HELPING STRUGGLING READERS

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Reading, as a complex process is believed to be the mother of all study. It is of great significance all throughout the children’s lives. Whether one is an elementary pupil, a high school or a college student, being able to read with comprehension will open doors to a number of opportunities. In a dog-eat-dog world, where fast-paced life is dependent on scientific advancements, professional growth and innovation, PROFICIENT READERS always have the edge over the NON-READERS who struggle to climb the higher tier of society. This gloomy reality is a wake-up call not only to students struggling in reading but to their parents and language teachers as well.

To give them equal chances to enjoying the opportunities modern life offers, these struggling readers must be guided, closely instructed, monitored and supported. Parents and language teachers alike play a major role in remediating struggling readers and in encouraging them to maximize their full reading potential. However, extra care must be given in making learners read. It is advised that the following recommendations be considered.

APPRECIATE THEIR STRENGTHS. Every child has many abilities. Both stakeholders should notice children’s other talents. As much as possible, struggling readers should never feel unacknowledged for being poor readers in the class.

BE REALISTIC. A poor reader will not make a big improvement overnight. Teachers should have interesting interventions and regular remediation sessions to further hone the students with difficulties. Reading assessment from the very beginning is important to do. Planning and consistency of intervention must be counted.
READ WITH CLARITY. Readers learn by following models or by imitating a habit. Thus, language teachers must read words, phrases, sentences and texts with clarity to make students hear a more accurate manner of enunciating words. As teachers pronounce words clearly and do not slur any given word, students can mimic and produce the sound of the letters/words being read.

DO NOT FORCE A CHILD. If a student reads below a grade level, do not focus on fluency or speed. Focus rather on accuracy or reading words correctly. Parents and teachers should not pressure a child to read faster. Give him strategies or workable mnemonic devices to remember so that his fluency will get better.

Moreover, language teachers ought to concentrate on reading across levels of thinking like simple recall of information, comprehension, and synthesis. English and Filipino teachers should employ strategies and activities that will develop their learners’ reading ability most particularly with critical thinking skills.

If all teachers, parents and learners would work hand in hand, there’s no doubt that development is within reach as we help struggling readers. It is not the students’ choice to be poor at reading. It is a difficulty that requires our help and calls for deeper understanding.

References:


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