PRACTICES IN INTERVENTION PLANNING TO ADDRESS READING COMPREHENSION ISSUE
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Reading is the most significant doorway to be able to understand other disciplines. It is a fundamental skill for an individual to function in the society. It is a vital ability because it helps in developing the mind and to discover new things. A person who knows how to read can educate himself in any field of life. With this time and age when technology is booming and internet is at its zenith, overflowing information is available and one must take advantage of reading as the main way to gain knowledge.

With the above-mentioned boons of reading, it is clearly understandable that reading, literacy in a broad sense, plays a vital part in one’s life.

In the Philippines, as stated in National Statistics Office (NSO) 2010 Census of Population and Housing (CPH) released last December 2013, 97.5 percent or 69.8 million were literate or could read and write out of 71.5 million individuals who are 10 years old and above. This is higher compared to the literacy rate of 92.3 percent recorded in the 2000 CPH.

According to Cruz (2007), despite our apparently in height literacy rate, many Filipinos can hardly read and write. This is an accurate fact especially of Filipinos living in isolated and hardly accessible areas as well as the slum areas of the country.

Even though the statistics shows that the Philippines gives a huge significance in teaching reading and writing, this does not ensure that all those who can read, can also understand what they are reading. This leads to the issue of reading comprehension.

Reading comprehension refers to the ability to understand and interpret the meaning of what is being read. Moreover, comprehension involves the ability to read words, vocabulary
knowledge, form or grammatical awareness, listening comprehension and working memory or the ability to simultaneously store verbal information. According to research, one out of ten children experienced reading comprehension issue.

The problem of reading comprehension might reflect interplay of different factors. It has been generally agreed that verbal ability is heritable and since comprehension is linked to verbal ability, it is likely that some of the issues in reading comprehension is affected by genetic influences.

Interventions should be made to be able to address these problems. Teachers could use scaffolding to be able to solve this reading problem. Several instructional approaches to word identification and reading comprehension employ scaffolding. Scaffolding, a term coined by Wood, Bruner, and Ross (1976), means that necessary support needs to be given to a child and gradually faded once the child approximates independent functioning while completing tasks.

Seemingly, there are a lot of problems and issues in literacy that are needed to be addressed. Interventions can be made to be able to give solution to these problems. As stated by Carnine, et. Al (1990), examples of scaffolding include teacher facilitation and feedback as well as appropriate instructional materials that serve as supportive structures to make tasks solvable.

Reference:

Selangan. “The Reading Profile of Children in the Philippines”. 2015 Retrieved from
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