

TEACHING READING

by:

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The Department of Education prioritizes pupils' reading and literacy skills as one of its main objectives. It is widely acknowledged that reading and literacy skills play a crucial role in students' development, beginning at a very young age. The earlier pupils learn to read, the more confident they will be in their speech and writing as well as in their increased knowledge. As a result, the demands of reading itself are highlighted over the instruction of reading.

Considering this, it is imperative for the teacher to make application of the readers' prior knowledge and then to build up a solid vocabulary foundation. As the third principle is teaching for reading comprehension, mastering language in context may aid readers in developing comprehension. Students are introduced to the capability to read swiftly or raise their reading rate after they can grasp texts. After teaching the pupils some reading approaches, the teacher next exhorts them to turn those strategies into skills. The next fundamental in teaching reading is developing assessment and evaluation. Finally, the students ought to have aimed for ongoing development as a reading teacher aspires of. Teachers must consider a variety of factors, including reading resources, reading strategies, reading techniques, and reading modes to encounter these teaching tenets.

Also, a reading teacher should accomplish the following: (1) hearten students to read; (2) engross pupils in what they are reading; (3) boost students to reply to a text's content and unleash their feelings toward it; (4) inquire students to make deductions as a crucial component of reading; (5) match the activity to the topic in an intensive reading class; and (6) wholly exploit the text.

In a nutshell, reading instruction is a laborious process, and students want more variety in their reading experiences – in terms of reading activities, reading skill prowess, reading resources, and reading modality. To carry out the primary teaching goals, instructors and stakeholders should take these elements into account during the planning, execution, and evaluation of their instructional activities.

References:

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