



LEARNING LOSSES IN ENGLISH AMONG SENIOR HIGH SCHOOL LEARNERS AS BASES FOR AN IN-SERVICE TRAINING

MAY FLOR L. BORBON
Researcher
borbonmayflorl@gmail.com

ABSTRACT

This qualitative research was conducted to ascertain the learning losses in English among Senior High School learners as bases for an in-service training. The participants in the study were the eight (8) English teachers and sixteen (16) learners of Cabatuan National Comprehensive High School and Tiring National High School for the schoolyear 2023-2024. The study used a researcher-made in-depth interview guide validated by experts in the field of English and research. Thematic analyses were used to analyze and interpret the data. The result of the study revealed, as assessed by the teachers, that the learners showed, poor reading comprehension, lack of vocabulary, and faulty grammar. Teachers' observation about learners' learning losses revealed, lack of basic reading skills, poor comprehension, and difficulty expressing thoughts in both written and oral communication. Learners' experiences about learning losses in English revealed, their difficulty in grammar due to few onsite exposures, difficulty in reading due to poor vocabulary, and struggling with sentence construction because of poor comprehension. An in-service training was proposed as a result of the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan
Managing Editor: Raymart O. Basco

Associate Editor: Andro M. Bautista
Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Keywords: *Learning Losses, Senior High School, In-service Training Program, Learning, Teachers*

INTRODUCTION

Education is the cornerstone of societal progress and individual development, serving as the bridge to a brighter future for individuals and communities alike. However, the global education landscape has been significantly disrupted in recent years, primarily due to the unforeseen challenges posed by events such as the COVID-19 pandemic. The COVID-19 pandemic led to school closures around the world, thereby affecting almost 1.6 billion students (UNESCO 2020). One of the most pressing concerns arising from these disruptions is the phenomenon known as "learning loss".

Learning loss generally refers to the gap in academic skills, knowledge, and educational progress that occurs when students experience interruptions in their regular learning environments, whether due to extended school closures, remote learning, or other disruptions. Research has shown that an extended hiatus from schooling interrupts the learning process and results in the erosion of previously gained knowledge and abilities (Reimers & Schleicher, 2020).

Several authors subscribe to different views about learning losses. In the literature, scholars such as Azevedo, et al. (2021), Hanushek and Woessmann (2020), and Psacharopoulos, et al. (2021) frequently employ the term "learning loss" to characterize

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



decreases in student competencies. These declines in knowledge and skills, when extended beyond the classroom setting, may have significant long-term repercussions.

English, being a global lingua franca and a critical tool for communication, literacy, and critical thinking, holds immense importance in a student's academic and professional development. Learning loss in this subject can have far-reaching consequences, affecting not only students' immediate academic performance but also, their ability to engage effectively in a rapidly evolving world. Therefore, exploring the facets of learning loss in the English subject, understanding its causes and consequences, and seeking effective solutions to overcome them are foremost important.

It is a journey into the heart of language education, where the preservation and enhancement of English proficiency are not only essential for academic success but also for fostering informed, empowered, and globally connected citizens.

As an English teacher for 5 years, the researcher believes that learning losses have greatly affected the learners, particularly in the academic field. Classes shifted from face-to-face to blended learning using modular instruction which was quite hard for learners to tackle since they are mostly concentrated to home-based learning with their parents and older siblings lending meager or no support at all. It is because of this situation that learning losses have been felt tremendously by almost all sectors of the DepEd community. It is the purpose of this study to explore the realm of learning losses in order to overcome the learning imbalance created by its impact, as certain communities and students have been

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



disproportionately affected. It is assured that all learners will have the opportunity to recover and thrive academically in an ever-evolving educational landscape.

MATERIALS AND METHODS

This chapter presents the research method, research design, participants in the study, research instrument, data gathering procedures, and data analyses.

Research Method

The research method utilized in the study was the descriptive-qualitative method using In-depth Interview under qualitative studies.

Qualitative research involves an investigative approach aimed at comprehending a social or human issue, and drawing upon specific methodological traditions of inquiry (Creswell, 2014).

