

Reading and Reflecting on Text

Topic - Problems faced by Children
in Reading

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Roll No - 352
Session - 2018-20

Problems Faced by Children in Reading

Difficulties in reading involve difficulty in decoding, reading rate, reading fluency and reading comprehension. Difficulty in reading can be a sign of common condition called dyslexia. Reading problem can leave an impact on the self esteem & social life. But these problems look different from child to child.

Before initiating learning of reading, a child should be conversant with the alphabet of the language, its script and phonetics (speech sounds). Verbal vocabulary of commonly used words in daily conversation and the names of things/objects in home, school and community are essential before taking up reading. Reading is nothing but a transfer stage from auditory to visual signs.

If they lack the above mentioned things then they are likely to find difficulty in reading. Some other problems which

Children may face in reading are as under:

1. The print of letters and words may be too small to read it comfortably. It may put stress on eyes.
2. The child may be suffering from myopia
3. There may not be proper light arrangement in classroom.
4. The seating arrangement may not be comfortable.
5. The child may be under stress due to some emotional problem.
6. The child may be suffering from stammering, stuttering and slurring.
7. Pronunciation and spellings of some new words may be unfamiliar to the students.

The following speech defects may be noticed among school students. Their remedies have been suggested along with the defects

Lisping means to speak with the tongue against the upper teeth or gums as in pronouncing 'th' for 's' or 'z'. This defect should be ~~def~~ detected early and remedial exercises be done regularly till the defect is cured.

Slurring means inability to pronounce words correctly. Its remedy is to do phonetic drill regularly till the defect is cured.

Stuttering means speaking with spasmodic repetition of initial sounds. Speech rhythm is interrupted by repetition, prolongation of syllables.

Stammering means to falter and hesitate while speaking. There are involuntary breaks and pauses in speech.

Dyslexia - It is cognitive difficulty with reading and writing. It is of two types (i) development dyslexia which is a learning disability. (ii) acquired dyslexia which occurs due to brain damage,

stroke or progressive illness.

Auditory Processing Disorder

It affects kid's ability to process the information they hear. It makes it hard to understand what people are saying. Since APD can affect reading skills it requires being able to process the information they hear. Kids with APD often have trouble hearing the difference between letters like 'b' & 'd' and sounding out new words.

Retention Problem - There is a trouble in remembering or summarizing what is read. there is an inability to view content from various perspectives.

Unfamilliae Sounds - Sometimes the reader faces unfamiliar sounds. A number of people, as they begin to study a new language, especially a foreign language, they are discouraged by the number of new and strange sounds they have to learn.

It is confined to those whose reading performance is not below age & grade standards. But they are judged to be functioning significantly below their own potential level in reading. It is used broadly to designate the slow learner, the disabled reader, the bright under achiever, the reluctant reader and the culturally deprived pupil.

Every language is remarkable in its own way and nature. It leads to unique script for every language. A reader often has to face the problem of script. Roman script is entirely different from that of devnagri and Gurmukhi script. English alphabet has more than one form of letters as capital and small letters.

Some students cannot read properly due to physiological problem. In case of some defect, the parents of the child should consult the doctor. Such students should be advised to keep a natural and conversational tone while reading.

Some students face psychological problems. They feel nervous when do reading. They are unable to face the class. This may

lead to stammering. In such cases, the teacher should deal with the reader sympathetically. A.W. Frisky states: "There is no difficulty in teaching children to read. Many will teach themselves if we give them the right preparation, the right material and let them help each other."

Remedial measures can help the readers to improve their reading aspect. But these are not the same as special education. Remedial programmes are prepared to bridge the gap between what student knows & what he is expected to know. There is a lot of concern about the reading proficiency gap.

These programmes should be based on an understanding of the child's instructional needs.

1. These programmes should be individualized for better understanding.
2. Proven teaching methods should be used for good effect & result.
3. We should teach step by step without

Skipping over the content. Sound teaching procedures should be adopted. The reading process should be made meaningful.

4. Instructions should be provided at the appropriate level of difficulty.
5. A carefully designed follow up programme is necessary.
6. Materials and exercises must be suitable to the child's reading ability and instructional needs.
7. Reading skills of each student should be diagnosed to ascertain the grade level of material.

There are various strategies that are available:

8. The teacher, working with your child should have special training in remedial programme.
9. Reading instruction effectiveness lies not with a single programme or method but rather with a teacher who thoughtfully

and analytically integrates various programme materials and methods as the situation demands.

10. Children learn to read when phonological awareness involves the understanding that spoken words are composed of segments of sounds smaller than a syllable.
11. It involves the ability to notice, think about or manipulate the individual sounds in words.
12. Children should read inductively and deductively. Reading should be done loudly to someone & someone should read loud to you.
13. Decoding skills should be developed so that students have the 'cognitive space' to engage with the text.
14. Teach the readers how to monitor their attention on content and help them to make meaningful connections.
15. Do pre-reading activities that explain the meaning of key words.