Educational approaches, components and paradigms affecting reading; strategies for strengthening reading

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ABSTRACT

"Reading" is the ability to comprehend and use different writing forms which is necessary and valuable for the individual and the society as a whole. Students having problem with reading and its comprehension need education which would help them get actively engaged in material and deal with renewed reconstruction and the ability to form learning reading. The main objective of this article was to present strategies based on effective educational paradigms, components and approaches for development and reinforcing reading. The methodology in this article was descriptive-analytical; training reading and its development depends on previous stages where these stages get united together and result in development in reading so that not only the problems of the people having problem with reading to be resolved but also it is possible for them to demonstrate their own genus in different fields. These stages need the skill of the therapist, efforts by the clients and collaboration on the part of parents of the clients. The research findings reveal that strategies for the teaching process of students' reading having problem can be examined in two parts of "background strategies" and effective "educational strategies". In regards to the background strategies part: understanding the instructor of his own abilities in creating motivation, the performance in application of fundamental principles and theories and also understanding health background, individual abilities and learning reading by students prior to entrance and upon entrance to education. Within the effective educational
strategies part: concentration on education is based on two major reading components of "Word recognition" and "Reading comprehension". Concerning education of strategy for the component of word recognition: Phonology, phenomenology, decoding, combination of textual signs, matching of letter and terms with voices and word recognition approaches were applied. To train reading comprehension, such strategies as: word recognition, fixation, thinking, multi way, activation of previous knowledge, repeated reading and practice, retelling (RAP), and evaluation could be cited. The most significant paradigms offered are: Carrilo’s pyramid, Word detection, Alkonin, KWL paradigm, SE paradigm, Atiks and Carplus learning cycle-Sq3r Robinson, Bryant assessment and closing style.

**Keywords:** Approaches; Components; Effective paradigms; Strategies; Strengthening reading

1. INTRODUCTION

One of the salient features of human being is his ability in learning. The ability of learning is clearly obvious in man and this feature distinguishes him from other animals. This distinction is observed in the human ability in the area of using abstract thinking, reading and writing language, representation and the like. Learning is a function of conditions; on the one hand, it is dependent on the nature and human being's education (Seyf, 2008). One of the major elements of learning is the "skill of reading". In fact, learning the skill of reading is the key to all curricular and non-curricular learning; because it is one of the most important acquisition abilities of students within their progress in the elementary education period. It is on the other hand, a necessary need for individual development and progress which enables person to participate in larger communities (IEA).

Most students struggling with learning inabilities have problems in reading (Lyon, 1995; Kirk and Alkins, 1975). Weakness in reading leads to various problems such as: dropout, reduced employment, and non-retraining of professions. During a national longitudinal study, students affected with learning inability of "reading" were reported to account for one third of the students who had dropped out education. The students who drop out are likely to remain unemployed two times as much as others. These students have slim chances for apprenticeship (Wagner and Beavorby, 1996). More important than these implications, advanced technologies and automation of work in the modern world make men have higher education and in conjunction with older professions being fudged, thus process of retraining will be inevitably applied in their professions and reading in an effective way looks to be a major tool in retraining, and maintaining profession. Moreover, within the modern information system which is a computer era with computers being multimedia tools, the users need to have the ability to read the material written on the display so that they can favorably apply it (Kittinho, 1995; Levine and Swartz, 1995). Hence, the current paper, while focusing attention on individual differences seeks to apply various and effective strategies by using educational paradigms in the current era for the sake of promotion and development of students being weak in the skill of reading to students being capable and dominant over reading texts in the present and future so that the traces of educational failures are dried off from the starting point. It is hoped this would be focused attention by teachers and executive officials and educational planners at the elementary level.
The fundamental importance of reading becomes clear when we understand that in today's world, the range of the reading issue and its various aspects are not only limited to comprehension of writing signs and verbal codes. Rather, more than that reading, visual signs, electronic signs and digital texts are among developments which can be introduced in the realm of the literacy of reading in a more serious and comprehensive way (Karimi, 2005).

