



Improving the Reading Skills of a Students with Reading Difficulties: An Action Research *

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Abstract

In this study, it was aimed to remediate the reading and reading comprehension problems of a third grade elementary school student. The study employed action research design, which is among qualitative research methods. The student was included in the study on the basis of having no mental, visual and audial problem. In the study, it was primarily diagnosed that the student was at the anxiety level after applying a pre-test "Error Analysis Inventory", "Texts", "Oral Reading Records" and "Researcher Journals and Observations" were used as data collection tools. It was seen that the student could not read the texts fluently, made spelling errors, additions, misreading, and skipping. An individualized reading program was developed based on the student's reading skills. This program included 30 hour lessons (one hour for each lesson) and divided into two parts. In the first part of the training program, phonics, syllables and words were emphasized for 15 hours. The student, at the same time, was allowed to write the syllables and words she had learned in this process. Reading fluency of the student was tried to be improved in the second part of the study for 15 hours. Appropriate texts were selected from the lower grade for the student in this process. Reading skills of the student were developed by using the "Paired Reading" and "Repetitive Reading" methods. At the end of the study, a post-test was administered by the researchers and it was determined that the reading and comprehension levels of the student advanced from anxiety level to teaching level.

Keywords

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Introduction

Reading is one of the basic skills that affects the life of individuals and plays a very important role in their environmental adaptation. Effective acquisition of reading skill which is the basis of reaching the knowledge and learning enables individuals to develop socially and academically and adapt to their environment more easily. Reading is a process of constructing meaning by using a purpose and strategy in a convenient environment based on the efficient communication between the author and the reader (Akyol, 2013a). On the other hand, Güneş (2014) defines reading as the reconstruction of meaning by synthesizing the knowledge in a text that is read by an individual with the help of prior knowledge. Word recognition is an important element in the process of reading. The researches stress that when word recognition, which is the prior condition of fluent reading (Akyol, 2013b), is realized wrongly or insufficiently; the text being read will not be comprehended (Akyol, 2013a; Karatay, 2007; National Reading Panel [NRP], 2000; Özbay & Melanlioğlu, 2008). The act of reading is a complex process and is affected by many different factors like physiological and psychological factors, as well as insufficiencies experienced in mental processes. On the contrary, individuals may face reading difficulties even if there is no certain problem. Reading problems include; failing to read fluently, syllabifying, having a difficulty in analyzing the unfamiliar words, showing an unwillingness toward reading, having a limited vocabulary and failing in reading comprehension (Doğanay Bilgi & Güzel Özmen, 2013).

Being an important part of literature; the concept of reading difficulty has been discussed for more than a century. Dyslexia that signifies reading disability was defined by Morgan as a type of visual impairment for the first time in 1896 (Uçgun, 2003). On the other hand, Special Education Glossary defines it as a brain-based learning problem and emphasizes that individuals display a lower reading performance than expected although they have a normal intelligence level. (Sucuoğlu, Diken, Demir, Ünlü, & Şen, 2010). In the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association [APA], 2013), dyslexia is characterized by problems with accurate or fluent word recognition, poor decoding and poor spelling abilities. In our country, the concept of “dyslexia” is involved among special learning difficulties and the Special Education Services Regulation of the Ministry of National Education defines children with reading difficulties as “*individuals with a need for special education and supportive education service*” (Ministry of National Education [MNE], 2006).

Reading impediment, on the other hand, is defined as having a lower reading success than expected compared to the age and learning potential of individuals and the changeability of student with cultural, lingual and educational experiences. Akyol (2013a) defined weak readers as individuals who were unable to transfer their prior knowledge to the reading environment in the process of reading. Akyol stressed that weak readers were unable to use subsidiary strategies when they could not comprehend the texts, read purposelessly, had no faith that reading would do them any good, could neither realize inconsistencies nor use clues, had very low estimation skills and usually failed in tests. The difference between the grades and reading skills of individuals with reading difficulties varies between a few months and five-six years. This difference is caused by both reading difficulties and personal differences of students (Bender, 2012).