Creswell (2003) asserts that qualitative research aims to delve into, comprehend, and interpret social phenomena within their authentic contexts. Through the utilization of qualitative research methods, scholars seek to gather more comprehensive data and attain a deeper understanding of issues, cases, or events (Arora & Stoner, 2009). The objective is to investigate the underlying reasons and mechanisms behind a situation, focusing not only on the what, where, or when, but also on the why and how.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Design

The study employed a qualitative design using phenomenological approach which Edmund (2004) points out that the essence of this study is “to describe an experience as it is lived by the person. It is concerned with the study of experience from the perspective of the individual.”

A narrative inquiry was needed to provide in-depth information on the result of the assessment conducted by the school, teachers’ observations about learners’ learning losses, and learners’ learning losses experience as bases for an in-service training.

According to Clandinin and Huber (2010), describe narrative inquiry is an examination of experiences interpreted through storytelling, involving a reflexive process that transitions from the initial engagement with stories or lived experiences to the analysis of field texts (data).

The aim is to get the main or necessary views of the participants on a certain topic through the responses of the participants to the question.

Participants in the study

There were two sets of participants in this study. The first set consisted of eight (8) teachers, four (4) from Cabatuan National Comprehensive High School and four (4) from Tiring National High School. The other set of participants are consisted of sixteen (16) learners, eight (8) learners from Cabatuan National Comprehensive High School and eight (8) from Tiring National High School who were enrolled for the schoolyear 2023-2024.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Instrument

A validated researcher-made interview guide was utilized. The interview guide was given to the learners and English teachers. The interview guide contains the teachers' observations on learners' learning losses in English and learners' experiences. After retrieving the questionnaire, the researcher analyzed and interpreted the data.

Validity of the Research Instrument

The validity of an interview guide refers to whether or not it measures what it is supposed to measure (Britannica, 2008). The researcher-made interview guide underwent validation and revision to ensure that the purpose of the study was captured in the responses of the participants. A panel of experts validated the researcher-made interview guide. Suggestions and comments relative to the validation of the tool were considered in the final copy of the instrument. The interview guide was encoded as bases for an in-service training.

After retrieving the questionnaire, the researcher analyzed and interpreted the data.

Data-Gathering Procedures

A letter of permission to conduct the study was signed by the Dean of Graduate School (PHINMA-UI), the thesis adviser, and the researcher herself.

Permits from the school principals were secured to allow the researcher to conduct the study. The researcher personally went to each school, passing through the school's office for proper protocol to obtain permission to conduct the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



After permits were obtained, the researcher purposively identified the eight (8) English teachers and sixteen (16) learners in overcoming the learning losses on the classroom.

To the eight (8) English teachers and sixteen (16) learners who participated, the researcher gave a questionnaire. The English teachers and learners answered the questionnaire for analysis.

Data Analyses

The responses of the participants were analyzed using thematic analyses.

Thematic analysis involves recognizing recurring themes or patterns within qualitative data. As outlined by Maguire and Delahun (2017), its objective is to pinpoint significant or intriguing themes in the data and utilize them to explore the research topic or contribute insights into an issue. This process entails summarizing, analyzing, and interpreting the collected data to derive meaning from them.

RESULTS AND DISCUSSIONS

This chapter presents the summary of the research study, insights derived from the findings, and the recommendations.

The purpose of this study was to ascertain the learning losses in English among Senior High School learners as bases for an In-service Training in Cabatuan National Comprehensive High School and Tiring National High School for schoolyear 2023-2024.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The participants were the total population of (4) four English teachers and (8) eight learners from Cabatuan National Comprehensive High School and 4 English teachers and 8 learners from Tiring National High School.

The instrument used to collect the data was a researcher-made in-depth interview guide validated by a panel of experts in the fields of English and research.

The following are the findings of the study:

The study revealed that as assessed by the teachers, the learners had poor reading comprehension, lacked vocabulary, and had faulty grammar. These were mostly due to the two (2) year pandemic that made the students neglect their studies, and learners' emotional, and personal struggles.

The English teachers also stated their observations about students' learning losses in English. It was revealed that learners' lacked basic reading skills, had poor comprehension, and had difficulty expressing thoughts in written and oral communication.

The Senior High School learners experiences were; they had difficulty in grammar due to few onsite exposures, had difficulty in reading due to their poor vocabulary, and were struggling with sentence construction because of poor comprehension.

The recommendations for this in-service training stemmed from the study's outcomes, which were derived from the prevalent themes communicated by the participants.