The most significant factors affecting the progress of reading based on national and international results of the Pirlz Center in Iran are:

1) Application of components affecting reading
2) Utilization of appropriate educational resources and paradigms by using educational technologies and communications
3) The way parents establish communications with students in terms of reading training
4) Creation of positive motivation and increase of self-confidence in the child
5) Reading activities at home and outside of the school (Ibid)

Of the most significant international findings regarding reading progress is that there is a high correlation between progress of the ability of reading among students and educational activities of students outside of the school and hence, in terms of reading ability, students are placed at higher levels whose parents have positive attitudes to them (Pirlz, 2001).

The most significant factors affecting reading learning inability (Carl, H, 1989; quoted by Zarrin Ghalam) are:

1) Failure to understand and lack of necessary awareness of the trainers concerning examination of students’ individual differences upon entering school
2) Existence of illnesses and health weaknesses related with reading in the background of entering school
3) Failure to offer effective strategies for recognition of words (word finding problems)
4) Failure to navigate students' behavior and self-confidence by the parents and school officials
5) Failure to offer necessary approaches for reading comprehension and expansion of terminology
6) Non-holding of parents-instructor sessions
7) Non-application of learning education in the area being in proximity to development

Definition of dyslexia: It is a severe kind of learning disorder which affects some of the children, adults and adolescents where the people affected with this defect could have problems in recognizing words and interpreting information in open ended printed forms. Of course, these people will find adept manners for hiding this inability and coping with it and hence the therapist needs to be well aware of ability in therapy and its rehabilitation (Esmat, 2005).
a) Background strategies. Strategy for creation of motivation in learning

The major strategy is the love of the trainer (therapist) to the humans. If the trainer reaches a degree of altruism where he considers the success of his client as a sort of psychological perfection and promotion for himself and finds the meaning of life in helping others, he shall enjoy immense support in affairs. Therefore, the teacher, in addition to having a motivation in creating motivation among weak students (clients) needs to focus on the following items.

Designing curricula in form of interesting questions: The material and content we want children and adolescents to learn need to be raised in form of question or clear and interesting questions that would encourage them to mental activities and dynamism. We need to make efforts to engender a sense of need among students. When a student has a negative attitude towards a new lesson due to failure in that lesson, he should be assisted to acquire success in the new lesson and as a result, help him gain a more positive picture of his own abilities towards learning curricular material; because learning along with success will lead to motivation.

That which we expect students as an educational goal must at first be exactly told to them. The goals we set must be clear and appropriate with the ability of students. Under conducive conditions, we use verbal incentives. Using such words as Good, Bravo, Well done and Excellent after the proper performance of the students are among effective measures for creating motivation. One has to lay conditions where the student feels his /her own success, because nothing like success itself will ever help the student gain success. The assignments we provide must neither be so difficult nor so easy. One has to avoid offering monotonous assignments; in other words, one needs to use the arousal property for different material. Exchange of opinions with the students regarding textbook problems and getting them participate in designing working activities will yield huge benefits. Appreciation of the student's work will compel him to do more efforts and more detachment. One can create some strong motivations in the student by making the students active while teaching and compelling him to do work concerning the lesson.

Using existing interest in the learners: instructors and parents can recognize existing interests among students and apply them. In this respect, one can use subjects, lessons and activities in which the student has interest in line with orienting him to be interested in the activities he is less interested. Another way in which students could be motivated is to stimulate the sense of curiosity of the students.

