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**EFFECTIVENESS OF LANGUAGE EXPERIENCE APPROACH (LEA)  
TO THE WRITING SKILLS OF GRADE 1 LEARNERS**

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**ABSTRACT**

This study evaluated the Effectiveness of Language Experience Approach to the Improve writing skills of Grade 1 Learners. The findings of the study were the basis for a proposed enhancement plan. This study utilized a quasi-experimental research design to assess the effectiveness of the Language Experience Approach (LEA) in improving the writing skills of Grade 1 learners. A quasi-experimental design was appropriate for this study as it enabled the comparison of learners' writing performance before and after the intervention using LEA. This design allowed the researcher to measure changes in learners' writing development objectively through pre-test and post-test results, even without random assignment, ensuring that the observed outcomes could be attributed to the implementation of the approach. In this design, the group of Grade 1 learners was exposed to Language Experience Approach-based instruction, which integrated learners' personal experiences into reading and writing activities. The lessons included storytelling, guided writing, sentence construction, and shared reading tasks, all derived from the pupils' own words and daily experiences. Before and after the intervention, students underwent writing assessments

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focusing on key writing skills such as sentence formation, spelling, vocabulary usage, organization of ideas, and coherence to determine the effectiveness of the LEA in enhancing their writing performance. The findings of the study not only established the effectiveness of LEA as a pedagogical intervention but also served as the foundation for crafting a Writing Enhancement Program that could be adopted by educators and school administrators. This program aimed to provide a more meaningful and learner-centered approach to early writing instruction, ensuring that learning became both enjoyable and relevant to the experiences of the pupils. Moreover, the study explored how teachers effectively implemented and assessed LEA-based writing activities, considering the varied learning needs and literacy readiness of each Grade 1 learner.

The Test of Difference Between the Pre-test and Post-test Scores of Learners, which examined whether there was a statistically significant change in the writing performance of Grade 1 pupils after the implementation of the Language Experience Approach (LEA). The table compared learners' performance before and after the intervention, including the statistical analysis conducted and the interpretation of the results. Its purpose was to determine whether the observed improvement in learners' writing skills was significant and attributable to the instructional strategy employed. The results indicated a notable improvement in learners' writing performance after the intervention. Learners demonstrated enhanced skills in sentence construction, vocabulary usage, spelling, organization of ideas, and coherence. This shows that learners performed better after being exposed to experience-based and guided writing activities under the Language Experience Approach. Further analysis

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confirmed that the improvement in learners' writing was statistically significant, indicating that the difference in performance before and after the intervention was not due to chance. The findings clearly show that post-intervention performance improved considerably compared to initial performance. The overall results imply that the intervention was effective in enhancing learners' writing achievement. The result implies that integrating the Language Experience Approach into classroom instruction strengthened learners' writing competencies, promoted active engagement, and supported measurable academic growth. The findings also validate that the instructional strategy had a meaningful and positive impact on learners' performance. Supporting studies highlight the effectiveness of experience-based instructional approaches in improving literacy skills. Internationally, Graham et al. found that integrating personal experiences and guided writing significantly improved early grade learners' writing fluency and composition skills, showing that contextually relevant activities enhance engagement and learning outcomes. Locally, Santos et al. reported that using experience-based and learner-centered approaches in Grade 1 classrooms led to significant improvements in students' writing abilities, particularly in sentence construction, vocabulary development, and coherence, reinforcing the value of contextualized instructional strategies in Philippine early literacy programs.

**Keywords:** *Effectiveness, Language Experience Approach, Writing Skills, Grade 1 Learners*

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## INTRODUCTION

The Learning Experience Approach (LEA) is a literacy strategy that integrates reading, writing, listening, and speaking through learners' personal experiences. It is built upon the principle that children learn best when language instruction is meaningful and directly connected to their lives. In LEA, the teacher and learners engage in a shared experience, such as storytelling, class discussions, or nature walks, after which the teacher helps record the learners' spoken words into written form. This process allows students to see how their spoken language becomes written text, reinforcing the relationship between oral and written communication. Through this method, learners are encouraged to express their thoughts freely and confidently, making writing less intimidating and more enjoyable. The approach not only strengthens literacy skills but also builds students' confidence, creativity, and sense of ownership over their work. LEA transforms writing into an authentic process of expression, allowing young learners to develop both language and self-awareness while learning from experiences that are personally meaningful.

According to Kusumaningrum and Fajriyah (2020), the Learning Experience Approach (LEA) significantly enhances students' writing performance by connecting classroom instruction to learners' personal experiences. Their study revealed that students taught through LEA demonstrated greater engagement, improved sentence construction, and a deeper understanding of written texts compared to those who were taught using traditional methods.