Based on the findings of the study, the following insights were gathered:

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



The educational environment following the COVID-19 pandemic experienced a variety of modifications and adjustments. The different learning losses in English among Senior High School learners faced tremendous effect on students' learning and abilities. Which when neglected and not addressed will be a great loss in their journey to learning.

Beyond academic losses, there were significant social and emotional consequences. Lack of regular social interactions with peers and teachers impacted students' mental well-being and overall development. Learning losses may have long-term consequences on educational attainment, career opportunities, and overall societal well-being. Students who experienced significant setbacks during the pandemic might face challenges in catching up with their lost lessons.

Understanding and mitigating learning losses require a multi-faceted approach involving collaboration among educators, policymakers, parents, and communities to ensure that all students have equal opportunities for academic success. The objective is to create plans and actions that prevent, reduce, or reverse learning setbacks, thereby guaranteeing that students get the assistance required to recover and excel in their academics.

These initiatives implementing diverse strategies like customized teaching, specific corrective measures, extended learning possibilities, and an inclusive approach that takes into account both academic and socio-emotional dimensions of learning. The overarching goal is to establish an environment that encourages ongoing learning, adjusts to various requirements, and advocates for fair access to education.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CONCLUSIONS

Based on the insights generated from the study, the following recommendations may be considered:

The most common learning losses among Senior High School learners' and teachers' observations are poor in grammar, lack of vocabulary, and poor reading comprehension.

It is imperative that every learner must be provided with support and needs. The DepEd should formulate a plan and to continue implementing sufficient curriculum strategies necessary to learning and development.

Efforts should be prioritized to address equity issues in education to ensure that all students, regardless of socioeconomic status or background, have equal access to resources and opportunities.

A positive and engaging learning environment that encourages active participation, collaboration, and a sense of curiosity should be fostered to make learning more enjoyable and effective.

Parental involvement in students' learning should be encouraged to keep parents informed about their children's progress, to provide resources for at-home support, and to involve them in educational decision-making processes.

Further research must be conducted to seriously provide accurate solutions to the existing identified learning losses in English, specifically in grammar, vocabulary, and reading

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



comprehension as a lifelong learning support. These research should utilize other variables in
conducting or similar related studies in the future.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

Welcome, A. (2021, November 23). Learning Gaps: Types, Examples, and Tips To Solve Them.

Sphero. Retrieved from

<https://sphero.com/blogs/news/learning-gaps> on April 3, 2023

Robbie. (2013, August 29). Learning Loss Definition. The Glossary of Education Reform.

Retrieved from

<https://www.edglossary.org/learningloss/#:~:text=The%20term%20learning%20loss%20refers,discontinuities%20in%20a%20student's%20education>. On May 12, 2023

Rao, N., & Fisher, P. A. (2021b). The impact of the COVID-19 pandemic on child and

adolescent development around the world. Child Development. Retrieved from

<https://doi.org/10.1111/cdev.13653> on January 23, 2024

DEMİR, ÖZDAŞ, & ÇAKMAK. (2022, September). Examining the Learning Losses of Students

in the Covid-19 Process According to Teachers' Opinions. Retrieved from

<https://files.eric.ed.gov/fulltext/EJ1355194.pdf> on October 19, 2023

Patrinos, Vegas, & Carter-Rau. (2023, August). An Analysis of COVID-19 Student Learning

Loss. Economics and Finance. Retrieved from

<https://oxfordre.com/economics/display/10.1093/acrefore/9780190625979.001.0001/acrefore-9780190625979-e-893> on October 19, 2023.

Profile, V. (2018, January 2). Deficit Theory. Retrieved from

<https://myteachersalley.blogspot.com/2018/01/deficit-theory-eller-1989.html> on

October 9, 2023

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



Babu, S. (2021, January 5). Deficit theory - Language Across the Curriculum. SlideShare.

Retrieved from <https://www.slideshare.net/SureshbabuG11/deficit-theory-language-across-the-curriculumR.n> on August 29, 2023.