As weak readers focus on recognizing words, they are naturally unable to realize patterns in texts like listing, meaning and contradiction, cause and effect, problem and solution (Caldwell, 2008). Students with reading difficulties are negatively affected in terms of reading and think that reading is a waste of time. Thus, they display self-sabotaging behaviors (Rasinski, Padak, & Fawcett, 2010). Weak readers have negative reading experiences due to lack of exercise and vocalization and difficult materials, which results in decrease of participating in reading activities (Stanovich, 1986). Children

with reading difficulties need to develop the skill of accurate and speed reading, which is among the basic components of fluent reading skill that positively affects comprehension. Yılmaz (2008) emphasizes the importance of removing oral reading errors for developing the reading comprehension. In literature, it is suggested that there is a strong correlation between the reasonable increase of the reading speed of children with reading difficulties who read at a moderate and weak level and the improvement of their comprehension (Hudson, Lane, & Pullen, 2005). It is seen that children with reading difficulties frequently make errors while reading, such as; skipping and adding words, misreading, repeating, reversing and ignoring punctuations (Akyol, 2013a; Sidekli, 2010). Beside these errors, insufficient motivation of students and long-continued academic failure decrease the reading motivation and cause students to keep away from reading activities both psychologically and socially. Yıldız (2013) suggested that a high reading motivation caused readers to spend more time for reading and thus, increase the amount of reading. In order to increase the reading motivation of students, it is recommended for teachers to spend more time for their students with reading difficulties and reading practices in general. Being one of the most efficient strategies; "Repetitive Reading Method" (Armbruster, Lehr, & Osborn, 2010) was selected for removing Elif's reading deficiencies and enabling her to read fluently. In literature, Repetitive Reading Method is defined as reading a short and meaningful text independently and repeatedly until achieving fluent reading and then starting to read another text (Samuels, 1997; Bender & Larkin, 2003). Samuels (1997) suggested that repetitive reading strategy, which was based on automation theory, was designed as a reinforcement to the developmental reading program of especially dyslexic students rather than a reading instruction method. In addition to this, repetitive reading strategy is known as the best fluent reading strategy that improves word recognition, speed reading and accurate reading (Armbruster et al., 2010). Paired Reading Strategy is defined as orally reading a text generally with teacher, family or a peer that reads better. In this strategy, the student is allowed to read when he wants to read on his own and is accompanied in oral reading when he needs help (Stahl & Heubach, 2005; Akyol, 2013c). Paired Reading Strategy is indeed designed for home environment to support school and it demands the child to orally read a text with his parent (Rasinski et al., 2010). While applying the Paired Reading Strategy, it is required to select upper grade texts and it is also recommended for the pair to talk about images in the text before reading (Akyol, 2013c). Paired reading enables readers to focus, get motivated and have an integrated perspective. Besides, it is recommended for the pair that performs paired reading to positively motivate the reader, intervene in errors and make him reread (Aytañ, 2015).

This study aims to remove the reading and reading comprehension problems of a third grade primary school student. On the bases of this objective, it was tried to determine the effect of specially designed and individualized reading program activities upon developing the student's reading and comprehension.

Method

The study was conducted by using action research design, which is among qualitative research methods. In this study aiming to diagnosed and remediate the reading and reading comprehension problems of a third grade primary school student, an action plan was prepared by the researchers and methods were determined for primarily detecting the student's reading and comprehension level, reading errors and removing these errors. In this study, an individualized reading program was developed and a 30-hour practice was performed using "Paired Reading" and "Repetitive Reading" methods for exterminate the student's reading deficiencies. The action plan developed is included in Appendix-1.

