



**ENHANCING ACADEMIC LITERACY AND COMPREHENSION BUILDING
BLOCKS AMONG FRESHMEN STUDENTS**

By:

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Abstract

The reading building blocks and comprehension difficulties among freshmen students such as 1) **Foundation** has conflicting views between respondents and suggests that drawing of effective learning roadmap that seemingly favorable regardless on facing constraints evidently; a plan of action should be made and teacher should invest more on creating a "talking module" to enhance and increases students comprehension and understanding so that their foundation offshoot fuelled by a well-defined learning mechanism. 2) **Exposures** suggest and recommend that teachers should design an activity that could replace the inadequacy of the appropriate solution in increasing and boosting the learner's "gap" by creating an activity that will entice them to do and create a self-motivating effort. 3) **Preference** should be enriched by crafting some captivating activity that will lead to change in mindset and molding maturity at the same time can be gleaned as best alternative. 4) **Influence** suggest that something has to be done which is critical to the future endeavor of our young ones, it is safe to suggest and recommend to mentors to extend far behind influencing students for them to become well-rounded and holistic individual whose contribution to society would be meaningful. 5) **Readiness** suggests that for them to be ready enough for the next level, the learning magnitude should be concentrated much on an educational, hands-on, and practical approach that will expand their motivation beyond and create some experimental task that will lead them to be more productive. 6) **Competence** suggest giving task for students to do and discovering many things along the learning process which is believed to contribute much to having one's self-confidence; when one has the so-called self-confidence results in being competent.

Short Title: *Enhancing Academic Literacy and Comprehension Building Blocks among Freshmen Students*

Introduction

The reading building blocks and comprehension difficulties among freshmen students such as 1) Foundation, 2) Exposures, 3) Preferences, 4) Influence, 5) Readiness, and 6) Competence are the common behavioral landscape that is often observed to students who are swaying extended educational platforms. Reading is decoupled by comprehending are two vital elements as a tool for every individual hence, ensuring access to, promoting equity in, and improving the quality of basic education is the strong mandate. These different blocking elements hinder one's desire to capture the hope of learning, understanding, and beyond. Strategizing and planning are just the so-called weapon on non-pharmaceutical intervention making it an effective and efficient facility to eradicate if not mitigate the offensive occurrence of these learning shortcomings. The learning building block comes in different modes: if came out from one's ability to identify and manipulate the individual sounds that make a spoken word. These are the basic skills that will serve as an instrument in their exploration of the world of knowledge. Depriving one's opportunity to know the real understanding tantamount to wave the building exercises of knowledge

accumulation. As everyone needs equal opportunity in learning, addressing all those barriers is somewhat paving their way towards the fruitful and winding adventure of knowing comprehensively all vital details in making one a total person which is considered as primordial life requisites.

Comprehension, on the other hand, is a process of receiving information that is developed to form an idea. Everyone is capable to comprehend up to the last detail building blocks are derailed to smoothen the communication. The constraints in understanding and comprehending the context somehow relate to a meaningful learning attitude while building a strong foundation of knowledge. A blended approach to solving the student's difficulties would mean giving the students a clear view and understanding of their knowledge. In the tactical arena of its implementation is one way of combating the mode of some prepondering shreds of evidence to triangulate the intervention mode addressing the perceived difficulties among the students in the freshmen levels.

Methods

Since the researcher is a "Frontliner" documentary, ethnographic analyses and triangulation test validation for the period of one year covering the school year 2020-2021. Records and reports on the convergence of information from the survey of identified freshmen providers. Thus, their executive reports received descriptively were triangulated to the ethnographic notes by the researcher within the period specified. Since the study deals on reading building blocks and comprehension difficulties among freshmen students, "veritas" (truth) on the quali-quant data, exchanges of ideas, and other prepondering shreds of evidence with the observation made were taken into consideration particularly, interviews and surveys within Misamis Oriental Philippines. This is to counter-check and ask for the confirmatory revalidation of the veracity and credibility of the respondents during the interplay of the documents. The five hundred (500) direct informant was "interviewed" through "Google meet," "Skype" and messenger whichever is made possible to every school focusing on issues covering the study. The identified area of the study was purposively randomized. Data tracing," and data triangulation were made to ensure the validity and its relevance to the findings of the study. The instrumentation used multimedia infrastructure and superhighways were assessed and evaluated thus the following findings are:

Findings and Discussions

The reading building blocks and comprehension difficulties among freshmen students such as 1) Foundation, 2) Exposures, 3) Preferences, 4) Influence, 5) Readiness, and 6) Competence are the common behavioral landscape that is often observed to students who are swaying extended educational platforms, thus, the finding below are

Foundation

These are the fundamental learning basics that grooms everyone where the society embraces. The preliminary learnings are very vital as it is the framework of knowledge gained at the earlier stage. It conveys information more effectively from the grassroots and later becomes reflective to a person. One can be judged according to how he/she exhibits the ideals and defined that person to be. The learning foundation introduces the principles and its methodology depending upon the experiences. So to speak that the "who" defines the person based on his character formed. A student whose foundation is sound comparatively shows a difference as compared to others. Family as the first-hand tutor for knowledge counts a lot and relatively denotes some sophisticated exhibits of differences. Reflective as it seems to the parental background since they are the figurehead in the family. The ethical manifestations are the dimension used as the yardstick that gauges the realization and defines the appropriate qualification of foundation.

In an interview with the respondents (the freshmen students) of different randomized schools, the majority of them agree to the observation that who they are today in the society are defined by the environment where they are cultured and develop. Performance can also be sanctioned to its family since outcomes are inherent to its historical build-ups and it's coherent to an old saying that goes "what you plant, you reap". Many students experience difficulty comprehending issues relevant to their learning foundation. More so, that in the new normal learning approach brought by this pandemic is very challenging since an adjustment in adhering to it takes a lot of time for them to be comfortable in the mechanisms enforced. Respondents unanimously and inclined to agree that they find difficulty in adjusting the new educational platforms considering that they are forced to internalize the learning paradigm since a lot of constraints and limitations during this time wherein the more they need enrichment that somehow add on their accumulated understanding and craving for knowledge. Untimely in the sense that learnings can be supplemented and be able to gain a surplus and widens the knowledge, the unexpected turn of events hamper the hope of having the same.

Respondents agree with their sentiments that they feel deprived to enjoy and increase their knowledge and hope for an enrichment due to the pandemic wherein their foundation is low. Teachers also have their view about the student's foundation and come to conclusions that their foundations are good enough however, environmental distractions delimit the student's exploration beyond the journey as it ought to be. Hence the finding between students and teachers in terms of their view on student foundation is conflicting, it is suggested that, for the benefit of stakeholders concern, drawing an effective roadmap that is seemingly favorable regardless of facing the constraints evidently, a plan of action should be made and teacher should invest more on creating a "talking module" to enhance and increases students comprehension and understanding so that their foundation offshoot fuelled by a well-defined learning mechanism.

Exposures

Giving every learner an equal opportunity to explore and immerse up to the extent of generating self-gained knowledge is just one of the many ways to unlock possibilities. Learning building blocks is not a built-in human characteristic however, sometimes needs to be awakened to become motivated and energized by showing some captivating avenue of learning. Many learner's behaviors nowadays which we usually called "millennial" have far beyond when it comes to learning of those from the old school to the modern ones since being exposed as having in contact with something which will account for their discovery of things that eradicate the feeling of being cautious. Hesitates to do things with a fear of failing one's expectations which in turn, derailed the ultimate intentions. Many responses reveal that they are very excited to attend classes every day for the reason of learning enrichments.

The rationale behind this student's behavior is due to the absence of enough avenues of self-expression. The (Karaka) learning philosophy as "learn to love, love to learn focus on delivering and providing a supportive environment where each learner is nurtured on their journey of self-discovery. To become exposed to new things, empower learners to reach their full potentials embedded with values and guiding principles. Common opinion during the data gathering shows that the findings are in agreement with most respondents' opinion that this can be addressed in a matter of time. Most of them find this strong opinion impossible due to the time and environment we have today. Most schools when interviewed regarding their initiative of exposing their learners showed a very optimistic response as a way of helping their students and providing them the ultimate desire, however, due to the test of time and challenging environment, it remains to be seen.