If the teacher, while teaching can offer some relevant issues which need knowledge and insight, in such a way they will arouse students to find responses to them they will be more inclined to learn those issues (Sha'bani, 1994). The Carrilo's pyramid paradigm Strategy for development of reading. Carrilo (1976) maintains the cause of reading disorder is the process of going through the hierarchy of reading. He means that the fundamental basis needs to be at first perfected in the child and then other bases could be completed respectively. This pyramid by Carrilo could be thought of a guide for diagnosis and treatment of the child. The first and most essential stage in this pyramid is the stage of preparation which contains genetics, familial and environmental aspects and refers to the development of basic issues like understanding directions, distinguishing colors, signs and voices and the like (Tabrizi, 2010, p. 12). Strategy for understanding fundamental principles and the process of learning reading (Sangari and Soghra Alizade, 2006)
1) Reading requires motivation: Motivation directs behavior and gives it power. Motivation is a stimulation which leads the individual towards fulfillment of goals and in education it is the same tendency to learning. Learning reading needs continuation and maintenance of attention during long times. Teachers, to attract the attention of amateurs and weak readers need to unveil planning so that they can become successful; most of whom might lose their own motivation and leave their affairs half-done. Teachers have to make efforts to make reading more enjoyable and sell them the idea that they can learn reading.

2) Reading needs to be fluent and automatic: To read fluently, the reader must have learnt that terms can be specified easily and speedily. Word recognition needs to be automatic and becomes unconscious and requires little efforts for processing. It is highly important for readers to deal with decoding in some way or another and detect words easily and conveniently.

3) Reading is a constructive process: Knowledge cannot be directly taught. In fact, each person needs to make up or found his own knowledge. Each printed text conveys meaning into which readership need to delve through his/her previous experiences and knowledge. Consequently, teachers can through different means help these students so that they are not faced with later stages of education and reading.

4) Reading requires a strategy: Research findings demonstrate if weak students are taught about the application of a strategy, it will be in interest of them while adept readers could apply strategies in commensurate with reading situations. Unlike weakreaders, they monitor their own comprehension of the material. Teachers need to seek strategies which allow for immense opportunities for reading. If there is something ambiguous of the text for them, they turn back to the previous page and enjoy "fixation" strategies like reviewing and practicing for better comprehension of material read.
5) Learning requires education at an appropriate level and guiding social environment: One of the major elements in learning is the existence of social and mutual relationship between teachers and students where this needs to be a support for a governing scaffold; because students while enjoying the teachers' assistance will find a deep understanding where this will finally allow students to do their own homework by themselves so that they can reach the Development Approximate Zone, i.e. when the students generalizes is own leaning and can only cope with his own reading. Of course, the teacher needs to consider three levels for reading and be aware of them: first, an independent level, second, educational level and third, frustration level.

Strategy for examination of the preschool and childhood background status of the students any sort of developmental deviancy might be prelude to earning inabilities like reading. Therefore, developmental skills are the basis for educational learning where to learning reading, the ability to understand language and skills in its application, audio perception and skills in determining words phones (phonology) and visual abilities for distinguishing and specifying alphabetic letters and terms for examining and making sure of the oral language status of the child prior to entrance to the school students and teachers need to be consulted and interviewed so that defects with learning and reading are known and extra activities are prepared (Sangari, 2005).

Strategy for examining students' individual abilities and elf-confidence (Role play and participation in communities and groups)

The root cause of shortcomings and defects in motivations and non-actualization of talents often go back to primary years of the education era. First and foremost, it is the duty of parents to lead students towards progress and strengthen his activities. In this connection, the child for the fort time understands whether he has been successful in the personal performance or not? Such initial experiences will lead to arousal and cultivation of talents and capabilities (Sepide Khalili, 2011).

While examining this subject matter for training the working unit, the subject matter of "Saving water" with the responsibility of "Water Guard of the educational institute campus", the student is taught to have the feeling and motivation of managerial activities within himself so that the student demonstrates self-confidence skills, and potential and actual individual abilities in his own responsibility taking. However, for more arousal in this area in line with the collaboration of the sports instructor, the student can be participated in sports competitions inside the school so that he shows his own positive motivation and individual competencies (Mohamadi, 2011).