Participant

This study was conducted with a third grade primary school student who had no apparent mental, visual and audial problem but suffered from a reading disability. The student was determined via purposeful sampling method and was given the code name "Elif" by ethical rules within the scope of the study. Elif is a third grade primary school student in the city centre of Kastamonu. Her school was also kept confidential due to ethical reasons. Her mother is a housewife and father is a craftsman. Elif's father comes home late due to his job and thus, they do not have regular eating hours. As a result of interviews, it was determined that Elif experienced problems with her family, had irregular sleeping hours, spent her time at home watching cartoons on television, had a low self-respect, hated reading and did her homework unwillingly. She lives in a small house and has no private room. A written permission was obtained from her family for the study and she was subjected to some tests and examinations by an ophthalmologist, ear, nose and throat specialist and a counselling specialist. As a result of these examinations, it was determined that Elif had no problem with seeing and hearing and was mentally normal. She had studied the first and the second grade in another primary school in the city centre and then entered her present school after her family moved. Her mother thinks that Elif suffers from dyslexia due to negative statements of family elders like, "You don't need to study", "You don't need to do your homework" while doing her homework. Her teacher associates the problem with her family as they do her homework and do not encourage her to practise reading at home although she actually could read like her peers. Elif also academically fails in other lessons as she suffers from dyslexia. She reads the board very late and can hardly enter the writings in her notebook. Thus, she gets help from her friends from time to time and from her mother at the end of the day in order to enter the writings on the board in her notebook. Elif is a socially compatible and friendly student, which could be associated with the positive classroom environment created by her teacher.

Measurement Tools

In this study, the data was collected by using "Error Analysis Inventory", "Reading Texts", "Oral Reading Records" and "Researcher Journals and Observations".

Error Analysis Inventory: Error Analysis Inventory was developed by Akyol (2013c) using Harris and Sipay (1990), Ekwall and Shanker (1998) and May (1986) for the purpose of determining the reader's reading and reading comprehension level. Error Analysis Inventory consists of two parts as vocabulary and reading comprehension level and determines the level of readers via oral and silent reading. The researcher who applies the inventory as the reader reads orally determines the reading errors on the copy of the same text. Then he asks the reader to silently read a similar text. Finally, he determines the reading comprehension level of the reader with the help of classic questions involving literal and inferential comprehension questions about the text. The comprehension level is determined by making separate evaluations for literal comprehension questions and inferential comprehension questions. Answers to literal comprehension questions are respectively graded as 0, 1, 2 (not answered, half and fully answered). Answers to inferential comprehension questions are respectively graded as 0, 1, 2 and 3 (not answered, half, more than half and fully/efficiently answered). As a result of this determination, three different reading levels are determined as anxiety, instructional and independent reading according to the Error Analysis Inventory. A student in the anxiety level has a number of reading errors and a lower reading comprehension level. Instructional level is defined as a student's ability of reaching the desired reading and reading comprehension level with the help of an adult or a teacher. Independent reading level, on the other hand, is defined as a student's ability of reading and comprehending convenient materials without any help (Akyol, 2013c).

Reading Texts: In this research, the reading texts were taken from the first and second grade text books and prepared by authors. When choosing reading texts, researchers have been careful not to be above the level of the student.

Oral Reading Records: In this research voice recordings were taken by the researchers while the participant's reading level was determined. Listening to the voice recordings over and over again, reading errors were identified and the reading level of the participant reading level was determined. Also, in the framework of the action plan, participant's text readings were recorded in the voice recording and the played back. With the recorded voice recordings, it is ensured that the participant follows her own development.

Researcher Journals and Observations: Researcher journals also include field notes of researchers. Taking field notes for a successful qualitative analysis is a decisive criterion (Patton, 2014). For this reason, researcher journals were kept in the research process. In these researcher journals, the participants' performance, achievements, failures, interests and needs are addressed and the comments of the researchers are also included. Also, researchers' journals were used while the action plan was being redeveloped.

Action Process and Applications

The action process starts with the determination of the problem situation. Following the determination of the problem situation, data collection, analysis of data, determination of action plan, implementation of action plan, decision of alternative action plan and evaluation of the effectiveness of the application are made.

Identifying the Problem Situation

First of all, four students were identified after interviewing with a primary school principal in the city of Kastamonu in order to choose a dyslexic student to employ in the study. Reading levels of students were determined by making them read appropriate texts. Among these students, the one who was code named as Elif had advanced-level dyslexia was included in the study. This study aimed at developing the reading and reading comprehension skills of a third grade student who was at the anxiety level. Implementation of the study was conducted as individually for 30 hours.

