



Reading Disabilities and Intervention: An Action Research

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Abstract

This study contains practices and evaluations that were made to solve the reading and comprehension problems of a seventh-grade student who has reading disability. In this study, the action research, which was one of the qualitative research methods, was used. In the research, firstly the student's reading errors and its reasons, and in the sequel, the methods and the texts which were used to solve this faults were determined. "Error Analysis Inventory" was used for evaluation of the reading and comprehension errors. A twelve-week study program was carried out with the student. The process was tried to be managed based on an 'easy to difficult' principle to solve the student's fear of reading and failure anxiety. The materials were prepared by considering the textual criteria and readability score of the text. Firstly it was studied accompanied with syllable groups, rhymes and poems, after that the chosen texts were used by classification according to Ateşman (1997) formula. In the last four weeks of the study, the children literature opuses which were chosen according to the student's level were given as homework. The studies to solve reading fluency problems were carried out with repetitive reading, model reading, assisted reading, echo and choir reading methods. The student, which was in the anxiety level according to the result of the pretest before the program, reached the instructional level according to the result of posttest after the program.

Keywords

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Introduction

Humans are beings which learn and continue to live with what they learn. The learning adventure starts with the ability to hear before birth and continues with the addition of the ability to observe after birth. With the beginning of education life, the first learned basic skill is reading. According to Keskin and Baştuğ (2013) in the past, the quality of reading, which starts before school and continues growingly throughout one's lifetime, was once accepted just as the vocalisation of the letters and evolved in time towards being evaluated as *"an effort to reach a new meaning"* (p. 190). Today several aspects of reading are addressed in studies about reading, each aspect is dwelled on, and the fact that the prime target is reaching to the meaning is stated. According to Akyol (2006) the definition of reading is quite difficult because it is highly complicated and is a special cognitive action. However, there are different descriptions about reading in studies.

Akyol (2006, p. 1) describes reading as *"meaning-making process by using prior knowledge in a regular environment in accordance with proper method and target based on effective communication between writer and reader"*. Gündüz and Şimşek (2013, p. 15) describe reading as *"the activities of seeing, perceiving, comprehending and meaning-making of words, sentences or a writing with all its elements"*. As it is understood, the prime target of reading is being able to make meaning and interpret and evaluate new information by combining it with pre-existing knowledge. Reading should be fluent to reach the level of meaning-making. The ability to read the text fluently is one of the basic conditions for successful reading comprehension (Adams, 1990; Fuchs, Fuchs, Hosp, & Jenkins, 2001), and it is possible to improve reading comprehension skills by acquiring fluent reading skills (Başaran, 2013; Kim, Wagner, & Foster, 2011; Stahl & Heubach, 2006; Therrien, 2004) and this skill assumes that the majority of reader attention can be intensified (LaBerge & Samuels, 1974; Logan, 1997; National Reading Panel [NRP], 2000; Samuels, 1979). Although there is not a united definition; reading correctly, reading rate and prosodic features form the content of the definitions. According to Samuel (2006) reading fluently is an oral reading process consisting of reading correctly, reading speed and prosodic features. According to researchers; reading requires a proper rate, correct recognition of words and clear, explicit, fluent and proper toning (Keskin, 2012; NRP, 2000; Zutell & Rasinski, 1991). Rasinski (2004) states that there are three important aspects of reading fluency in order to reading comprehension and meaning-making in reading. First of them is the reader's pronunciation of the word with minimum errors, the second one is the reader's low cognitive effort to pronounce, in other words, it is to give most of the cognitive effort to comprehension by automating on recognised words, and the third one is to make prosodic reading. If these three aspects occur, cognitive performance in reading can be concentrated in comprehension. Akyol (2006) described reading fluency as *"reading as if talking by being careful about punctuation, emphasis, toning, excluding turning back and repetition of words, without spelling, avoiding unnecessary stops and being careful about the units of meaning"*. Furthermore, he gave a new point of view to the other descriptions with the *"reading like talking"* description. It is understood that the reader can read as if talking without struggle, automatically and by adding own feelings from this description.

Being automatic in reading and gaining reading fluency skills of students are included in the targeted learning outcome in reading hence the first grade of primary school. But it is the gospel truth that some students cannot reach to this targeted skill. The number of the students, who have reading disability in the process of second grade of primary school to eighth grade of secondary school, is too drastic to ignore. Difficulty in reading is defined as the problem of students who do not have any intelligence problem, visual or hearing problem, attention deficit, no hyperactivity disorder, or no brain damage, which cannot improve their reading skills at the same level as their peers, although they have similar intelligence level (Kuruyer, 2014, p. 12). If, especially the secondary school students don't improve this skill enough, this puts students in a difficult situation and causes that they fear to read out loud in class. The text-reading activities turn into a nightmare for these students. Increasing age, shame and psychology of humiliation among their friends caused the students to retire into their shells. The first bone to pick in these students who have reading disability is to convince them that they can beat this disability. The way to succeed this is to plan an education program with the 'easy to difficult'

principle without forcing them. This principle should be paid regard to the choice of the text which is used in correcting the reading errors studies after their reading struggles are determined, the texts should be presented by categorization according to their readability score and textual criteria. The studies which were made with the texts were chosen caring for this features and they are important with regard to believing in their ability to succeed. Because as soon as the studies started, the hard and complicated texts intimidate the students and weaken their belief to succeed. Bringing together the students, who have weak reading history and prior knowledge, with these texts, which are not adapted to textual criteria and not planned within the scope of determined order and sense, makes more difficult for student to comprehend the text. For example, in finding the main theme of the text studies, if students study on a text which is not adapted to the textual criteria, finding just one main theme gets more difficult and students are likely to confuse the secondary thought with the main theme. Well planned texts are needed to comprehend completely and precisely. It is necessary that the texts comprise of interdependent factors and have a setting that works up to a determined conclusion. (Öztoğat 2005; Torusdağ & Aydın, 2017). There are determined textual criteria to provide this setting and be consistent in terms of semantic. Thanks to these criteria it can be identified that a writing is a text or not.

