READING COMPREHENSION INTERVENING FACTORS: CONTEXT OF ENGLISH TEACHERS & GRADE SIX PUPILS AS L2 LEARNERS IN THE CITY DIVISION OF SORSOGON, PHILIPPINES

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Abstract

This study delved on the factors affecting the reading comprehension of Grade Six pupils and identified the training needs of teachers. The researcher distributed the questionnaires in the four districts comprising the City Division. The primary sources of data were the Grade VI English teachers randomly selected thru a fish-bowl technique. The researcher aptly considered the descriptive-developmental method of research. The non-parametric Confidence Norm statistical tool was used to calculate the assurance level of responses for each indicator and sub-indicators. The questionnaire method was utilized to roll-out answers on the research objectives. It predominantly included the profile of the respondents in terms of age, no. of years in teaching, specialization, and a close-ended question relative to the highest educational attainment. Ranking format was deemed appropriate to determine the training needs of teachers. Focused Group Discussion was organized by the researcher among the doctoral students to increase research validity. Findings reveal that both in Oral and in Silent Reading, majority of the pupils were on frustration level of comprehension due to the identified intervening factors. With the upshots, the researcher recommends that the published primer may be utilized to improve not just the comprehension level but the linguistic competence as well, infusing other interrelated skills such as speaking, writing, listening and viewing. There shall be close monitoring of pupil’s progress by the parents and school administrators. A remedial reading program is considered a must to advance the pupils from frustration to independent readers.

Keywords — Intervening Factors, L2, Oral Reading, Reading Comprehension, Silent Reading