While applying the Error Analysis Inventory as a pre-test, Elif was asked to orally read a text titled "Reading" (Appendix-2) in the Turkish school book (Öz & Öz, 2013), which was appropriate for her level. Her reading was recorded using a tape recorder. Then the researchers listened to the oral reading record for determining the reading errors. Elif was also asked to silently read a text titled "Great Man" in the Turkish school book (Öz & Öz, 2013). After completing the reading, the student was subjected to reading comprehension questions, which were prepared by the researchers. It was seen that Elif read the text very slowly rather than fluently, made spelling errors and additions, misread, skipped and was unable to sit in an appropriate position while reading. She made many errors during oral reading and was able to read only half of the text since she read very slowly. Reading errors of Elif were generally determined as misreading. Misreading was observed to be caused by the failure of recognizing words and syllables and getting motivated in general. Being among the most important factors in reaching fluent reading; word recognition is defined as reader's ability of pronouncing the word properly by associating the symbol and sound in the word (Rasinski et al., 2010). Due to the difficulties in word recognition a reader makes frequent returns and repetitions (Akyol, 2013a). In literature, it is suggested that difficulties in word recognition form a basis for misinterpreting the texts that are read (Başaran, 2013). Bender and Larkin (2003) attract attention to the relationship between word recognition and comprehension and emphasize that students may need to spend more energy for comprehending the texts when they are unable to properly focus on word recognition and accurate

pronunciation. Failure of reader to recognize a word in the text will cause misreading and misinterpreting.

Following the silent reading that was aimed at determining the comprehension level, only two questions at the end of the text were half answered by the student and her comprehension level was determined as 16%.

Preparation of Action Research

As a result of the analysis, an individual educational plan was prepared based on the reading skill of Elif, who was at the anxiety level according to the Error Analysis Inventory involving thirty hours lesson (one hour for each session); this program consisted of two parts. While the first part of the program involved introducing the letters, syllables and words; the second part involved reading the texts.

Applying of Action Research

First Part

Phonics, syllables and words were stressed within the first 15 hours. Besides, the student was allowed to write the syllables and words that she had learned in this process. During the first lessons, the letters were repeated together. Elif was observed to have a difficulty only in pronouncing the letter "r". She had this problem when she was a baby in her family. The book titled "Syllables According to the Sound-Based Sentence Method" was used in this process (Özveri, 2013). Following the reading letters, Elif continued her reading exercises until she was able to perfectly read a list of 50 words, which was formed by the researchers using the texts in the second grade primary school book and the syllable book. She continued to practise with the researchers until she was able to perfectly read the lists of 100, 200 and 300 words that were included all types of syllables. Misread words were underlined and she read them again. Word lists were also given as homework so that Elif could repeat them more. Reading very slowly and wrongly in the beginning; Elif began to read fluently and perfectly as she kept practising on the words. For example, she pronounced "kartal" as "kral", "fıçrı" as "fiçrı", "gök" as "yük", "ızgara" as "ızgarada" and "kürklü" as "türklü" over and over. Word recognition practices helped Elif improve her fluent reading skills. In the beginning of the study, it was seen that Elif had a low motivation toward reading, hated reading and would read very slowly and wrongly in a low voice when she did not want to read. It is important to allow children like Elif who display a low motivation toward reading to play word games (Rasinski et al., 2010). The researchers prepared word games for keeping her interest in reading warm and also entertaining her. Games and activities like fishing, meaning analysis table, crossing out and word classification increased her motivation toward reading and word recognition. The popular fishing game is as follows: words are written on colorful papers shaped like fish and the papers are scattered on the table with paperclips on their edges. A piece of magnet is fixed to a thin stick with the help of a rope and the material is now ready. The game is played with two players. One player tells a word and the other player tries to find that word among the fish-shaped words on the table. When he finds it, he hunts that word with the help of the magnet fishing rod. Right after this, he tells the other player the letters of that word. When he is able to fully tell them, the word is put aside and the game continues (Fishing, 2017).

