

## THE TENTACLES OF POVERTY HINDERING THE GROWTH OF LINGUISTIC SKILLS

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The ability to understand language is an important component of universal human development because it is necessary for social contact as well as the basis for reading and text comprehension. Therefore, having limited linguistic skills may limit one's ability to pursue higher education as well as their prospects for employment. Language-understanding talents are fundamental to human growth; hence most intelligence tests include verbal abilities as a component. Tests of vocabulary, including those that assess visual vocabulary, word meanings, and verbal fluency, are frequently used to assess verbal ability. It is widely recognized that vocabulary and economic standing are related. However, only a small number of studies have looked at vocabulary in severely poor children.

Poverty is being described as the inability to support basic needs and in a lack of ability and chance to improve one's life. Poverty has detrimental effects on a person's whole being, including the scarcity of opportunities for formal education and access to high-quality academic resources. There is a need for additional research on vocabulary in underprivileged children as well as research on how vocabulary affects reading comprehension.

There are existing challenges that hinder the acquisition of reading comprehension. First, low income. When parents cannot provide the very basic needs of their children in education such as providing proper meals, transportation allowance, school projects and the like may likely affect the physical, emotional, psychological and cognitive health and development of learners in terms of low literacy. Second, frequent absences. The frequent

absences of the learners in school due to socioeconomic status can be linked to poor vocabulary and lack of reading comprehension. When these learners receive less teaching than those who regularly attend school, they run the danger of falling behind. According to several studies, learners who miss school live in poverty line.

In conclusion, learners' socioeconomic background has a big influence on their language proficiency and general academic achievement. Poverty, a lack of educational resources, and frequent absences from school all work together to produce a vicious cycle that impedes vocabulary growth and reading comprehension. We can encourage personal development as well as help end the cycle of poverty and advance a more just society by supporting the language development of underprivileged children.

#### References:

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