

FOSTERING ORAL LANGUAGE DEVELOPMENT IN TEACHING BEGINNING READING

by:

Hyacinth Shane V. Samaniego
Teacher III, Mandama Elementary School

“Who is handling a beginning reading class?”, “Are they aware of oral language development?”

At some point, various interview results revealed that newly hired teachers were assigned to teach Key Stage One learners since this was the item given to them. However, prior knowledge is a must in teaching beginning reading, as the old saying says “You cannot teach what you do not have”. That is why these teachers should have more opportunities to be trained in teaching reading. They should have assisted in lifting the learners with reading difficulties, and oral language development is the first step in the way of mastery in reading. If children can express themselves in words, soon they can read with comprehension.

Even seasoned teachers experience frustration if they have non-readers in their class. Different transitions have been brought into the teaching-reading learning process, from face-to-face classes to modular and online learning classes to face-to-face classes. However, the absence of oral language development was visible during modular distance learning whereby the communication between the teacher and the learners was not that visible. When the learners participate the face-to-face classes, the teacher's role in a reading class is just a facilitator whereby we let the learners speak and learn on their own.

Some suggested strategies in developing oral language are the following: the use of picture talk, in which the children express their interpretation of the photo given by the teacher. Allow the learners to experience oral language development through debate,

interview, and open-ended questions. Ask different kinds of questions that can enhance the learners' higher-order thinking skills and allow the learners to work in group; through that learners can experience oral language development.

Also, an adjustment to the learning gap had been given to the learners, specifically to the learners who experienced difficulty in the transition from modular to face-to-face. Nevertheless, the Department of Education, the schools, principals, teachers, and other learning facilitators have given various solutions to the reading problem of the learners, some have concluded that it is because of the pandemic era but in my own opinion it is not the pandemic that hinders the progress in reading. It is about the step-by-step process of reading that a teacher should know, and the first step that a teacher shall build in every learning is building up strong oral language development.

References:

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