (1) Lack of Motivation or Interest in Reading, some cited that "They have poor study habit and poor reading and comprehension, thus demotivated." Others said, "Pupils readiness to learn is not in place or developed at least. Some do not participate while you are teaching." (2)Learning Modality in times of Pandemic, as mentioned by some of the respondents, "Time is limited for teaching and learning during distance learning." Others said, "Due to the pandemic and the learning modality applied, there is limited interaction between teachers and students." (3)Parental Support, some shared that "There are parents who have difficulty in reading". Sometimes, "Parents do not cooperate, and during home visitation, the child is somewhere. They are not home. At times when there is a given homework, they do not do it. Instead, they return the module with no answers at all." Another teacher said, "Lack of support or guidance of parents at home when children are given activities for remediation. (4) Absenteeism, another teacher said, "Some pupils were unable to come to school every day due to several reasons." Some teachers shared "Some pupils are not yet ready for Grade 1. They cannot comprehend and are always absent. They lack retention and comprehension due to absenteeism."

The lack of interest is constituted by various factors such as having a hard time understanding the lesson in the module. The learning modality at the height of the pandemic also contributed to the difficulty in studying. Other parents were at work to sustain the basic needs of the family and had a limited time assisting their children in the lesson. The lack of parental support was noticed due to workloads, and other concerns and some had a hard time understanding the lesson. Having these experiences observed and felt by learners, some are frequently absent, and others were not in their residence but somewhere else during home visitations. These challenges met by teachers were indications that the literacy enhancement was confronted.

Therefore, the Comprehensive Rapid Literacy Assessment (CRLA) served as a baseline for this study and helped the schools in knowing the learning potentials of the learners. Teachers have a lot of strategies such as activities that produce letter sounds, applying rhyming games, teaching the learner how to read with feelings and proper punctuation marks, testing comprehension through formative assessment, and evaluating the learner's abilities in writing. The school heads and parents work hand in hand to ensure that proper intervention can be given for the learners to bridge the learning gap.

- Proposed Intervention Program

It is common in this generation that most children adhere to gadgets that they can use for leisure, search for a topic, and play online games. The output of this study is timely and appropriate for young learners.

The output is a sort of project proposal thatleads school heads, teachers, and parents to collaborative work to enhance the reading readiness of the learners. Several activities shall be regarded for each group, which is a capacity building to share additional instructional materials with parents for remediation. There is also a compilation of learning materials consisting of videos that can be used to illustrate the letters and their sounds in a manner that is lively and interesting to pupils. It can be watched on any social platform that will enable users to create, share, and discover short videos.

The video was the chosen medium of instruction crafted by the researcher using different characters to have a dynamic presentation of topics. The video presentation starts with letters, their visual recognition, the proper sounds it has, and the exemplars of each letter which help the learners to understand more.

There were also pictures appropriate for the letter presented. It shall help the viewers to understand more the lesson through the given exemplar to visualize, comprehend, and point out the correct letter being presented. In this manner, the learners can do the sound as they comprehend the pictures presented. There were also activities or worksheets which is a follow-up activity after watching the videos. It consists of various activities wherein the pupils can able to practice and master the letters of the alphabet. This intervention program is helpful to learners, teachers, and parents as well to learn the subject

while enjoying it. This can be an enhancement activity on literacy gaps. This can be done during lesson presentations and even during their free time for pupils to memorize comprehend, and recognize the letters being presented or even at home.

Thus, it is beneficial that said result has been generated and an output that is very timely and appropriate to learners has been developed. Since most are visual learners, it is helpful to understand the given topic while enjoying the video presentations. Learners can imitate the sound of a particular letter and can repeatedly do so until they get to know the correct pronunciation and the proper recognition. After that, they can answer the activity sheet for their written assessment.

