

IMPROVING SELF-ESTEEM IN STRUGGLING READERS

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Students who believe they are poor readers have low self-esteem when assigned reading tasks at home and school. Students' ability or inability to read affects their level of success in the task at hand or in any situation requiring comprehension of any text. As a result, when a student lack reading confidence, he or she has lower self-esteem. There is reading research that provides teachers with information on how to use varied practices in teaching students to read. However, to successfully assist struggling readers in becoming competent readers, teachers must also assist them in developing their confidence.

Giving struggling readers the necessary assistance necessitates knowledge of effective strategies to use. The most effective strategies for improving self-esteem and student achievement in struggling readers are those that promote motivation and engagement while also celebrating the readers' achievement. Allowing children to set distinctive, individual reading goals is essential. Supporting students to set objectives that they can accomplish on their own can build strong motivation.

Objectives may include a specific number of pages, minutes, chapters, or books, depending on the student's age or grade level. When the goal is achieved, it must be celebrated as a success. Reading is not an easy task. Reading-related rewards, such as a bookmark or a special note of acknowledgment of success, can motivate students. While students are reading to achieve goals, they are also improving their reading ability and self-esteem. Teachers should recognize each student's reading progress with compliments or certificates.

Conducting a literacy program could be another motivational strategy to develop learning how to read. Also, family reading routines are a way for parents to help struggling readers overcome personal doubts. School book fairs are another way to make students excited about reading by exposing them to new books. Also, graphic novels are always the most popular choice among older students. When students become addicted to reading, they read as much as they can, which only enables struggling readers to improve.

Teachers can use varied reading strategies to help students' developmental reading skills. Daily practice with sight words, rhyme-schemed words, and phonetic patterns through games and group work can be used to help struggling readers. When teachers sustain non-threatening opportunities for students to improve their reading skills, students gain knowledge to enhance their reading behavior. This boosts not only the confidence of struggling readers but also their reading abilities.

Five Strategies to Boost Students' Self-esteem in Reading

1. Praising and Acknowledging Student's Accomplishments

Students who lack self-esteem tend to rely solely on the negative aspects of their actions. Practice praising and recognizing students' accomplishments, which can be done in private or in front of the class. Positive praise lets students know that teachers are paying attention and encourages them to recognize their small victories. Giving brief comments as a note of praise for their choice of words or having the class applaud a fellow student can make a huge difference.

2. Creating Positive Expectations

Be sensible about what your students are capable of. While it would be ideal for every student to achieve far beyond the norm, it is simply not possible for some. Allow students to form their own set of objectives for the school year. Setting manageable and

acceptable goals for students can support them in seeing future success. Provide differentiated instruction and set goals for each student in the class.

3. Valuing Growth Mindset

Because no student is perfect, mistakes are unavoidable. Those who lack confidence may concentrate on their mistakes rather than the progress they have made. Transform mistakes or failures into teaching opportunities for students. Enlighten the students that their failures do not define them and encourage them to continue their studies. This practice is sometimes referred to as incorporating a growth mindset, in which students shift from saying things like "I can't" to "not yet."

4. Increasing Sense of Personal Improvement

Encourage the students to take ownership of their learning by giving them opportunities to make decisions about accomplishing school activities and following classroom rules. While it may be enticing to simply guide students and demonstrate how to complete tasks, encourage them to arrive at the final output in their unique way. Making a list of "must do" and "may do" homework for students to complete is one way to accomplish this. When you need all students to complete a specific task to evaluate their comprehension, that assignment becomes a "must do," and students can check the "may do" list to choose what they prefer to accomplish next. When students are in control of their learning, they will be prouder of it. This goal can be met by utilizing an inquiry-based teaching strategy.

5. Appreciating Individual Differences

Every student is an individual with distinct strengths, abilities, and demands. Teachers must realize that some students have strengths and weaknesses that others do not. Differentiated learning approaches can assist students in determining how they learn best. Students may see the classroom as unwelcoming if they don't feel like their needs

are being met. It is important to note students' various strengths and learning preferences and to create a learning environment that supports each student's unique abilities. When students are aware of what works best for them in terms of learning, they may start to connect and engage in open dialogue about successful strategies.

References:

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