Strategy for awareness of medical status (visual, audio and perceptual) Various experts are people who are in contact with the students and are concerned with their assessment, diagnosis and treatment. For instance, an ophthalmology and optometry are both specialized fields of study for taking care of the eyes of the students suspected of inability in reading (American Association of Ophthalmologists). To examine the visual perceptual health status, the student is referred to optometrist and ophthalmologist and the results need to be taken care of. However, Frastic test can be used for examining the visual, audio and perceptual status and more; kinds of reading assessment tests including survey tests of SAR and WRTA3 could be employed. In case some problems arise, the student needs to be referred to experts and centers for treatment of disorders (Esmat, 2005).
b) Educational strategies affecting learning reading

Component of word recognition Strategy

**Phenomenology educational paradigm**: To offer the student basic help, first the way words are read within several educational paradigm for phenomenology through separation (cutting), manipulation, coloring letters and voices for the words need to be employed. For Fuhman et al (1998), this paradigm is of high importance for the students who are exposed to the risk of reading problems. Students' parents too need to prepare an alphabetical (raw) tableau to review and maintain the results of manipulation with the signs and ask the students to attach the results of manipulations onto the tableau intended orderly. Of course, through the initial sessions of this activity, the instructor and the parents need to be colleagues and cooperate together. This paradigm is highly effective in institutionalization of the basis for learning reading signs and word spelling.

**Alkonin educational style**: To make sure of the learning and fluent reading of letters, voices and their combination together, the Alkonin style (1973) which is deemed to be one of the most effective styles in educating fluent reading needs to be sought and a combinational table of signs and voices should be designed for the student so that he at first reads the signs in a combinational way and then registers the results of the combination in the table. Meanwhile, they should be provided to the students through offering work cards appropriate with the activity of the student. This will highly be effective for creation of necessary motivation. To Ahari and Gaff, the word recognition style will take place; i.e. the student reads via using decoding, phenomenology and words and letter matching strategies and gradually the situation is laid for an increase in the word recognition. Via implementation of this style, the student will be placed in the course of progress; however, other solutions are needed (Esmat, 2007).

Reading comprehension strategy by using technology and educational technology

"Educational technology" is concerned with study and moral act through creation, application and management of resources and appropriate technological processes in order to facilitate learning and optimize peoples' functionality. Using curricular, scientific and extra-curricular software allows agility and speed to the learner such that one of the benefits of IT and communications is their capacity for expansion of learning among students beyond concrete limitations of the classroom (Chromotive and Yousef, 2003). Piaget recommends coded and practice based games which finally turn into rule based and social games to students. These games, in fact belong to the objective operations stage. The child grows through games and his support includes various material, parents and experienced instructors who take into account these games as the best way for the child's learning and growth; games that would lead to an all-out development of the child. Given these definitions and constructive theories via using educational technology and relevant technology related with this strategy in line with promotion of reading comprehension and increasing reading speed, one needs to act as follows:

Through consultation and cooperation with the basic teacher and students' parents, an educational packages (CD)which involves the thinking (DRTA)and multi way approach is first prepared. These packages include: solving practices in form of letter and voice combinations, questions, word making, sentence making, writing, evaluation, announcement of progress level, conducting various games designed with beautiful shapes and graphs in the
book Let's Read Persian and the like; the student via solving and answering these Persian practices properly (relying on reinforcement and development of reading or guiding reading in the direction of reading) will get scores and in case of obtaining enough scores, he can use the games designed in this software; this view is consistent with that of Piaget which is thoroughly welcome by students. Because, this kind of education is through software as an educational and training skill in reinforcing reading components of "word recognition" and "reading comprehension", in accordance with the Robinson Sq3r educational paradigm: reading is done based on meaning of exploration, meaning inquiry, reviewing and reading. This strategy includes a series of Herbart's educational paradigm, and the Dewey's (5E) (Shahalizade, 2014) and also the Carplus-Atiks learning cycle (Jafari, 2014).