Fig. 1
Developed Instructional Learning Material

IV.   SUMMARY, CONLCUSIONS, AND RECOMMENDATIONS

This chapter presents the finding of the research study regarding the literacy gaps of learners in grade 1 which are used in developing intervention materials in reading.

The findings of the study revealed that the results of the CRLA have helped the schools in knowing the learning potentials of the learners. Mostly are in the full refresher category which means that most of the learners really had a hard time understanding the

lesson which commonly viewed in the results from Beginning of School Year (BOSY). However, in the Ending of School Year (EOSY) it is noticed that majority of the learners moved to light refresher and grade ready. This is due to the interventions of teachers within the period of school year.

Teachers have a lot of strategies and supplemental activities which address the diverse personalities of learners such as activities that produces letter sounds in phonics, applying rhyming games in the discussion to develop their skills in phonological awareness, teach the learner on how to read with feelings and proper punctuation marks to enhance pupils' fluency in reading, test the comprehension through formative assessment, evaluate the pupils' abilities on writing and recognizing letters properly and get the learners engaged and motivated. They also used these in dealing with the literacy gaps that has resulted from the CRLA.

The school heads and teachers work hand in hand to ensure that proper intervention can be given or can be crafted for the pupils to address the difficulties they encountered. Thus, some schools through the initiative of School Heads have several programs to pay attention to some concerns they have in school which main target are the learners.

The school heads and teachers work hand in hand to ensure that proper intervention can be given or can be crafted for the pupils to address the difficulties they encountered. Thus, some schools through the initiative of School Heads have several programs to pay attention to some concerns they have in school which main target are the learners. This is for the fact that it is not only the literacy concern that the school give due attention, but also the dissimilar aspect such as feeding program, *pagbasa,* and others.

The challenges met by the teachers in having some involvements on the learning difficulty of pupils have been a concern. They were able to know the specific concerns of pupils and parents as well as the teachers on the experiences they have in dealing with the Grade 1 pupils. There was indeed a gap due to the many reasons they have, but then the teachers were doing their best to give possible interventions that would meet the basic learning needs of the pupils.

The learning process is introduced in a way that is engaging and interesting to the learners. As the generation of these learners evolve in social media application, it is best that their sort of remediation or even priming activities be incorporated with such application. The researcher crafted a compilation of learning materials consist of videos and activity sheets for supplemental use in school and their home. A project proposal is also crafted which includes several activities that the school can hold for their teachers, parents, and learners.

V. FINDINGS

The findings of the study were summarized according to the statement of the problems stated in Chapter 1.

1. As to the result of CRLA, School A had the highest number percentage (2%) of pupils who were in the category of Full Refresher while the school who got the lowest percentage (82%) was School E with 33 enrollees. Even if there was a small number in enrolment, there were still pupils who had a hard time in the recognition of letters and in reading readiness. In every school, there were pupils who had difficulty in reading. This is a situation which the teachers need to attend. Through CRLA result, the learning gaps were able to compare how well the learners did before and after the implementation phase to figure out how much they improved. Face to face classes may one of the factors which made the learners understand more the lesson.

2. As to the teaching strategies in addressing the literacy gaps, a progress in learning was done due to efforts made by teachers, school heads and parents. Teaching is indeed a bag of more techniques and strategies to win the mood and interest of the learners in reading such as phonics, phonological awareness, fluency, comprehension, writing and by applying teaching pedagogies to fill in the learning gaps. The school heads in give assistance and support to teachers and parents for the sake of teaching and learning. They prioritized the needs and allotted fund for the engagement of learners in reading to address the learning gap. Moreover, the parents who have engagement to the learning tasks of their children and who really tried his or her best to learn and understand the lesson.

3. As to the challenges encountered by teachers in the learning delivery, there were themes generated as teachers adhere to the concerns or challenges in the learning delivery. The themes were: Lack of Motivation or Interest, Learning Modality in Times of Pandemic, Parental Support and Absenteeism.

