THE PROBLEM READERS IN THE CLASSROOM

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Reading is a process that must be learned. It involves motivation, reinforcement, practice, interference, transfer and conditioning. According to Tejero (2004), there are various factors that affect the reading process.

- **Physiological Factors** - Salazar, cited that in reading English in the Philippine languages, the eyes move from the beginning of one line (L) to the end of the line (R) as the eyes move, they note likenesses and differences in size, shape, and combinations of letters.

- **Fixation** - is made when the eyes stop. Good readers have fewer fixations than poor readers.

- **Interfixation movements** - caused by the eyes which move from one stopping point to another.

- **Return sweeps** - refer to the quick swinging back of the eyes from the end of the line to the beginning of the next line.

- **Regressions** - are backward or right to the left movements made in reverse directions. Readers usually regress as a result of habit, although some do so to double check a point.
□ Span of Recognition – number of words taken every time the eyes stop.

□ Duration of Fixation – the length of time the eyes pause. Most readers make an average of four eyes stop per second, but poor readers require more time to pause in order to see accurately.

□ Intellectual Factors – the innate capacity to learn, intelligence, and mental maturity affects reading performance. The higher the I.Q., the better the reading skills.

□ Psychological Factors – Feelings about self and others affect reading performance.

□ Linguistic Factors – the readers must understand sound-symbol, relationships, intonation, stress, rhythm and pauses.

□ Sociological Factors – reading is a social process affected by attitude, loyalties, conflicts and prejudices.

The reading teacher must take these factors seriously to facilitate reading of learners.

Reference:

Ocampo, D. Predictors of Word Reading Performance in Filipino and in English Among Grade School Children RAP Journal. November, 2005