

UNREAD

by:
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In April of 2022, the country has been alerted with news of the Unicef report noting of that young students who can read simple texts has gotten alarmingly low.

As educators, we constantly deal with the issue that now has explained with a number. And over the past several months of lockdown, blended and online learning setups, among other issues that has affected education system as a whole, we have been trying to identify means to help students get back on track.

Few months into the re-implementation of the face-to-face setup, the following issues can still be observed:

Reading has been affected greatly by constraints of the online setup, especially for students who are being taught the basics.

Recitation, one of the most important methods in training, has been affected by network/connection issues. Home setups have not helped in making sure each student gets to take part in activities enhancing their reading skills. Assigning reading materials for students to work on their free time have also been affected by the numerous distractions which have been observed during the online setup.

Now in school, innovative teaching strategies are offered to get the students back on track to be able readers.

In some instances, family struggles affect the student's ability to perform well and sometimes even attendance in school.

It is an unfortunate reality that some students have been affected by personal situations; often regarding their families/finances affect their performance in school. Some students could not do their assignments or sometimes could not attend school as helping out at home has become a responsibility for them as well. Oftentimes too, this kind of situations are not openly shared by students or their parents as they send their kids to school.

For these instances, educators could only offer a more thorough discussion/training time in school as they get left behind by their co-students who do not have the same constraints.

Since there is a delay in the buildup of skill in reading caused by several factors, support at home is much needed.

Also, to some extent, given the many issues affecting reading competencies of students, educators as a term needs to extend its meaning to include the educators at home, which would be the parents. Retention could be further achieved if what is taught in school could be followed up at home. A few minutes of checking up on a student's reading ability or in aiding school training by repetitive practice at home could help students build up the skill.

Most times, in relation to students needing further help, instead of enhancing the skills the child already has, time in school is spent on teaching the basics again.

The Unicef assessment is a challenge the system aims to overcome. It is important to note that this is an ongoing fight to help the children become competent readers at par with the world. More than perception, it is crucial to note that a lot of educational skills are dependent on a student's ability to read. Constant improvements in the system, adjusted teaching strategies to meet the demands of modern-day challenges, and further support at home could help improve the numbers by next assessment time but it has to start now.

Reference:

De Vera, B. (2022, April 01). Lockdown's impact: Unicef cites poor reading skills among PH kids.

Philippine Daily Inquirer. <https://newsinfo.inquirer.net/1576573/lockdowns-impact-unicef-cites-poor-reading-skills-among-ph-kids/>