RELATIONSHIP BETWEEN THE READER AND THE TEXT

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To communicate is to understand. And to understand is a manifestation of one's ability to decode signs and symbols. To enhance this ability, one must master the basic rules in reading. Reading is a means of language acquisition, communication and sharing of information and ideas. Yet, a dilemma that confronts most teachers in the content areas is identifying appropriate task for their students. We are all aware that students use their cognitive resources to construct meaning from what they have read. The reading strategies and the capacities they are equipped will vary with age, word and many other factors that are as significant in the reading development of the students.

Knutson (2014) pointed out that choosing the appropriate approaches in teaching and how these approaches are due is pertinent to student's learning specially in reading since students learning depends on the success of the teaching strategies used by the teachers.

The readers, the text, and the content influence reading comprehension. Be it a Science article, Social Studies or Mathematics. This is a complex process that had been examined in different ways presented through a variety of conceptual models. Construction of meaning is obtained through the transaction between the reader and the text. Therefore, teachers should select reading materials in their class carefully. Any content subject teacher should be careful in assigning some texts to be read by the students. They should select materials appropriate for the level of the students be it a reference material or textbook.

Center to Teaching Learning (2014) found that teaching effectively does not only involve the utilization of tools, techniques, and strategies but also the comprehension of meanings
specifically on how students evaluate situations, analyze information, and create an environment wherein they can motivate themselves to lessen things which hinders learning.

In the university of Mindanao, annual retooling programs for teachers are conducted every summer to update teachers on the new and trending teaching techniques. These type of development program for teachers are necessary to level-up their skills. Though beneficial to teachers, they still need to adapt these new learned strategies to the needs of their students.

One good example is the teachers must also do the informal Reading inventory if needed and if the situation calls for it. In fact, there are still students in the high school who are not independent readers, although they are not non-readers at all. Through this inventory, the different subject area teachers may identify children who have problems with text and comprehension.

Thus, it may help the teachers to identify what strategy maybe considered efficient among students who are having difficulty analyzing, understanding and comprehending, as Kirscher, Sweller, and Clark (2006) noticed the expert and novice use of unguided or minimally guided instructional approaches which are very popular and intuitively appealing maybe considered efficient by the students which they believe effective for their learning.

Summing this up, the teacher must realize that each student brings a unique repertoire of characteristics, experience and knowledge. There must be a well coordinated teaching-learning process, Levine (2002) clarified that every teacher may used the molding theory which contends that “human personality is formed, shaped, by their environment and practice, exposing the students to different learning strategies, students will be able to exercise their oral, written, reading and presentation skills. This particular condition
manifest that interaction between the teacher and the learner is important to have a meaningful collaboration.

References:


Center to Teaching Learning (2014), Effective Teaching Strategies in History; Journal Teaching, 3(4), 357-362