

CHANGING THE WAY: MOTIVATE SLOWER READERS

by:

Rose Ann S. Javier

Teacher I, Pagalanggang Elementary School

The teacher might instruct the class to skim the chapter to get the gist of it, but the faster readers typically skim while the slower readers don't speed up their reading.

We might organize competitions that motivate slower kids to read more quickly.

The assignment can be to quickly skim the material to determine the veracity of specific claims. However, this rivalry frequently must be between individuals, and naturally, the readers who read more quicker consistently prevail.

We as teachers seek exercises that won't put the slower pupils on the spot to help them improve their reading efficiency. Activities that promote reading proficiency, self-assurance, and the capacity to infer unknown words from context are what we are looking for.

The following lists three exercises that motivate kids with limited reading abilities. They will be encouraged to improve their reading speed in tandem with pupils who read more quickly during the first activity. The second technique includes carefully adjusting the order of the comprehension questions.

Since slower readers might complete the reading assignment in roughly the same amount of time as the faster student, their confidence will likely increase. The final task emphasizes teamwork among all pupils as they try to deduce the meaning of unfamiliar words from context. The following may sound familiar to teachers who have assigned their students some in-class reading. After the pre-reading vocabulary work is completed with the entire class and the post-reading warm-up exercises, some students finish

reading the prescribed content fast. The instructor feels the need to assign them another task. Others might still be reading and haven't even begun the activities in the meanwhile. Many of the slower readers may be leafing through dictionaries (the teacher realizes that they are beginning to squirm or display strain in their faces and feels sympathy for them.) The first-place finishers may be chit-chatting while their slower classmates may be displaying irritation.

For teachers, addressing the various requirements of kids presents ongoing difficulties. When students are assigned a text to read, student differences may never be more obvious. One method to address these inequalities is to provide kids who finish early with compelling activities.

Teachers are aware that they occasionally have to manage a three-ring circus. While tigers are shouting, elephants are dancing, and a woman is flying from a trapeze, the master of ceremonies at a circus must jump from one ring to the next to keep the activity flowing. However, such a duty is tiring, and most teachers would want to avoid it.

Additionally, teachers are aware that many readers of second languages attempt to comprehend more words than are necessary in order to comprehend the core idea of reading. These kids can run into trouble while searching their dictionaries. The fact that these pupils don't practice attempting to deduce the meaning of challenging words from context is crucial.

References:

<https://www.cornerstone.edu/blog-post/5-ways-reading-can-change-your-life-and-best-practices/>

<https://files.eric.ed.gov/fulltext/ED503058.pdf>

<https://www.edsurge.com/news/2019-10-15-the-secret-to-developing-successful-readers-lies-in-how-you-motivate-them>

<https://blog.allaboutlearningpress.com/motivating-kids-to-read/>

<https://www.ascd.org/el/articles/the-promise-of-slow-reading>

<https://academicpartnerships.uta.edu/articles/education/reading-aloud-literacy-development.aspx#:~:text=It%20develops%20important%20skills%20like,the%20foundations%20of%20lifelong%20learning.>