4. As a result of the study's identification of a learning gap in Basud District, the researcher offered an intervention to improve students' literacy through the development of a training proposal for a number of activities for teachers and parents. There is also a compilation of videos and an activity sheets worksheet which can be used by teachers and parents as supplemental materials for reading enhancement.

CONCLUSION

The following conclusions were drawn by the researcher based on the findings of the study.

1. The results of the CRLA have helped the schools in knowing the learning potentials of the learners. Mostly are in the full refresher category which means that most of the learners really had a hard time understanding the lesson which commonly viewed in the results from Beginning of School Year (BOSY). However, in the Ending of School Year (EOSY) it is noticed that majority of the learners moved to light refresher and grade ready. This is due to the interventions of teachers within the period of school year.

2. Teachers have a lot of strategies and supplemental activities which address the diverse personalities of learners such as activities that produces letter sounds in phonics, applying rhyming games in the discussion to develop their skills in phonological awareness, teach the learner on how to read with feelings and proper punctuation marks to enhance pupils' fluency in reading, test the comprehension through formative assessment, evaluate the pupils' abilities on writing and recognizing letters properly and get the learners engaged and motivated. They also used these in dealing with the literacy gaps that has resulted from the CRLA.

3. The school heads and teachers work hand in hand to ensure that proper intervention can be given or can be crafted for the pupils to address the difficulties they encountered. Thus, some schools through the initiative of School Heads have several programs to pay attention to some concerns they have in school which main target are the learners. This is for the fact

that it is not only the literacy concern that the school give due attention, but also the dissimilar aspect such as feeding program, pagbasa, and others. The challenges met by the teachers in having some involvements on the learning difficulty of pupils have been a concern. They were able to know the specific concerns of pupils and parents as well as the teachers on the experiences they have in dealing with the Grade 1 pupils. There was indeed a gap due to the many reasons they have, but then the teachers were doing their best to give possible interventions that would meet the basic learning needs of the pupils.

4.The learning process is introduced in a way that is engaging and interesting to the learners. As the generation of these learners evolve in social media application, it is best that their sort of remediation or even priming activities be incorporated with such application. The researcher crafted a compilation of learning materials consist of videos and activity sheets for supplemental use in school and in their home. A project proposal is also crafted which includes several activities which the school can hold for their teachers, parents and learners.

RECOMMENDATIONS

Based on the conclusion, the researcher came up with an intervention program consisting of video lessons and activity sheets. Such intervention aimed to serve as remedial activity as a sort of enhancement of knowledge to the learners, entitled Familiarizing Alphabet and Halina at Matuto, HuwagMalitosaAlpabeto (*Come and Learn, Don't Be Confused by the Alphabet).*There is also a project proposal, a capacity building entitled Project ARAL (Advocating Rigor Assistance on Literacy) for parents to enhance their roles as learning partners.

The following are the recommendations to address the literacy gap: (1) The school should come up with remediation programs that will address the reading readiness of the learners. Schools should strengthen the parent and teachers' conference to highlight the performance of the learners; (2) Localized intervention materials can be provided to the teachers as supplemental resources for the students during their vacant time or priming activities. Teachers shall continue to upgrade themselves through online seminars and even face-to-face sessions which are

more of the literacy gaps interventions; (3) Monitor the progress of the pupils through the use of evaluation tools that are appropriate to the learning objectives and its specifications; (4) It is necessary to have a regular remedial session with pupils to learn more and understand the concepts where they are left out, and that they can enhance to their motivation to learn. It is substantial that learners be provided with some home learning materials to sustain the learning or review some points with the help of parents;(5)An orientation on the features of this social media application is fundamental tointensify training for this social media application for easy facilitation for learners;

(6)Teachers must continue to upgrade themselves through online seminars and even face-to-face sessions which are more of the literacy gap interventions.

Indeed, it is substantial that learners be provided with some home learning materials to sustain the learning or review some points with the help of parents or guardians.

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