It also appears during the focus group interview using the multimedia platform that enriching learners can be more effective when they were to undergo and possess some technical armor of knowledge as a mechanism for further understanding. In addressing

obstacles in this quest, nothing comes as an effective tool rather than exposing them to the world of wisdom and knowledge. Limiting the learnings in the four corner do not guarantee an assurance that the ultimate goal of ceasing out some predicaments of having these building blocks. Different groups of respondents learners come to agree that even how the teacher does her job in the classroom, the materials used, and the mode of presenting and visualizing it doesn't provide a good payoff equivalent to being exposed to the external world. The majority also of the other group of respondents agrees that the sentiments of learners when it comes to immersing and exposing them to the real world would give meaning to their clamor and somehow constitute an emerging positive effect that the behavioral observation of the students can be uplifted. Most of the mentors are also has full of excitement for they believe that this initiative could be reciprocated by the quivering student's desires, however, the time element does not permit since we are facing a global test of time. The environment comes to a lot of uncertainties wherein normalizing this is beyond human control. Since the finding between sets of respondents being interviewed and surveyed are in agreement and unanimously projects the potential paradigm in addressing the students difficulties brought about by lack of students exposures, it is safe to recommend that teachers should design an activity that could replace the inadequacy of the appropriate solution in increasing and boosting the learners "gap" on exposures by creating an activity that will entice them to do and create a self-motivating effort. Further, since the occurrence of this pandemic is prolonged, it is timely to draw an activity that will supplement and pave the way of enjoying the new normal as it seems normal.

Preferences

Categorically speaking, preference is a greater liking for one alternative over the other or precedence. The distractive environment affects the normal vision of one's power of choice hence, every preference in mind relied largely on whatever favorable to anyone. What one prefers is tantamount to what is available. Accordingly, learning is a matter of choice, not an obligation but a privilege. Everyone has their preference but not expressly known to others certainly because it varies from time to time. All intents of every learner are in place however, the magnitude of keeping it will easily vanish when life challenge comes along. Learning difficulties certainly often observed for most learners are contributory to family historical background and foundation-related circumstances. The values towards education are sometimes put into a dilemma by not being on top of its priority. It is public knowledge specially learners coming from far-flung areas consider learning as a matter of chances which is reflective that comprehending in any form comes out difficult for them. The intent expression of oneself most of the time is less likely given equal weight. Common to other schools' experience is that developing reading and comprehension skills are somewhat difficult for learners for a variety of reasons. In some Middle schools, mentors and parents have general complaints regarding learners' performance which came out that they do not even comprehend enough of what they read. This simply manifests that what was an experience to our learners in the freshmen level is also true to other schools. Since preference is most of the time distracted by the turn of events, it should be reinforced using some innovative approach.

A study was made by Middle school purposely done to determine the learning preferences of the freshmen students. This was done using the semi-structured interview and survey technique and the result showed some common predicaments to our local study; which means that these difficulties are not strange as a phenomenon that requires a thorough and intensive review by mentors to drive a strategy as a vehicle for unprecedented learning aid. It is also quoted as one of the most serious challenges educators face today, improving the level of students' understanding and excitement which will result in motivation and satisfaction. Determining which particular method to use might enhance the learning process and preferences. A survey conducted among a group of learners regarding their preference and alternatives needed reveals that responses show a variety of choices. Even

how the teachers direct and maneuver the study with matching materials used, even if the mentor extremely delivers, the mindset of learners found to be lack of focus. Hence, the learning stage of the freshmen students when it comes to preferences is still unstable up to this time. This simply explains that when it comes to the learning preference of the learners as the subject of this study needs to be dissected to fathom the innermost desire so that appropriate action can be taken into account. It is also safe to recommend that since learners of today lack focus on their study resulting to find difficulties in learning preferences, a school should strengthen their series of academic activities by not focusing on one methodology. Crafting some captivating activity that will lead to a change in mindset and molding maturity at the same time can be gleaned as the best alternative.

Influence

All human beings experience having been influenced in many ways since it can affect the character, development, or behavior of someone or something or the effect itself. In the context of learning, influence is described as a monster of power that defines an individual to have possessed an aura of being unique and strong charisma that pulled someone either in the good path or the other way around. Influence can be possessed both ways by "*Mentors and students*" who can lead to achieving long-term positive achievements. Influencing someone is a process that brings interrelated efforts that induce one to be productive and creative learning. The injection of knowledge which develops the so-called self-efficacy in learning means that a student should take ownership of knowledge. Developing one's strengths and weaknesses that somehow improve a learner's capability. A study made by New York University on student influence confirms that learners who have less in terms of knowledge can easily be distracted. Critical in the sense that they are weak in terms of deciding for their own.

On the other hand, to influence someone, we need to apply the principles of leadership by example where it points out the objectives that are usually quoted as the "end satisfies the mean". It explains further that in the classroom, teachers are the best influencer since learners admire their mentors in class. Hence, the role of mentors is crucial and critical considering that day by day, they put their eyes on you and make no mistake in front of them so that what they observed from you will last and in turn, they will follow and admire you and on the process, you are influencing them. The learning difficulties that they experienced can be correlated to a lack of motivation or encouragement from their mentors. The absence of an intervention implemented would manifest itself into helplessness in the latter part of their life. Influencing learners according to "Malcolm" always causes a problem if some negative notions or impressions since it can be lasting and becomes a permanent learner's opinion. It is also damaging and derailed its main purpose of influencing them in the course classroom interactions. A group of respondents represented by learners when interviewed shows some common positive feedbacks and reveals that their mentors extremely encourage and motivate them by discussing and sharing some realistic stories for us an eye-opener of truth. They also confirm based on feedback that their mentors express a great deal of care and concern for their learners. On the contrary, mentors when interviewed, are in conformance with the findings revealed by the group of the respondent and they are very much concerned about their learners, however, despite the limitless efforts done by mentors influencing learners to follow their footsteps, there are still learners unable to succumbed themselves and still manifest that influencing them to do better and being futuristic remains a challenge. These findings and observations are somewhat critical since the environment of today are full of uncertainties. The hope of our country relied on much of the new generations to come, henceforth, failure to influence them comes into a big deal. The above observations and findings have something to do which is critical to the future endeavor of our young ones, it is safe to suggest and recommend mentors to extend far behind influencing students for them to become well-rounded and holistic individuals whose contribution to society would be meaningful.

Readiness

Being ready for whatever endeavor one aspires is having a complete mindset backed by a strong perception to overcome obstacles. Matching the curriculum should consider stakeholders “*the learners*” as the recipient of the new design and set up of educational concept. A study on Teacher perception on Freshmen Student Readiness of Higher Education Institution in the Philippines (Imee C. Acosta) shows that there are different influencing factors such as eligibility, staffing, guidelines, course, streamline, workforce surplus management. This simply means that being ready defines that both teachers and students are in conformance to changes so that adjustments can easily be adhered to. The attainment of being ready by both the students as learners and teachers as facilitators would somehow ensure the sustainability where promotion and protection of their welfare are kept. It was indeed one of the major trusts in the Philippine government to enhance the basic education program under the Republic Act No. 10533 series of 2012. A senior student is designed for them to be practically skillful in their field and can be a potential addition to manpower pooling to some industries and above all, answer some immediate need of societal economic build-up and hence, readiness counts a lot.

A modified approach to making a learner increases its readiness is through applying a method making them diverse and think differently. Tailored instructions based on students' ability levels attune to the current needs through the use of assessing the learner's interest and learning profiles. It is vital to recognize the ways, instincts, and environment making students differently which needs exploring their readiness. Readily active learners can be measured by giving them the task to accomplish based on their current understanding. Screening is one of the many measuring tools of readiness and is designed to assess how and in what way the learners perform. In general, one can only be ready for whatever challenges are by keeping them equipped with the necessary knowledge and skills inculcated to their mind by their mentors. When respondents got interviewed about how ready they are for the freshmen school life learnings, the responses gathered among them seem no unification as to their responses which makes them experience some learning shortcomings and resulted to experience difficulty and create a learning and building readiness of freshmen's learners is equipping them the hands-on experience since the ultimate goal is making them a potential skilled workforce. They immerse learners into an environment of change by undergoing more tactical learnings than that of the theoretical model. Based on the responses views when interviewed on how ready they are, it is safe to suggest that for them to be ready enough for the next level, the learning magnitude should be concentrated much on an educational, hands-on, and practical approach that will expand their motivation beyond and create some experimental task that will lead them to be more productive.