Second Part

In the second part of the 15 hours program, it was tried to improve Elif's reading fluency by selecting appropriate texts from the lower grade. In a similar study, Dündar and Akyol (2014) increased the motivation of readers by producing informal texts that were convenient for them. In this context, the researchers wrote texts that were convenient for Elif's personal characteristics and daily life for the purpose of increasing her reading motivation. They wrote texts titled "Pasta on the Plate", "Elif on the

Playground” and “Elif’s Reading Habit”. When Elif was asked to read one of these texts, she read it and smiled and then said, “*but teacher, I am not the only Elif here. There must be many girls named Elif in İstanbul*”.

Rasinski et al. (2010) indicated that readers had to practise just like athletes or musicians to achieve fluency. Thus, the researchers allowed Elif to practise with a rich reading activities in the second part of the program. In this process, repetitive reading strategy was used based on the power of poetry, which resulted in performing easier and more entertaining reading activities (Akyol, 2013c; Rasinski et al., 2010). Elif read each text individually for 3 to 4 times. When necessary, one of the researchers orally read the text and Elif followed it. In each reading, Elif’s reading errors were underlined and the process continued until she was able to read perfectly. By this way, Elif was able to read independently once again. The researchers kept the time of reading and also allowed her to follow the time. Desiring to shorten the time of reading more and more; Elif focused on her next reading better. The practice continued with repetitive reading strategy for certain time. Realizing that the process was becoming dull; the researchers checked the action plan and supported the individualized reading program with “Paired Reading Strategy”. Oral reading was performed with Elif after talking about the text selected by the researchers. Elif liked the paired reading strategy very much, had a great fun shouting with all her power during oral reading and tried to improve her reading. When the researchers realized that Elif was bored during repetitive and paired reading practices, they played the aforementioned games or had a break. Practices were tape-recorded and videotaped by the researchers and evaluated at certain intervals.

Results

Elif’s reading and reading comprehension levels were determined by applying the Error Analysis Inventory and she was asked to read a text titled “Reading”, which was appropriate for her level. The researchers tape-recorded the reading without any intervention. As a result of analyzing the text that was read, 46 reading errors were detected. Then she was asked to silently read a similar text titled “Great Man” for the purpose of measuring her reading comprehension level. Elif was asked totally 5 questions; 3 questions based on literal comprehension and 2 questions based on inferential comprehension regarding the text by the researchers and she received 2 points according to her answers. Proportioning the points received and to be received; the comprehension level was determined as 16%. Table 1 shows the questions measuring the comprehension and the answers.

Table 1. Determining the Comprehension Level via the Text Titled “Great Man” (Results of the Pre-test)

Questions	Question type	Answers	Point received	Point to be received	Comprehension percentage
1. To what did Atatürk compare the crows?	Literal comprehension (2)	“cloud”	1		
2. How did Atatürk and Makbule chase off the crows?	Literal comprehension (2)	“with a stick”	1		
3. What did Atatürk and Makbule call the crows?	Literal comprehension (2)	“cat”	0	12	16%
4. What should a person do to be a great man?	Inferential comprehension (3)	“drink milk”	0		
5. How should we defend our territories against enemies?	Inferential comprehension (3)	“they gave”	0		
Total Score			2		

As a result of the Error Analysis Inventory that was applied as a pre-test for determining the reading and reading comprehension levels; it was determined that Elif was in the anxiety level in terms of reading. The results are summarized in Table 2.