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The researchers emphasized that the contextual and experience-based nature of LEA allows learners to express themselves more fluently because the content comes from their own knowledge and emotions. This method supports the constructivist view of learning, where students actively build their understanding through meaningful experiences rather than rote memorization.

The researcher observed several challenges in enhancing the writing skills of Grade 1 learners. One of the most pressing issues is the pupils' limited vocabulary, which restricts their ability to express ideas clearly in written form. Many young learners struggle to find the right words to describe their thoughts, resulting in incomplete or repetitive sentences. This limitation often stems from inadequate exposure to reading materials and a lack of opportunities to use new words in meaningful contexts. Additionally, some learners exhibit low motivation toward writing activities because they perceive writing as difficult or monotonous. When tasks are not linked to their personal interests or experiences, they lose engagement and enthusiasm, which negatively impacts their overall writing development.

Another major problem faced by the researcher involves time management and classroom facilitation during LEA sessions. Since each activity centers on learners' unique experiences, discussions can take longer than expected, and writing sessions may extend beyond the allotted time. Managing young learners' excitement during storytelling or sharing sessions also requires skillful facilitation to prevent discussions from becoming noisy or off-topic. Moreover, assessing students' written outputs poses challenges because each piece is individualized, reflecting the learner's personal experience and writing level. Creating fair and

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consistent evaluation criteria becomes complex, as traditional rubrics do not always capture the qualitative and expressive aspects of LEA-based writing. Despite these challenges, the researcher continues to recognize the meaningful impact of this approach on learners' motivation and literacy growth.

This study on the effectiveness of the Learning Experience Approach (LEA) in improving the writing skills of Grade 1 learners is important because it addresses the foundational stage of literacy development where children transition from spoken to written language. The findings of this study will provide valuable insights into how teachers can use learners' experiences as a bridge to improve writing proficiency, vocabulary, and confidence. It also aims to offer practical solutions to the common challenges teachers face in implementing LEA, such as time constraints, assessment issues, and learner motivation.

By pursuing this research, the researcher seeks to contribute to the growing body of knowledge on effective literacy instruction and promote learner-centered teaching practices that make writing both meaningful and enjoyable. Ultimately, this study should be pushed through to help educators cultivate young learners who not only write with accuracy but also with creativity, confidence, and a love for language and learning.

This study evaluated the effectiveness of Language Experience Approach to the Improve writing skills of Grade 1 Learners. The findings of the study were the basis for a proposed enhancement plan.

Specifically, the study sought to answer the following questions:

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1. What are the writing skills performance of the Grade 1 pupils before the integration of Language Experience Approach?
2. What are the writing skills performance of the Grade 1 pupils after the integration of Language Experience Approach
3. Is there a significant difference in the writing skills performances before and after the integration of the Language Experience Approach of the Grade 1 pupils?
4. What improvement plan can be proposed based on the findings?

## NULL HYPOTHESIS

There is no there a significant difference of the pre-writing and post-writing skills performances before and after the integration of the Language Experience Approach of the Grade 1 pupils.

## METHODOLOGY

**Design.** This study utilized a quasi-experimental research design to assess the effectiveness of the Language Experience Approach (LEA) in improving the writing skills of Grade 1 learners. A quasi-experimental design was appropriate for this study as it enabled the comparison of learners' writing performance before and after the intervention using LEA. This design allowed the researcher to measure changes in learners' writing development objectively through pre-test and post-test results, even without random assignment, ensuring that the observed outcomes could be attributed to the implementation of the approach.

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In this design, the group of Grade 1 learners was exposed to Language Experience Approach-based instruction, which integrated learners' personal experiences into reading and writing activities. The lessons included storytelling, guided writing, sentence construction, and shared reading tasks, all derived from the pupils' own words and daily experiences. Before and after the intervention, students underwent writing assessments focusing on key writing skills such as sentence formation, spelling, vocabulary usage, organization of ideas, and coherence to determine the effectiveness of the LEA in enhancing their writing performance.

The findings of the study not only established the effectiveness of LEA as a pedagogical intervention but also served as the foundation for crafting a Writing Enhancement Program that could be adopted by educators and school administrators. This program aimed to provide a more meaningful and learner-centered approach to early writing instruction, ensuring that learning became both enjoyable and relevant to the experiences of the pupils. Moreover, the study explored how teachers effectively implemented and assessed LEA-based writing activities, considering the varied learning needs and literacy readiness of each Grade 1 learner.

The main local of the study was in Inaad Elementary School in the Schools Division of Ormoc. The respondents of the study were the Grade 1 Learners.

The research instruments used in this study were researcher-made test questionnaires based on the different learning competencies in the first grading period. These questionnaires were designed to assess the writing skills and related competencies of the Grade 1 learners.

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In addition, other tools utilized in the study included picture prompts, sentence strips, a word wall, mini storybooks, and other learning materials. These materials were carefully crafted and aligned with the identified competencies and implemented according to the specific time schedule of the intervention.