Activation of previous knowledge and repetitive reading strategy.

Language experience style: Language experience style is a style which is founded on knowledge and language of students while it links various forms of language-listening, speaking, reading and writing together. This style takes benefit from experiences and language of the child himself as raw material. Students dictate some stories to the teacher (Or they write stories themselves). Education of reading takes place based on these stories. This approach to reading is a reinforcing, exhilarating, direct and immediate approach and contains the essence of creativity along with it. Thus, it can be used in the primary stage of reading for small children and through correctional education for adult students. The KWL paradigm is a style concerned with reading and studying contents of various textbooks which helps activate the background knowledge of the students and purposefulness of reading. This paradigm requires utilization of language, conduct of mental assignments, pictures, assessment and reading comprehension (Sharifi, 2003). This paradigm is conducted in three stages:

a) Access to that which the student knows
b) Determination of that which he wants to learn
c) Recalling of that which he has learnt.

Strategy of "fixation and textual signs"

"Continuous and repetitive practice" paradigm: While implementing this paradigm, designed activities within the credible educational sites provided by educational colleagues via monitoring by the Ministry of Education such as contents in the site of www.babaabdad.bligfa.com and the School Friend site of www.dabestani-1.bligfa.com, texts for fluent reading, educational PowerPoint, teaching signs needed that would contain the ability to promote reading and arouse the student are extracted and provided to students' access; however using weekly campaigns, performance practices, footnotes, dictation texts in line with the theory of Gestalt. Closing style approach: This means tendency to completing blank spaces for different purposes through which learning could be fixed. These material are so constructive and helpful which are interested by many of the students and contains actual supervision of reading progress aspects including signs, memoire of words, pronunciation, making sentences and cloze passage; thereby offering great help in fixation.

Retelling strategy, predictable book and expansion of words:

Through this strategy, students will learn to express texts in their own language. They recall Remembering RAP to read paragraphs (READ), ask themselves (ASK) and tell the texts in their own language (PUT) (Deschletr et al, 1996; Lens et al, 1996; quoted by Esmat,
While implementing this strategy, the class story book should once in several days be read and repeated to the student in cooperation with the parents of the reader; then the student is asked to retell the summary of the story. Attitude to this strategy: initial experiences in listening will allow for speaking, content of speaking, degree of speaking and learning about the world outlook and learning writing and reading language because the children, through the oral language will learn things about the linguistic structure of the language and hence expand their own words memoir and finally get familiar with all sorts of sentenced. Examples of the oral language experience which would help children in development of such body of knowledge are learning terms and words, listening to stories, poems, and determining repetitive preferences in the books.

Evaluation of education and knowledge learnt strategy

a) Evaluation based on curriculum: When the possibility of learning inability is raised, the teacher is asked so that the evaluation is implemented based on a special curriculum for the student where this method will help the trainer to monitor the students' performance repeatedly and hence the teacher will be able to evaluate and identify the problem of the person well and to sum up, this approach is a picture of the student's activity performance (Shokoohi and Parand, 2006). While implementing this method in collaboration with the parents, the student upon learning one of the signs and words related with it, e.g. for the sound E, given the interest children have in police activities needs to be taken to the STOP signpost in the hand of traffic police so that he sees it in near and feels it; then the teacher is asked to assess the sign E while teaching the lesson. The student is expected to cite an example for the sign E and to rite its spelling for the other students and to express a sentence regarding it. This evaluation will promote reaction, arousal, and creation of motivation among the student in line with fixation and institutionalization of reading learning.

b) Paradigm of confirmatory assessment by Bryant, King, Borgsba; words detection: In this method, assignments are given to students who are in contact with the real world; in other words, the student needs to employ his own learning outside of the school (Esmat, 2005). Paper contents, relevant magazines and the like are examples of these assignments. During holidays outside of the school, students need to voluntarily specify and mark all the signs and terms reading the Book Let's Read Persian within paper leaves and magazines. These activities must be encouraged by parents and teachers and be registered in work folders as salient behaviors. This paradigm was focused attention by students as a continuous activity. They also need to employ the word recognition and relevant words for the curriculum. These two strategies, in accordance with the theories of reading being effective are the interaction between the readership, text and the situation of the reader.

