MAKING A READER OUT OF EVERY LEARNER

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Reading is a necessary component in a person’s life. This is most especially true to any child as reading serves as the key to attaining further wisdom and skills and this opens doors toward enriched imagination, pleasures and new adventures (Nedira, 2009). Reading is no more the decoding of printed symbols and recognizing words but it is a process of making meaning. It is a process in which the child interacts with text and consequently to the outside world based on his or her own experience.

Every teacher dreams that each of his or her pupils would acquire knowledge, skills and understanding to that they can handle the many challenges of life and also live a quality life. This, as believed, can be achieved through reading because reading ascertains knowledge in many areas. It can be said that reading is the backbone in learning Mathematics, sciences, Social studies and other subjects. These subjects, somehow, would need the representation of texts and symbols and without the ability to read, these are just mere written texts and symbols presenting no meaning. Without reading, there would be no understanding.

In our current system, a common determinant of a successful school is the reading proficiency of the students. That is why in our country, the ability to read and write is a priority in the elementary level. The government exerts efforts to enhance literacy and to produce effective readers. Our country upgraded its educational system, through the K to 12, which is geared toward the attainment of quality education. In the 10-point educational agenda, it is emphasized that every Grade 1 pupil be turned into a reader.
However, it is sad to observe that there are instances where a Grade 1 student is promoted to the next level without meeting the expected reading standards. These non-readers or frustrated readers would even make it out of the elementary level to junior high school much to the dismay of the high school teachers.

One main challenge for teachers teaching reading is not letting the child know that he or she is left behind. At this point the teacher has to modify his or her instructions considering that there are readers and non-readers inside the class. Teachers should use varied, effective and relevant methods toward the development of the skill of reading. Every child must be handled based on his or her reading skill and needs. How the teacher differentiates his or her instructions would contribute much to the attainment of the main objective.

Some would say that a reader can become literate but a literate is not necessarily a reader. This is because reading is a skill that requires the development of a habit that must be exercised regularly. If left unexercised, reading can become rusty and can even be lost (Luz, 2007). It is therefore a challenge to the teacher to not just only make readers out of his or her pupils but also to instill within them the habit of reading.

References:
