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COMMON PROBLEMS IN READING AND ITS STRATEGIES IN TEACHERS' OPINION

Abstract: This article shares some ideas and research of the problems of reading as well as strategies to skip these problems.

Key words: storytelling, comprehension, reading, enhancing, vocabulary.

Language: English

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Introduction

Reading is the base of effective communication. So improper grammar can likewise affect the meaning and clarity of an intended message or speech. Proper reading makes your content more readable and in turn more interesting.

Storytelling and reading are literacy practices that have the potential to bridge both home and school literacy practices. Agosto (2016) clearly distinguishes between “storytelling” and “story reading”, exploring both the literacy-related benefits to a purely oral story, and the potential physical barrier a book may pose. In reality, not all teachers will feel perfectly confident telling a story completely freely, and many classrooms may explore a compromise.

Lotherington (2008) explore three separate case studies of multiliterate story-telling, giving other practitioners a broad overview of possibilities in the classroom. One example involved one story (“Three Little Pigs”) which was then told by several children in their various home languages, often involving parents in the preparation of the story. Another case used role play and technology to re-create an Aesop’s fable in multiple languages. A third example created a multilingual storyboard, based on the story of Little Red Hen, forming a visual, multilingual representation of languages and cultures present in the classroom. Lotherington point out how important it is to have a visual representation of classroom languages

present, and embedded in curriculum development, going beyond the basics of having greetings or “welcome” in multiple languages in the classroom.

During my working procedure with students I investigated that multiple reading and storytelling can show their effect not only in the sphere of enhancing visual representation of students but also gives a big opportunity to enlarge their speech and phonetic problems, especially in those students who have some defects in the speech. The fluency was noticed in their pronunciation step by step after more practicing storytelling in reading classes.

According to the results of the study, classroom teachers state that students with reading/comprehension difficulties are having problems in understanding and interpreting the questions and directives as regards the text, making reading errors (adding, omitting, changing letters, pauses) and their language skills in Turkish and grammar problems affect all other courses negatively. It is also claimed that students are not interested in courses. It is found out that a majority of classroom teachers do not use any special strategy while working with students having these difficulties, but frequently felt the need to benefit from the experiences of special education teachers. In addition, different opinions were declared on “co-teaching” performed by special education teacher and classroom teachers in the same classroom. Based on the research findings, it is

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believed that although there are some positive opinions, classroom teachers are not ready to provide education in cooperation with special education teachers in the same classroom environment.

However Meredith Cicerchia (a teaching affiliate at the University of Nottingham education consultant and a freelance writer) numerates the followings as problems in reading:

Issues with decoding when children are able to put sounds to letters in order to sound out written language. It is common for beginner readers to struggle when they meet new or unfamiliar terms, but typically decoding becomes easier with phonics.

Poor comprehension is the next issue that is going on in reading, from letter and word recognition to understanding meaning at the, sentence and paragraph level. When a beginner reader encounters vocabulary they do not know or recognize due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of a text the harder it is to make meaning and the more cognitively challenging and frustrating the reading tasks become. However here I have to mention that reading also requires being able to pay attention to narrative. Students especially at high schools need to identify gist, main ideas and specific details even make inferences about what they are reading.

The third issue which she counts is speed; there may be an underlying problem, such as slow procession. Reading is cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust children with slow processing. Strategy instruction may help but it is important that these students be allowed extra time to complete tasks that require extensive reading.

In this cases there are reading strategies that can help students their prior knowledge of a topic and take guesses about what they are about to read by analyzing pictures and titles or skimming a text to assess the main idea.

You can also create mind maps as a pre-reading activity or put a few questions on the board and have the students start by discussing them in order to prepare for the reading.

The next strategy is building vocabulary the more words a student knows the easier it will be to recognize them in reading. Teaching vocabulary is also helpful for spelling skills. Teacher can provide glossary alongside a text or pre –teach key terms before the reading begins. As learning words in context provides additional depth in meaning, of course teachers might also consider providing instruction in contextual guessing.

Dr .Erica is a reading specialist, educational therapist and a author of multisensory and mindful educational materials, she suggests some solutions for reading disabilities:

Black text on a white background can be visually uncomfortable for many children, as the contrast can

make the letters appear to move or vibrate. If this is the case, then you can make color overlays. You can cut out your own overlays by using transparent, colorful report covers or pocket folders. I like to use a paper cutter and slice them into strips that can be used as bookmarks too. As another option, you can purchase glasses with color-tinted lenses. The most popular colors are blue and yellow.

Similarly, if changing the background color is helpful when reading, these students will probably benefit from changing the background when typing. On a Mac computer using MS Word, this can be completed by selecting the Format drop down menu and then choosing background. Here other background colors can be selected. Please note that the background will not be impacted when printing documents. On a PC this can be done by choosing Page Layout and then Page Color.

