

## ADDRESSING THE LEARNING GAPS

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Even before Covid-19 disrupted courses, some students fell behind in their studies. Teachers are already aware of this, having researched and exposed students to various origins and variances, not to mention that some students come from low-income households.

Essential reading and counting/solving skills, as well as learning disabilities, are among the problems educators have noticed following the pandemic and when schools reopen. These students require special attention and treatment to avoid adverse effects such as low self-esteem and poor communication skills. There have even been occasions where students who struggle with reading, writing, and math develop a lack of confidence and become distant due to their struggles. The learning gap, as defined, is the discrepancy between what is expected of learners and what they get at a given time. A student in grade five, for example, is expected to have mastered basic operations such as simple addition, subtraction, multiplication, and division. Yet, when examined, the learner lacks the numeracy abilities required. A learner at the intermediate level in reading should be able to comprehend and note details from a short selection read. However, when tested, the learner struggled with reading and couldn't pronounce the words correctly.

The factors contributing to performance gaps range from instructional support to the learning environment, and the learner can be the cause of his achievement gap. Whatever the reason, it is the teacher's primary responsibility to handle the issue of students in her class with learning gaps. The options for resolving the problem are

virtually limitless; the vital thing to remember is never to give up. The three policies that will enable instructors and students to obtain learning achievements appropriate for their grade levels are outlined in the efforts to eliminate learning gaps (Home, 2022). Personalized learning intervention is the first of these. Teachers must recognize that no two students have the exact needs. Responding to a struggling student using a personal approach to learning is based on the learner's preferences, such as whether he prefers auditory or visual interventions. Some students prefer group instruction, while others prefer one-on-one instruction. When addressing a gap with a tailored intervention, learning preferences must also be considered.

The second strategy teachers might use to provide tailored education and extra time to meet a student's specific needs. Therefore, teachers go to specialized training; you can't offer what you don't have.

A teacher must have the knowledge and skills to meet the needs of her students, which necessitates that she be adaptable and varied in her teaching methods.

Finally, extra learning resources tailored to the needs of the learners should be made available. The school provides learning resources in all grade levels, such as textbooks and manuals, while teachers are responsible for acquiring supplementary materials for each subject they teach. However, when addressing a learning gap, a teacher must be resourceful and productive enough to support the intervention materials that the left-behind learner requires, whether they are print or digital materials, as well as natural objects and other materials that will provide the opportunity to achieve the desired learning.

#### *References:*

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