Table 2. Results of the Pre-test Applied via Error Analysis Inventory

Number of Words in the Text	Error type	Number of errors	Percentage of word recognition	Percentage of comprehension	Reading level
94	Skipping	1	< 91% (Unsuccessful)	16%	Anxiety Level
	Misreading	42			
	Adding	3			
Total Number of Errors		46			

Examining Table 1 and 2; it was seen that Elif had serious problems about reading and reading comprehension. Misreading approximately half of the text; Elif had a word recognition level below 91% according to the Error Analysis Inventory, which signified failure. Table 1 shows her answers to the questions that were asked at the end of the silent reading for determining her comprehension level. Examining her answers; it was seen that two of the questions based on literal comprehension were half answered and she received totally 2 points. Proportioning the points received and to be received; it was seen that she had serious problems about reading comprehension with a comprehension level of 16%.

At the end of the 30-hour study that was conducted with individualized reading program supported by repetitive reading and paired reading strategy, the Error Analysis Inventory was reapplied for determining the student's reading and reading comprehension levels. Prepared for reading comprehension; the text titled "Liar Shepherd" was silently read by Elif. She received 10 points from totally 5 questions; 3 questions based on literal comprehension and 2 questions based on inferential comprehension regarding the text. Proportioning the points received and to be received; it was determined that she had a comprehension level of 83%. Table 3 shows the acquired data.

Table 3. Determining the Comprehension Level via the Text Titled "Liar Shepherd" (Results of the Post-test)

Questions	Question type	Answers	Point received	Point to be received	Comprehension percentage
1. Where did the shepherd pasture his sheep?	Literal comprehension (2)	"In the forest."	0		
2. What idea came to the shepherd when he got bored?	Literal comprehension (2)	"He thought of returning to the village and making a joke."	2		
3. What did the shepherd do when the wolves attacked his flock?	Literal comprehension (2)	"He sent news to the villagers. The villagers took the road with their digging tools."	2	12	%83
4. What should we do to be an honest person?	Inferential comprehension (3)	"We should not lie."	3		
5. What are the harms of lying?	Inferential comprehension (3)	"We should not lie to our friends. If we do, they will be offended. When they are offended, we will have no friends."	3		
Total Score			10		

Examining Table 3; it was seen that Elif had a reading comprehension level of 83%, which was significantly high according to the comprehension level in the Error Analysis Inventory that was applied as a pre-test. Additionally, she was asked to write the syllables and words that she had read in the practice process. Table 3 shows the effect of writing practices upon her writing, which is apparent in her long answers to questions based on inferential comprehension. Examining Elif's answers; it was seen that the reading program decreased her reading problems and indirectly increased her comprehension. Another important point is that her reading and reading comprehension errors decreased with the help of not only the reading program, but also individual practices of the researchers with Elif. She was asked to orally read the text titled "Apple Skin" (Appendix-3). As a result of analyzing the text, 6 reading errors were detected. According to the Error Analysis Inventory that was reapplied as a post-test for the purpose of determining Elif's reading and reading comprehension levels; it was determined that her reading level advanced to the instructional level from the anxiety level. Table 4 shows the results in summary.

Table 4. Results of the Post-test Applied via Error Analysis Inventory

Number of Words in the Text	Error type	Number of errors	Percentage of word recognition	Percentage of comprehension	Reading level
149	Misreading	5	96%	83%	Teaching Level
	Adding	1			
Total Number of Errors		6			

Examining Table 4; it was seen that Elif's reading and comprehension errors considerably decreased and her reading level advanced to the instructional level from the anxiety level at the end of the thirty-hour individualized reading program. As a consequence, it could be suggested that this program is efficient.

Discussion, Conclusion and Suggestions

This study was conducted for the purpose of determining the effect of individualized reading program upon the reading success a third grade primary school student, who had reading and reading comprehension problems and was in the anxiety level. Some practices were conducted for removing the reading and reading comprehension problems. The student was made to read a text before the practice as a pre-test. Then the researchers determined her reading errors, as well as reading and comprehension levels via Error Analysis Inventory. As the student made many reading errors in the text, the researchers prepared an individualized reading program. The individualized reading program was supported by "repetitive reading" and "paired reading" strategies. As a result of the study, it was seen that the individualized reading program was efficient and there was a considerable decrease in reading and comprehension errors of the student. The student who was in the anxiety level in terms of reading and reading comprehension in the beginning of the study advanced to the teaching level at the end of the study. Considering these results, it could be suggested that the individualized reading program supported by repetitive reading and paired reading strategies is effective upon improving the reading and reading comprehension of dyslexic students.

