

USEFUL STRATEGIES FOR STRUGGLING READERS

by:

Ermina B. Santinas

Teacher II, Legua Integrated School

Do you have a student that has difficulty with reading? Is it hard to figure out how to meet his/her needs? Continue reading to learn some strategies for assisting pupils who are having difficulty reading.

Scaffolding. Success is the most important goal for any struggling reader. It's impossible to achieve anything worthwhile if you set the bar too high or too low. The learner requires a challenge that is appropriate for his/her abilities and that he/she can overcome with minimal support. The text does not necessarily need to be changed. Perhaps they need to read the same material repeatedly. They may need a companion to help them with their language comprehension while they're reading. The most crucial aspect of this is to boost a reader's self-esteem (Hobsbaum, et al., 2006).

Inclusivity. During the early stages of learning to read, it is important to encourage as much progress as possible. The teacher should take as many steps as required, in a subtle and compassionate manner, to allow the struggling reader to engage in class discussions about stories. How? Allowing children to listen to the book ahead of time will strengthen their familiarity with the material and allow them to comprehend the events of the story independently and without feeling rushed. As a result, the struggling reader will be able to participate in discussions about the book with their peers (McNiff, 2020).

Practice. Oral reading is frequently the greatest concern of a struggling reader, as it draws attention to his or her deficiency. It is important to give children plenty of time to practice with a voice recorder, teacher, or a partner until they are secure in their ability to present their work (Ardoin, et al, 2007).

Interest Exploration. Make sure your students have access to a variety of reading material for individual study. Everyone isn't a fan of fiction books. Print/visual literature such as comics, periodicals, and nonfiction books can all entice a reluctant reader (Ricci, 2011).

Cloze Exercises. Cloze exercises are used with struggling readers to help them change the way they read. Delete one of the words in the first few lines of text. To identify the words, learners must apply their understanding of the text as well as the sentence structure. The learner must pick a word that makes contextual sense, not a specific word. It is possible to expose one letter at a time from the cloze word to narrow down the word's options. Repeat this method throughout the text. Pre-reading the material and ignoring the cloze words will help struggling readers. A companion, a pre-recorded recording, or a teacher might be used to do this (Ajideh, et al., 2020).

Shared Reading. Shared reading is an excellent way to increase the self-esteem of readers who are having difficulty. Activation of knowledge by the teacher encourages students to think about possible words that could be utilized in the text. When students are ready to participate, they can do so. Having several readings means having various chances to be successful (Neumann, 2020).

References:

- Ajideh, P., Ansarin, A. A., & Mozaffarzadeh, S. (2020). A shift in cloze procedure usage: A new tool for activating ZPD. *Indonesian Journal of Applied Linguistics*, 9(3), 646-656.
- Ardoin, S. P., McCall, M., & Klubnik, C. (2007). Promoting generalization of oral reading fluency: Providing drill versus practice opportunities. *Journal of behavioral education*, 16(1), 54-69.
- Hobsbaum, A., Peters, S., & Sylva, K. (1996). Scaffolding in reading recovery. *Oxford Review of Education*, 22(1), 17-35.
- McNiff, K. (2020). Aiming for Inclusivity: Teaching Reading Comprehension in First-Year Composition and Across the Curriculum. *Currents in Teaching & Learning*, 12(1).

Neumann, M. M. (2020). Teacher scaffolding of preschoolers' shared reading with a storybook app and a printed book. *Journal of Research in Childhood Education*, 34(3), 367-384.

Ricci, L. A. (2011). Exploration of Reading Interest and Emergent Literacy Skills of Children with Down Syndrome. *International Journal of special education*, 26(3), 80-91.