Play search games with words and letters that are confusing. For instance, if a young learner mixes up the letters b and d, provide a magazine, newspaper, or other print out and ask them to circle all the letter b's. They do not have to read the text. They will just be scanning for the letter or word. If you ask them to look across one line at a time, then you will also help them to improve tracking skills.

Locate some jokes on the internet or in a book. Review each joke and discuss what makes it amusing. Talk about words that have double meanings, and make a list of as many words that you can think of that have multiple meanings. Lastly, suggest that the learner makes his or her own joke book.

If spelling is a problem, go through the student's notebooks and handouts to uncover commonly misspelled words. Place each word on a single page, and have fun inventing memory strategies that will help the student recall the correct spelling. For example, if a student is having difficulty with the word "what," he or she may notice that the word "what" has the word "hat" in it. Then, they may draw hats on the page and then write down the question, "What hat?"

In my working procedure with students I noticed the following methods as solutions useful for reading:

Playing enjoyable internet games and watching videos that review and enhance basic phonics.

Integrating kinesthetic and tactile modalities into lessons ,usually they make them enjoyable and memorable.

Reading aloud or utilizing books on tape. While listening I usually ask students to close their eyes so that they can imagine the story in their mind as this helps learners to develop the capacity to utilize their mind's eye improves attention, reading comprehension and memory. Another alternative is to ask learners read along with the audio as a result they begins to observe whole words and phrases.

Another side of difficulties in reading is connected with some opinion and investigation of scientists of complex problems in reading. Scientists

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have been investigating poor reading—also known as reading difficulty, reading impairment, reading disability, reading disorder, and developmental dyslexia (to name but a few)—for over a century. While it may take another century of research to reach a complete understanding of reading impairment, there are number of things that we have learned about reading difficulties, as well as the children who experience reading them, that provide key clues about how poor reading can be identified and treated effectively.

Poor readers display different reading behaviors

This problem, which is often called poor phonological recoding or decoding, can be detected by asking children to read novel “nonwords” such as YIT. Other poor readers have a particular difficulty with learning to read new words accurately that do not follow the regular mappings between letters and sounds, and hence must be read via memory representations of written words.

Reading behaviors have different “distal” causes

Distal causes reflect the fact that reading is a taught skill that unfolds over time and across development. It depends upon a range of more cognitive abilities, such as memory, attention, and language skills, to name but a few. Depending on children’s strengths and weaknesses in these underlying abilities, and how these abilities affect learning over time, children will have different profiles of developmental, or distal, causes of their reading impairment. Stated differently, there can be different causal pathways to the same impairment of the reading system.

Translating what we know (thus far) into evidence-based practice

At first glance, what we have learned (so far) about poor readers and reading difficulties paints a picture of such complex heterogeneity that it is tempting to throw one’s hands up in despair. And yet, somewhat paradoxically, it is this very heterogeneity that provides some important clues about how to maximise the efficacy of intervention for poor readers. First, the fact that poor readers vary in the nature of their reading behaviors suggests that the first step in

identifying an effective intervention for a poor reader is to assess different aspects of reading (e.g., word reading accuracy, reading fluency, and reading comprehension).

Second, the fact that poor readers’ reading behaviors can have different proximal causes suggests that the next step is to test them for the potential proximal causes of their poor reading behaviors. This is where cognitive models of reading are a useful roadmap, providing an explicit account of the key processes directly underpinning successful reading behavior. Again, this can be done using standardized tests that are available commercially (e.g., the Peabody Picture Vocabulary Test Fourth Edition available from Pearson)

Over the last century or so, we have learned important things about reading difficulties and the people who have them. We have learned that poor readers display different reading behaviors, that any one reading behavior has multiple proximal and distal causes, that some poor readers have concomitant problems in other areas of their cognition and emotional health, and that interventions that focus on proximal causes of poor reading behaviors may be more effective than those that focus on distal causes. This knowledge provides some clues to how we might best assist children with reading difficulties. Specifically, we need to assess poor readers for (1) a range of reading behaviors, (2) proximal causes for each poor reading behavior, and (3) co morbidities in their cognition and emotional health. It should be possible to design an individualized intervention programme that accommodates for a poor reader’s co morbid cognitive or emotional problems whilst targeting the proximal causes of their poor reading behavior or behaviors. This approach, which requires the co-ordinate efforts of teachers and specialists and parents, is no mean feat. However, according to the scientific evidence thus far, this is the most effective approach we have for helping children with reading difficulties. As for teachers’ view problems in reading it shows both difficulties and ways out at the same time.

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