MISPRONUNCIATION AS AN INDICATION OF EARLY READING DIFFICULTIES OF CHILDREN

by:
Susan T. San Pedro
Teacher III, San Ramon Elementary School

Problems in pronunciation of phonemes, letters or words could be concrete indicators of the early phonemic reading difficulties of the learners. To pronounce or utter the sounds of phonemes or words accurately is a salient part of phonemic awareness skills. Thus, the learners’ mispronunciation or errors in pronunciation could be a determinant of the extent of poor phonemic awareness and phonological skills of the early grade learners that require developmentally-appropriate interventions.

Appropriate pronunciation of words and other phonemic awareness skills are foundational to the early reading competence of early graders like the grade one pupils. Sufficient phonemic awareness skills define the level of reading readiness or pose direct influence on learners’ readiness in accomplishing early reading tasks. Phonemic problems like faulty pronunciation compromise learners’ ability to benefit well from early reading instruction and may serve as triggers to other serious forms of reading disabilities. When these young learners fail to pronounce words accurately, it may be an indication of their inability to recognize and master certain phonemic and alphabetic elements of the text. Moreover, other learning difficulties may stem from faulty pronunciation like sluggish reading, spelling errors and poor early comprehension. Therefore, pronunciation is not just a matter of merely utterance of letters or words but denotes a certain prerequisite skill that is influential towards the mastery of early reading competencies of the learners.
References:

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