

READING AS A FOUNDATION OF LITERACY

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Reading is a process as it involves “sensation, perception, comprehension, application, and integration” (Taylor et al., 2021). It is the method of creating and getting meaning from printed words and symbols. Reading may be a means of communicating data, and ideas. Reading also plays an important role in one’s success in class. It is one important skill a personal learner must master. It is a prerequisite in all learning areas. It is a gateway for each learner to find out the various subjects because when a learner incorporates a difficulty in reading, he/she may also encounter difficulties altogether in subject areas. Research has shown that there are many reasons for the difference in the achievement level of scholars.

The Philippines shared a huge rate of low performers among all PISA-participating countries and economies. That is, 80% of Filipino students, unfortunately, did not reach the minimum level of proficiency in reading. Their poor scores in English, Mathematics, and Science are attributed to the students’ lack of ability in basic reading and comprehension (Taylor et al., 2021). This being the case, the Department of Education (DepEd) has launched the Hamon: Bawat Bata Bumabasa (3Bs Initiatives), to strengthen the advocacy for reading and by ensuring commitment to make every learner a reader based on his/her grade level.

In response to this DepEd’s 3Bs Initiatives, the Schools Division of Bataan has started its reading administration in elementary and junior high schools to assess the level of reading ability of the learners and determine their reading profile. It has a good hope that these learners who have reading difficulties can still be relieved of their reading

problems by means of an acceptable reading environment, teaching program, and family support. The indispensable issue to be addressed here is the form of the environment, program, and support that ought to be undertaken. The reading environments must be designed to eliminate the reading difficulties of scholars to create them feel relaxed and willing to precise themselves. In addition, students' learning must be supplemented with materials in consonance with their interests and talents as well as support from the teacher and students' relations.

The students who experienced challenges in reading and learning could serve as a basis for a strategy-based program to be designed for them to have better reading skills. The students' reading profiles and perceived challenges in reading served as a basis for schools' agendas and initiatives for the enrichment of reading programs, projects, and activities.

References:

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