DIFFERENT READING STYLES: A WAY TO COMPREHENSION

by:

Mary Grace D. Bagtas
Teacher III - Pablo Roman National High School

"The one who reads is the one who leads." It might be an old saying but this was proven a lot of times through history that the greatest men ever known are good readers. But now in this modern times, it seems that reading is one of the common problems our youth is facing today.

Reading could be considered as a necessity, but how could we make the youth of today to be more inclined in reading if they were more interested in social media accounts and online games?

William Gray, the father of reading states that reading is not just being able to pronounce the words printed but reading is a four step process. The first is perception of word, then the comprehension of its meaning, and next is to react to the meaning in terms of prior knowledge and lastly the integration of idea into ones background of experience. Therefore if a reader does not undergo the four process then it is not considered as reading.

Reading really seemed to be a big problem not only to the students but also to us educators. Several cases showed that some students who were already in college were non-readers or could read but could not comprehend. This problem seemed to roll out and was really bothering but we, teacher, should put a stop on it. Yes we could do something.

There were several strategies that could help our students to be good readers. We could apply these techniques to our teaching standards to bring out the best out of our students.
The first strategy is Monitoring Comprehension. We need to monitor our students' comprehension for us to be aware of what they do understand and identify what they do not understand. After identifying, we can use appropriate strategies to resolve problems in comprehension.

On the other hand, Metacognition or "thinking about thinking" is also a good strategy. Good readers use metacognitive techniques and strategies to think about and have control over their reading. Before reading, the students must clarify their purpose for reading and preview the text. Throughout reading, they might monitor and encounter their understanding and comprehension, adjust their reading speed to fit the difficulty of the text and eventually "fix" any comprehension problems they have. After reading, they should check their understanding of what they read, in that way their reading skills could be improved.

Graphic and Semantic Organizers can also help the student’s comprehension by letting the students focus on the text structure. It could help to identify the differences between fiction and non-fiction as they read. It will also provide them with tools they can use to examine and show relationships in a text. Examples of Graphic Organizers are maps, webs, graphs, charts, frame and clusters.

Lastly Answering Questions are also effective because they give students a purpose for reading and help focus students' attention on what they need to learn. Answering questions also lets students to think actively as they read and encourage them to monitor their comprehension.

There are more teaching strategies we can use to help our students in their reading, but whatever the strategy is, teachers should possess great love and dedication to his profession and to his students, because the students’ success is also teachers’ achievement.
References:

http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2012/02/respon se_ways_to_help_our_students_become_better_readers_part_four.html

http://unesdoc.unesco.org/images/0000/000029/002929eo.pdf