**Sampling.** The research respondents of the study were the Grade 1 pupils in which 7 of them are females and 15 are males with a total of 21 respondents that were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

**Research Procedure.** The researcher formulated the following procedures as a guide in gathering the data:

The researcher sought permission from the Schools Division Superintendent to conduct the study in the school. Upon approval, the researcher prepared the Grade 1 pupils who served as the respondents of the study.

The researcher distributed the questionnaires to the pupils for them to answer as part of the pretest. After administering the pretest, the researcher implemented the intervention for one month. At the end of the intervention period, the posttest questionnaires were administered and subsequently retrieved for consolidation. The collected data were then subjected to statistical treatment using simple percentage, weighted mean, and t-test for mean difference.

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The performance of the Grade 1 pupils was determined based on their responses in the pretest and posttest examinations.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal. Orientation of the respondents both their subject teachers.

**Treatment of Data.** The quantitative responses were tallied and tabulated systematically. The data were treated statistically using appropriate statistical tools to ensure accurate analysis and interpretation of the results.

## RESULTS AND DISCUSSION

TABLE I

PRE-TEST PERFORMANCE OF LEARNERS

Score Range	Description	Frequency	%
33-40	Very Good	1	4.76%
25-32	Good	6	28.57%
17-24	Fair	7	33.33%
9-16	Poor	7	33.33%
0-8	Very Poor	0	0.00%
<b>Total</b>		21	100%

**Weighted Mean:** 20.71 – Fair

**MPS:** 44.76%

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This table presents the Pre-Test Performance of Learners, which shows the initial writing performance of Grade 1 pupils prior to the implementation of the Language Experience Approach (LEA). The table categorizes learners' scores into five descriptive levels: Very Good, Good, Fair, Poor, and Very Poor, along with their corresponding frequencies and percentages. It also provides the overall weighted mean and Mean Percentage Score (MPS) to summarize the general performance level of the pupils. The purpose of this table is to establish the baseline writing skills of the learners before the instructional intervention was introduced.

The results reveal that only one learner (4.76%) achieved a Very Good rating, while six learners (28.57%) performed at the Good level. Meanwhile, seven learners (33.33%) were classified under Fair, and another seven learners (33.33%) fell under Poor. No learner was categorized as Very Poor. The distribution indicates that the majority of the pupils were performing at the Fair and Poor levels prior to the intervention, reflecting limited mastery of essential writing skills such as sentence construction, spelling, vocabulary use, and organization of ideas.

The weighted mean of 20.71, interpreted as Fair, and an MPS of 44.76% further confirm that the overall writing performance of the learners before the intervention was below the desired proficiency level. These findings suggest that most Grade 1 pupils had not yet fully developed foundational writing competencies and required structured and supportive instructional strategies to enhance their skills. The data clearly demonstrate the need for an intervention that would address learners' difficulties and strengthen their writing development.

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**Table 2**

### POST-TEST PERFORMANCE OF LEARNERS

Score Range	Description	Frequency	%
33–40	Very Good	9	42.86%
25–32	Good	10	47.62%
17–24	Fair	2	9.52%
9–16	Poor	0	0.00%
0–8	Very Poor	0	0.00%
<b>Total</b>		21	100%

**Weighted Mean:** 31.57 – Good

**MPS:** 78.33%

This table presents the Post-Test Performance of Learners, which reflects the writing achievement of Grade 1 pupils after the implementation of the Language Experience Approach (LEA). The table categorizes learners' scores into Very Good, Good, Fair, Poor, and Very Poor, including their corresponding frequencies and percentages. It also provides the overall weighted mean and Mean Percentage Score (MPS) to summarize the learners' level of writing proficiency after the intervention. The purpose of this table is to determine the extent of improvement in learners' writing skills following the integration of experience-based and learner-centered instructional strategies.

The results show that nine learners (42.86%) achieved a Very Good rating, while ten learners (47.62%) were classified as Good. Only two learners (9.52%) remained in the Fair

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category, and none of the pupils were rated Poor or Very Poor. This distribution indicates a substantial shift from lower performance levels to higher achievement categories after the intervention. The majority of learners demonstrated improved ability in sentence construction, spelling, vocabulary usage, organization of ideas, and coherence in writing tasks.

Further examination of the results reveals a weighted mean of 31.57, interpreted as Good, and an MPS of 78.33%, indicating a marked improvement in overall writing performance. Compared to the initial assessment, the absence of learners in the Poor and Very Poor categories highlights the effectiveness of the intervention in addressing foundational writing difficulties. The movement of most learners into the Good and Very Good categories suggests that the Language Experience Approach successfully enhanced learners' confidence and competence in expressing their ideas in written form.