Dictionary.com | Meanings & Definitions of English Words. (n.d.). Dictionary.com. retrieved from <https://www.dictionary.com/browse/senior-high-school> on October 12, 2023

Profile, V. (2018, January 2). Deficit Theory (Eller, 1989). Retrieved from <https://myteachersalley.blogspot.com/2018/01/deficit-theory-eller-1989.html> on May 22, 2023

Chi, C. (2024, January 13). Explainer: With students' poor literacy, are all teachers now 'reading teachers'? Philstar.com. retrieved from <https://www.philstar.com/headlines/2024/01/11/2325063/explainer-students-poor-literacy-are-all-teachers-now-reading-teachers#:~:text=At%20least%2090%25%20of%20Filipino,in%20the%20Philippine,s%20at%2070%25>. On June 13, 2023

Engzell, P., Frey, A., & Verhagen, M. D. (2021). Learning loss due to school closures during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences of the United States of America*, 118(17). Trautwein, B., & Ammerman, S. B. (2010). Retrieved from <https://doi.org/10.1073/pnas.2022376118> on August 12, 2023

Don Carlo Cavina School. (n.d.) Retrieved From <https://doi.org/10.17955/tvr.110.2.m.629> WHAT IS SHS? on June 15, 2023

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Wikipedia contributors. (2024, February 13). Learning. Wikipedia. Retrieved from <https://en.wikipedia.org/wiki/Learning> on May 22, 2023

Rahayu, S. (2022, December 26). Learning loss in the teaching of English subject at a vocational school in Tanjung Jabung Barat: Teachers' Perception Languge (Journal of Language and Education. Retrieved from <https://doi.org/10.22437/languge.v1i1.22081> on April 22, 2023

Hardi, Rosita, & Zakiyah. (2023, October). Learning Loss in an English Speaking Class: A Case Study on Language Acquisition in Online Learning at Higher Education Retrieved from https://www.e-iji.net/dosyalar/iji_2023_4_36.pdf on October 9, 2023

Welcome, A. (2021, November 23). Learning Gaps: Types, Examples, and Tips To Solve Them. Sphero. Retrieved from <https://sphero.com/blogs/news/learning-gaps> October 11, 2023

Molato-Gayares, Suryadarma, Park, Thomas, Raitzer, & Vandenberg. (n.d.). How to Recover Learning Losses from COVID-19 School Closures in Asia and the Pacific. Retrieved from <https://www.adb.org/sites/default/files/publication/808471/adb-brief-217-learning-losses-covid-19-school-closures.pdf> on October 2, 2023.

Page, Leonard-Kane, Kashefpakdel, Riggall, & Guerriero. (2021, August). Learning loss, learning gains and wellbeing: A rapid evidence assessment. Retrieved from <https://files.eric.ed.gov/fulltext/ED615066.pdf> on September 28, 2023

Ni Ketut Ayu Widianingsih, & Ingatan Gulö. (2016, May). Grammatical Difficulties Encountered by Second Language Learners. Retrieved from

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



https://www.researchgate.net/publication/303083847_Grammatical_Difficulties_Encountered_by_Second_Language_Learners on March 3, 2024

Chi, C. (2024, January 13). Explainer: With students' poor literacy, are all teachers now 'reading teachers'? retrieved from Philstar.com. <https://www.philstar.com/headlines/2024/01/11/2325063/explainer-students-poor-literacy-are-all-teachers-now-reading-teachers#:~:text=At%20least%2090%25%20of%20Filipino,in%20the%20Philippines%20at%2070%25> on March 4, 2024

Marion E. Schalich. (2015, May). Analysis of Pre-Test and Post Test Performance of Students in a Learning Center Model at the Elementary School Level. Retrieved from <https://scholar.dominican.edu/cgi/viewcontent.cgi?article=1181&context=master-theses> on June 12, 2023

Diyaryo Milenyo. (2023, February 9). The Importance of In-Service Training to Teachers in Our School System. Retrieved from <https://diyaryomilenyonews.com/2022/05/26/the-importance-of-in-service-training-to-teachers-in-our-school-system/> on June 12, 2023

Grows, A. C. (2023, July 27). Alternative Theories for Pandemic Learning Loss Are Gaining Traction. A Child Grows. Retrieved from <https://www.achildgrows.com/2023/07/27/alternative-theories-for-pandemic-learning-loss-are-gaining-traction/> on June 14, 2023

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



Profile, V. (2018, January 2). Deficit Theory (Eller, 1989) Retrieved from <https://myteachersalley.blogspot.com/2018/01/deficit-theory-eller-1989.html> on May 22, 2024

Chona E. Timbol. (2021, February). In-Service Training and Teaching Performance of K-12 Teachers. Retrieved March 7, 2024, from <http://ijeais.org/wp-content/uploads/2021/2/IJAMR210217.pdf> on March 3, 2024

Petar Jandrić, & Peter McLaren. (2021, November). From learning loss to learning opportunity. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/00131857.2021.2010544> on March 7, 2024.