Competence

To become competent, one must possess sufficient knowledge or skills which can be gained through repetitive learning and enhancement is often exercise. To excel in every endeavor makes a learner competent over others. According to International Education Studies; *Vol. 8, No. 8; 2015 ISSN 1913-9020 E-ISSN 1913-9039* Published by Canadian Center of Science and Education cite some increasing requirements of becoming one to be competent. There are new requirements to the model and quality of learners where in new approaches make them increase competitiveness and efficiency. Innovative education is among the many models that are needed to employ in the educational ground as a way of transferring one's knowledge in mastering the core competencies that allows one to acquire knowledge based on the learner's comprehension. Using the competency-based educational classroom learning approach is vital to learners since it discusses different angles that the learners viewed from a different perspective. Mentors should put into mind that elements

for one to be competent are having the so-called awareness, capacity, ability to recognize issues, has the willingness to do something, and the desire to contribute something. Hence willingness is tantamount to having the state of readiness of a learner who can fulfill and do something. A statement being cited by (Ozhegov & Shvedova, 1993) is that willingness is a consent to do something and a condition in which everything is done, ready for something, and can only be achieved if and when mentors exhaust too much for learners to become competent. This statement is supported by European study that being competent, one should possess the ability to do something well or more effectively which challenges mentors in achieving this task. "Rumelhart" (1977) has its theory and makes a description using the schematic presentation of some building blocks of cognition and theorizing that making one competent, eradicate those hindrances by applying an interactive based education components making them very constructive and can comprehend.

On the other hand, the local learning processes advance the principles of discharging knowledge using the traditional method. These can be regarded as traditional since that mentors are using this long been educational practices, however, it is effective since then. It is also unanimously voted that the use of the traditional way of educating someone has a greater tendency of learning retention due to the degree of its delivery. Since addressing the building blocks that contribute to learning difficulties, mentors should advance teaching career paths and upgrade continuously and adapt to the adjustment of the changing times. Respondents when interviewed reveal that their mentors are doing the best they can in teaching and transferring knowledge to them as learners. They further commend that they have the best mentor's task to lead them to know and discover many things. Mentoring job is not that easy since you need to exhaust all avenues of learning wherein the learners later reveal in an interview. The information taken from the respondents of this study was found to be favorable and it seems that they were not experiencing a sort of short-changing among them, suggesting that enrichment of learning mechanism should be modified to the point of allowing the learners to venture beyond the limit to conquer their fear and make them even more competent. Giving them the task to do and discover many things along the learning process is believed to contribute much to having one's self-confidence; when one has the so-called self-confidence results in being competent.

Conclusion and Recommendation

The reading building blocks and comprehension difficulties among freshmen students such as 1) **Foundation** has conflicting views between respondents and suggests that drawing of effective learning roadmap that seemingly favorable regardless on facing constraints evidently; a plan of action should be made and teacher should invest more on creating a "talking module" to enhance and increases students comprehension and understanding so that their foundation offshoot fuelled by a well-defined learning mechanism. 2) **Exposures** suggest and recommend that teachers should design an activity that could replace the inadequacy of the appropriate solution in increasing and boosting the learner's "gap" by creating an activity that will entice them to do and create a self-motivating effort. 3) **Preference** should be enriched by crafting some captivating activity that will lead to change in mindset and molding maturity at the same time can be gleaned as best alternative. 4) **Influence** suggest that something has to be done which is critical to the future endeavor of our young ones, it is safe to suggest and recommend to mentors to extend far behind influencing students for them to become well-rounded and holistic individual whose contribution to society would be meaningful. 5) **Readiness** suggests that for them to be ready enough for the next level, the learning magnitude should be concentrated much on an educational, hands-on, and practical approach that will expand their motivation beyond and create some experimental task that will lead them to be more productive. 6) **Competence** suggest giving task for students to do and discovering many things along the learning process which is believed to contribute much to having one's self-confidence; when one has the so-called self-confidence results in being competent.

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