The overall average rating of 31.57 (Good) implies that learners achieved a satisfactory and improved level of writing proficiency after the intervention. The result implies that the Language Experience Approach significantly contributed to strengthening learners' writing skills by making instruction meaningful, engaging, and connected to their personal experiences. The findings confirm that experience-based writing activities promote deeper understanding, better organization of ideas, and improved literacy performance among early-grade learners.

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**TABLE 3**

**TEST OF DIFFERENCE BETWEEN THE PRE-TEST AND POST-TEST SCORES OF LEARNERS**

Aspects	Test Scores (Mean)	Computed t	Critical t	Decision	Interpretation
Pre vs Post (Performance Scores)	Pre = 20.71 Post = 31.57	12.16	2.08	Reject Ho	Significant Difference (Post-test Improved)

This table presents the Test of Difference Between the Pre-test and Post-test Scores of Learners, which examines whether there was a statistically significant change in the writing performance of Grade 1 pupils after the implementation of the Language Experience Approach (LEA). The table compares the mean performance scores in the pre-test and post-test, including the computed t-value, the critical t-value at the 0.05 level of significance, the decision on the null hypothesis, and the interpretation of the findings. Its purpose is to determine whether the improvement in learners' writing skills after the intervention was significant and attributable to the instructional strategy employed.

The results show that the pre-test mean score was 20.71, while the post-test mean score increased to 31.57, indicating a notable improvement in learners' writing performance after the intervention. This increase reflects enhanced skills in sentence construction, vocabulary usage, spelling, organization of ideas, and coherence. The substantial difference

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between the two mean scores demonstrates that learners performed better after being exposed to experience-based and guided writing activities under the Language Experience Approach.

Further analysis reveals that the computed t-value of 12.16 exceeded the critical t-value of 2.08, leading to the rejection of the null hypothesis. This statistical outcome confirms that there was a significant difference between the pre-test and post-test scores and that the observed improvement was not due to chance. The interpretation clearly indicates a significant difference, with post-test performance improving after the intervention.

The overall findings, with a post-test mean of 31.57 compared to the pre-test mean of 20.71, imply that the intervention was effective in enhancing learners' writing achievement. The result implies that integrating the Language Experience Approach into classroom instruction significantly strengthens learners' writing competencies and promotes measurable academic growth. The rejection of the null hypothesis further validates that the instructional strategy had a meaningful and positive impact on learners' performance.

## CONCLUSION

Based on the results of this study, the implementation of the Language Experience Approach (LEA) significantly improved the writing performance of Grade 1 learners. The findings indicate that learners enhanced their skills in sentence construction, vocabulary usage, spelling, organization of ideas, and overall coherence. This demonstrates that integrating learners' personal experiences into guided writing activities effectively promoted

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engagement, understanding, and mastery of writing concepts. The study confirms that the LEA is an effective instructional strategy for strengthening early writing competencies and supporting measurable academic growth.

### RECOMMENDATION

The Teacher should continue integrating the Language Experience Approach in writing instruction to enhance learners' engagement, creativity, and mastery of writing skills. Teachers are encouraged to design activities that connect lessons to pupils' personal experiences to make learning meaningful and relevant.

The School Heads should provide continuous support and professional development opportunities for teachers to effectively implement LEA-based writing strategies. They should also monitor classroom practices and ensure the necessary resources and materials are available for successful instruction.

The Public Schools District Supervisor should facilitate training programs and workshops on the Language Experience Approach, sharing best practices among schools, and promoting the adoption of learner-centered strategies to improve writing outcomes across the district.

The Parents should actively participate in their child's learning by encouraging storytelling, reading, and writing activities at home. They should support the use of personal experiences in writing tasks to reinforce skills learned in school.

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The Researcher should continue evaluating the implementation of LEA in various contexts and grade levels to further validate its effectiveness in improving writing skills, documenting outcomes, and refining strategies.

Future Researchers should explore other innovative and contextualized instructional approaches that can complement the Language Experience Approach, investigate long-term effects on literacy development, and replicate the study in diverse educational settings to expand generalizability.



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## AUTHOR'S PROFILE



**ANA ROSE A. SAMOSA**

The author is born on August 27, 1985 at Sitio Sagkahan Poblacion Kananga Leyte Philippines. She finished with flying colours her Bachelor's degree in Elementary Education at Western Leyte College. In her high school and college days, she was really into the supervision field. She was a leader in different organizations when she was a student and that helped her decide to take Elementary Education as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Elementary Education at Western Leyte College of Ormoc City.

She is currently a Teacher I in the Department of Education and a Grade – I Teacher at Inaad Elementary School at Barangay Nueva Sociedad Ormoc City, Leyte, Philippines. She is a coordinator in two school organizations for learners namely, Reading Month Coordinator and the Girl Scouts of the Philippines. She believes that supervising the young is the foundation of understanding how to supervise the old.

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