It was determined that the student made many errors due to her failure of recognizing the words and syllables and getting motivated. In their study that was conducted with two students who had trouble with recognizing the words and spelling; Çaycı and Demir (2006) tried polysyllabic word practices beside different methods and succeeded in advancing one of the students in the anxiety level to the teaching level and the other to the independent level. Stating that reading speed could be increased with the help of repetitive reading strategy supported by spelling; Akyol and Yıldız (2010) practised spelling by using spelling strategies within the scope of the individualized reading program in a study that was conducted with a dyslexic student. Then they supported the practice with repetitive reading strategy and increased the reading speed of the student by improving the automation in word reading. Repetitive reading strategy is one of the most efficient, popular and oldest strategies that is

applied to dyslexic students for the purpose of decreasing the reading and reading comprehension errors and increasing the reading fluency (Ateş, 2013; Akyol & Çetinkaya, 2009; Yıldırım, Ritz, Akyol, & Rasinski, 2015; Uzunkol, 2013; Berg & Lyke, 2012; Yılmaz, 2008; Özkara, 2010). In their study titled "Reading fluency problems of dyslexic students and educational applications of teachers regarding these problems"; Baydık, Ergül, and Bahap Kudret (2012) determined that 92.3% of teachers preferred using the repetitive reading method for increasing the reading fluency of their students.

Akbaba (2006) suggests that a student who is not ready for learning is not sufficiently motivated. On the other hand, there are various reasons of not getting motivated for reading such as; disliking reading, failing and uncomprehending (Wheeler, 1946). Cambria and Guthrie (2010) stated that reading skills like sound awareness, word recognition and comprehension were not alone sufficient for obtaining the reading behavior and becoming a reader and that individuals would not become good readers unless they had reading motivation. In their study that was conducted with primary school students regarding the relationship between reading comprehension, reading motivation and reading habits.

Aiming to develop the reading fluency with the help of reading programs just like in this study; Akyol, Çakıroğlu, and Kuruyer (2014) prepared a reading program enriched with word recognition and oral reading skills. As a result of some applications that were conducted with three primary school students from the fifth grade, it was determined that the participants developed their word recognition and oral reading skills. Besides, the researchers suggest that it is important to create convenient reading environments and apply enriched reading programs for developing reading skills in order to remove the dyslexia. In the study of Çeliktürk Sezgin and Akyol (2015), it was also observed that the individualized reading program supported by repetitive reading, paired reading and reader theatre strategies advanced the word recognition and comprehension levels of dyslexic students from anxiety to teaching level. It could be suggested that the result of their study shows a parallelism with the results of our study. In their study that was conducted by combining spelling practices, word cards, repetitive reading and paired reading strategies; Kurtdele Fidan and Akyol (2011) enabled a student suffering from a mild learning disability to advance freely from the anxiety level and decreased her reading problems, which shows a parallelism with the result of this study. In their study that was conducted in Antigua and Barbuda with fifty-three students from the third grade and fifty-seven students from the fifth grade (*as teachers*) by using the paired reading strategy for the purpose of increasing the quality of education by applying this strategy to a large mass of students; Warrington and George (2014) determined that the paired reading strategy not only developed the reading skills of students, but also increased their self-confidence.

Considering this study; it is very important to prepare and apply individualized reading program for students who suffer from severe reading errors and reading comprehension problems. The individualized reading program in this study is supported by repetitive reading and paired reading strategies. Better results might be acquired if it is supported by different strategies. Teachers can prepare individualized reading programs for their dyslexic students and support these programs by repetitive reading and paired reading strategies. They can also benefit from peer teaching. Dyslexic children experience a remarkably lower reading motivation. So their teachers can organize activities to increase their reading motivation. As classroom teachers play a very important role in decreasing the dyslexia problem of their students, it is very important for them to personally deal with their dyslexic students. Thus, it is recommended to contribute to the education of dyslexic students by decreasing the classroom size. It is also recommended to train and employ reading specialists and coaches for the purpose of conducting studies that are aimed at supporting the dyslexic children academically.