Overall language training combination strategy along with explicit training of coding (success factors in reading)

1) To learn alphabetic letters, how to relate voices to new unlimited letters and words as well as phonology, students need explicit education
2) The teacher and parents need to equip students with libraries and read stories and ask them to loudly read stories and magazines
3) They need to encourage students to write stories and collect magazines
4) Overall language training along with appropriate additional teaching along with employing various techniques is necessary
5) Accommodation of intensity and time duration of training with comprehensive needs must be intended
6) Combination of different teaching approaches by the trainer for effective learning (Ibid)

Saman Table Strategy "evaluation, problem and kind"
Awareness of the kind of inability along with their percentages being mentioned by the therapist is an exact part of the treatment work; because this makes sense because the therapist engages actively and reaches credible results thorough raising questions necessary. To reach tabular goals named the Saman Table where three key words of evaluation, problem and kind have been used therein, in the book titled reading disorders written by Mostafa Tabrizi, all the instances intended in treating reading problems have been provide where in addition to that, the percentile degree of each of which has been provided. Hence, the work of the trainer is easy and he knows where to start for the rehabilitation of which part and relinquishes which part. In this table, besides reading specific problems, other intervening variables like lack of concentration, restlessness and the like have been considered.

2. CONCLUSIONS

While examining sources and analyzing content with the subject of "strategies for reinforcing reading", treatment of this disorder has been emphasized in all the studies and all of these sources consider reading disorder as treatable. In this paper, while formulating a simple and interactive paper for the users in the area of reading defect thought one of the learning defects, strategies out of paradigms, components and approaches as a guide that could provide courage and assurance against problems in challenging situations have been provided. Therefore, a teacher or a therapist must initially have knowledge for treating weak students and reinforcing them and hence to deal with approaches, strategies and components for dealing with such inabilities. Via applying these strategies, problems, obstacles and nature and complexity of process of treatment with the learner, one has to be very cautious so that students are guided completely and get their reading problem solved.

Recommendations

1) Revision in curricula of Reading Persian within the dimensions of books contents, teaching styles, professional competencies of teachers and evaluation methods related with learning reading with the aim of evaluation of deeper layers of learning reading
2) Understanding indices of evaluation, problem, and kind (Reading problems and Saman Table) and utilization of the Carrilo's pyramid
3) Strengthening and stabilization of inward motivations within the process of reading instead of external motivations
4) Creation of opportunities for learning with intellectual and cultural interaction in the field of "Reading" including learning in zpd
5) Attention to activities of learning reading through entertainment, stories, storytelling, story reading and studying
6) Promotion of teachers' knowledge in the process of learning and teaching language skills and how to make students be interested in study
7) Sufficient attention to individual differences and holding of attractive competitions in different fields of learning reading aimed at more study
8) Special attention to bilingual regions for boosting Persian Language in the preschool level
9) Formation of students groups in the area of "Reading" for strengthening participatory learning and interpersonal interaction
10) Formation of special programs for preschool children aimed at expansion of the culture of story-telling for strengthening of audio skills, reading comprehension, and retelling contents. Utilization of coping styles against reading problems
11) Use of effective factors on learning by employing educational technology
12) Positive attitude to the development of reading skill by the parents and teachers so to create positive attitude in the student
13) Proper and adjusted encouragement of the student along with learning the smallest thing and offering interests
14) Using, meaningful and scientific manners in training and application of effective approaches in teaching reading
15) Formation of parents-teachers sessions and examination of health status of students
16) Use of helpful, attractive and constructive contents that stimulate colleagues in credible sites.

References


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