

MULTI-SENSORY PRACTICES TO ENHANCE READING COMPETENCY

by:

Ellein B. Ramos

Teacher II, Mambog Elementary School

One of the most crucial learning tools has always been reading. Reading is essentially the first learning skill a youngster may acquire. Early reading does not require letter recognition; rather, meaning is conveyed through signs and symbols. The brain processes all the information inputs that are present everywhere by interpreting the visuals that are occurring around the individual.

Yet, sadly, reading has been noticeably left behind by our learners. There are reports of students advancing to higher grade levels without being able to master or at least reach the near-average competency level of reading skills. This is a dilemma among teachers of the higher-grade level. Reading must have been taught rigorously in the foundation stages of learning. If reading is not given a good foundation, all other learning skills will fall short.

The challenges are vested among elementary teachers since they are the ones carrying the burden of teaching and preparing the learners for the higher grades and, even more importantly, for the situations of the real world. But there is hope. Teachers are tasked with innovating their teaching skills to ensure that learners are sure enough to be able to perform tasks that are expected with their level and age.

Here comes multi-sensory teaching of reading. This is teaching that incorporates not just seeing but also all other senses that can be used for teaching. Here, the students not just see the letters and words but might also be able to manipulate or get their hands on an object that is directly related to the word being read. The idea of involving more

than two sensory perceptions (sight and hearing) will help memory retention and mastery of the skill.

One good example of this is by having realism inside the classroom. While the pupil is reading a word, he or she can also feel, smell, or weigh the object that he is reading. This helps him or her form the memory of the word better. Putting several objects together that represent a phrase or a sentence is a leveled-up practice.

For sure, there will be other useful ways of teaching reading to learners. Every strategy yields results that are dependent on the specific need of the child. But the most important thing is that reading must be mastered. If this is done right, then mastery of all other learning skills will follow.

References:

Law, K. (2023, January 25). Multimodal approach to reading instruction. Edutopia. <https://www.edutopia.org/article/reading-instruction-multimodal-elementary?fbclid=IwAR16hJxqybwKiPX4yDK0h6Ake1yR9g3Dv1fVQpuVWmSPK9wqvp-yUSLSHSQ>