Mateo, J. (2022, August 10). DepEd sets strategies to address 'learning losses.' Philstar.com. retrieved from <https://www.philstar.com/headlines/2022/08/11/2201847/dep-ed-sets-strategies-address-learning-losses> on March 9, 2024.

Steps and Strategies for Recovering Learning Losses in Southeast Asia. Retrieved from <https://bimp-eaga.asia/article/steps-and-strategies-recovering-learning-losses-southeast-asia> on March 11, 2024

Allensworth, Elaine, and Nate Schwartz. "Student Learning | Annenberg Institute at Brown University." Annenberg Brown University. Retrieved from annenberg.brown.edu/school/categories/student-learning on March 21, 2024

Bondie, Rhonda, and Akane Zusho. Differentiated Instruction Made Practical: Engaging the Extremes through Classroom Routines. New York, Ny, Routledge, 2018.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Cardinal, Joanna. "Lost Learning": What Does the Research Really Say? International Baccalaureate Organization (UK) Ltd, Nov. 2020.

Ferlazzo, Larry. "Students Respond to Adults' Fixation on 'Learning Loss' (Opinion)." Education Week, 2 Feb. 2021. Retrieved from

www.edweek.org/leadership/opinion-students-respond-to-adults-fixation-on-learning-loss/2021/02 on February 21, 2024.

"Learning Loss Definition." The Glossary of Education Reform. Retrieved from www.edglossary.org/learning-loss/ on May 23, 2024

Pychyl, Timothy, et al. "How Long Does It Take to Lose a Skill?" Hopes&Fears, 7 Dec. 2015, Schleicher, Andreas. "How Can We Foster Lifelong Learning Attitudes in Students?" OECD Education and Skills Today. Retrieved from oecdeditoday.com/how-can-we-foster-lifelong-learning-attitudes-in-students on February 21, 2024

Stoltzfus, Kate. "Why 'Learning Loss' Is so Complicated (and How to Address It Constructively)." Retrieved from www.ascd.org/blogs/why-learning-loss-is-so-complicated-and-how-to-address-it-constructively. On October 23, 2023

Sarah Qassim, & Bushra Kadhum Abdul-ridha. (2021, September 26). The effect of a learning strategy for mastery in learning the skills of Setting volleyball for female students. Modern Sport, 20(3), 0089. Retrieved from <https://doi.org/10.54702/msj.2021.20.3.0089> on March 10, 2024

Vaknin-Nusbaum, V., & Rachevski, I. (2023, November 14). Perpetuating the Gaps: 21st-Century Skills in Students With Learning Disabilities and Their Typically Developing

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Peers. Journal of Learning Disabilities. Retrieved from

<https://doi.org/10.1177/00222194231211947> on May 11, 2024

Deliani, N., Hanani, S., Kuriaya, K., Hermawati, H., Fitria, A., & Pranita, E. (2023, July 30).

Students Questioning Skills in the Learning Process with Content Mastery Techniques at Islamic Boarding School. *Al-Ta Lim Journal*, 30(2), 125–138. Retrieved from <https://doi.org/10.15548/jt.v30i2.814> on June 23, 2024

Vaknin-Nusbaum & Rachevski, (2023) Deficit Approach: Retrieved from

<https://www.studysmarter.co.uk/explanations/english/language-and-social-groups/deficitapproach/#:~:text=The%20deficit%20theory%20is%20a,to%20their%20marginalisation%20or%20disadvantage> on April 24, 2024

P, A. I. (n.d.). Deficit Theory & Discontinuity Theory. Scribd. Retrieved from

<https://www.scribd.com/document/616357464/Deficit-Theory-Discontinuity-Theory> on April 25, 2024

Davis, L. P., & Museus, S. D. (2019, November 18).

What Is Deficit Thinking? An Analysis of Conceptualizations of Deficit Thinking and Implications for Scholarly Research. *Currents*. Retrieved from

<https://doi.org/10.3998/currents.17387731.0001.110> on April 25, 2024

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