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Appendix 1. Individualized Reading Program (Action Plan)

Week	Course	Activity	Time
1 Week	1. Course	The letters were introduced.	60 min
	2. Course	The letter "r" was studied. Syllable study.	60 min
	3. Course	50 Words table was studied. Letter study from syllable book.	60 min
	4. Course	100 Words table was studied. Fishing game. Homework.	60 min
	5. Course	Letter study from syllable book. Syllable and word study	60 min
2 Week	6. Course	Syllable and word study.	60 min
	7. Course	Letter study from syllable book. 200 Words table was studied.	60 min
	8. Course	Syllable and word study. Repetitive reading. Fishing game.	60 min
	9. Course	Syllable and word study.	60 min
	10. Course	200 Words table was studied. Repetitive reading	60 min
3 Week	11. Course	Repetitive reading. Highlighting game.	45 min
	12. Course	Repetitive reading. Meaning analysis table. Highlighting game.	60 min
	13. Course	Meaning analysis table. Repetitive reading.	60 min
	14. Course	Word study. Crossing out and word classification. Repetitive reading.	45 min
	15. Course	Highlighting game. Meaning analysis table. Repetitive reading.	60 min
4 Week	16. Course	Word study. Crossing out and word classification. Paired reading.	60 min
	17. Course	Word study. Crossing out and word classification. Paired reading.	60 min
	18. Course	Word and text study. Crossing out and word classification.	45 min
	19. Course	Text reading.	60 min
	20. Course	Paired reading.	60 min
5 Week	21. Course	Paired reading.	60 min
	22. Course	Paired reading.	60 min
	23. Course	Paired reading. Fishing game.	60 min
	24. Course	Paired reading. Fishing game.	60 min
	25. Course	Paired reading.	60 min
6 Week	26. Course	Paired reading.	60 min
	27. Course	Paired reading.	60 min
	28. Course	Paired reading and repetitive reading.	60 min
	29. Course	Paired reading and repetitive reading.	60 min
	30. Course	Text reading. Post-tests were applied.	60 min

Appendix 3

Elma Kabukları

Barış, öğle yemeğini bitirmişti. Meyve tabağından bir elma ile mandalina aldı,
balkona çıktı. Elmasını soymaya başladı.

Barışlar, on birinci katta oturuyorlardı. Balkona çıkınca çevresinde ne varsa
küçük görünüyordu. Çevresine bakarak elmasını yemeye başladı. Farkında olmadan ^{da}

~~kabuklarını~~ aşağıya attı. Sonra da mandalinasını soymaya başladı.

~~boz~~ ~~kabuklarını~~

Birden alt katın ~~balkonundan~~ sesler gelmeye başladı. Serpil Hanım, başını

~~balkonuna~~
yukarıya doğru ~~kaldırılmış~~, sesleniyordu:

~~kaldırılmış~~

-Sizin evinizde çöp kutusu yok mu evladım? Bu elma ~~kabukları~~ hiç balkondan

~~kabuklarını~~

aşağıya atılır mı?

Barış, kendini savunmak istiyordu. Ama ne diyeceğini de bilemiyordu. Çünkü,

Serpil Hanım'ın elinde elma kabukları vardı. İşte o zaman yaptığı hatayı anladı.

Yavaşça geri ~~çekildi~~. Odaya girip balkonun kapısını kapattı. Bir süre endişe ile

~~çildi~~

bekledi. Asansör sesini dinledi. Oyalanmak için defterine resim yapmaya başladı.

Arka odada ütü yapmakta olan annesi, işini bitirdi. Yanına gelip karşısına

oturdu: -Kolay gelsin oğlum, dedi. Barış, yaptığından pişman olmuştu. Üzgün üzgün

annesine, baktı, olayı anlattı. Bir daha böyle bir davranış yapmayacağına söz verdi.