De Beaugrande and Dressler (1981) categorized the textual criteria which provide a linguistic product to be a text in seven titles: cohesion, consistency, intentionality, being informative, suitability and intertextuality. Cohesion and consistency, the two of the seven titles, are accepted as basic textuality criteria which are used to identify whether a linguistic unit is text or not (Halliday & Hasan, 1976; Günay, 2007; Torusdağ & Aydın, 2017; Tekşan, 2018).

According to Halliday and Hasan (1976, p. 4), cohesion is “*the saturation of the dependency of the interpretation of some units on other units*”; according to De Beaugrande and Dressler (1981, p. 3) “*the cohesion is the whole usages based on the grammatical relations of components in surface structure of the text and generated from these components*”. And consistency is “*the integrity in subject flow generated from the semantic and logical connections in the text*” (Coşkun, 2009, p. 234). The cohesion is mostly about the surface structure of the text and consistency is about the deep structure. A text can be consistent if each information is interconnected and dependent formers and contributes former information (Günay, 2007). The texts, whose every additional sentence brings innovation without unnecessary repetitions but is in contact with the former information, can be categorized as a consistent text.

Both cohesion and consistency factors should be in a well-planned text. These two textual criteria offer a chance to readers to read more easily and fluently and understand more easily. It doesn't matter how hard the mentioned subject is, a clearly and well-organized text eases comprehension (Temizkan, 2009).

The second point to take into consideration after choosing a text that provides the textual criteria is to determine the readability score of this text. According to Ateşman (1997) readability is described as the level of easy or difficult readability by reader. Readability formulas were formed by using the quantitative traits of the texts as criteria to determine this level. “*Readability formulas are estimation tools aimed at categorization of texts according to difficulty or ease of reading based on observable linguistic features of the text*” (Çetinkaya, 2010, p. 8). Ateşman (1997) transcribed Flesch (1948) readability formula to Turkish and it has the feature of being the first study in this area.

Readability formulas cannot show absolute results about suitability to individual or group, comprehensibility, goodness or badness of the text but they will give an idea about the powerfulness of text (Baş & Yıldız, 2015, p. 53). As well as the readability formulas have some finiteness, it will guide to teachers in point of quantitative traits of the text presented to the students who have reading disability (length of the words and sentences, number of syllable). Studying on a text which has long sentences and polysyllable with these students, who have difficulty concerning breath control and don't know how they can use punctuation marks, will cause them to have more difficulty. For this reason readability formulas should be benefitted to determine the quantitative traits of the text, but the text should be brought together with the student after necessary examination and correction is made by taking into

consideration that none of the readability formulas is enough by itself. For example if it was determined that there were some difficult unknown words in a text which seemed easy according to the readability formulas, these words should be replaced with synonyms which are used more in daily language. Because if there are too much words that are not known and have low frequency of occurrence, meaning-making of the student of the text will get more difficult (Chall, 1988; Temur, 2003; Çetinkaya, 2010). And preventing of this brings forward the subject of interference to text as a current issue. In these studies, made to solve reading disability problems, teachers study with the student on a one-to-one basis and get a chance to know the students better. For using this opportunity, making small differences that can catch the student's attention and facilitate their work on the texts in the student's studying program will bring a successful outcome. Changing names of heroes and places and replacing words that are not known and have low frequency of occurrence with synonymies etc. can be an example on the subject of interference to text. Duman (2010) states that some differences can be made on the texts in necessary situations but when these differences are made, it is necessary to protect content integrity, along with the main theme and style of the text without ignoring the target-tool relations. Based on this statement, subject of interference to text in studies which are made to solve reading disability problems should remain limited with changing the words that have foreign origin and have low frequency of occurrence with their synonymies and changing the proper nouns where necessary. Changes should be left in a level that doesn't bring together negative affects.

The type of the text is also important alongside the textual criteria and readability score of text, the two important aspects which should be accounted for in text choice, which is used in studies made for solving reading and reading comprehension disability problems. But just the two criteria were dwelled out in this study and text types, the third important subject for choosing text, was determined as subject of a different study.

Importance of The Study

Individuals who have developed reading skills, habits and culture are necessary to grow self-supporting, rogatory and contribute to both personal and society improvement. Acquisition of the reading skills starts with the first reading and writing education and continues increasingly throughout whole life of people. Studies showed that the students who grew without reading skills in primary schools acquired this inability during their education life and the students who have not achieved basic reading skills until the fourth grade have increased their reading gap with their peers in the following years (Annie E. Casey Foundation, 2015; NRP, 2000). A student who can understand quickly, completely and correctly what he/she has read; express his/her feelings and thoughts in accordance with a purpose will have a high possibility on being successful on almost every lesson (Yıldırım, 2010).

Interest for reading fluency provided to be taken reading fluency into the scope of the academic program and put particular emphasis on it as a result of its relation with comprehension (Kuhn, Schwanenflugel, & Meisinger, 2010). This situation was also pointed out in the report of National Reading Panel (2010) and the necessity of ultimate goal of teaching to be reading fluency was emphasized in general acceptance. The studies in this subject reverberated to The Academic Program of Turkish Lesson in 2015-2017 and 2018 by corresponding to The Academic Program of Turkish Lesson (Ministry of National Education [MEB], 2015, 2017, 2018). In these programs, the reading skills are given in three titles as "reading fluency, comprehension and vocabulary" and learning outcomes of these titles are categorized. And based on this developments, this study is considered significant regarding the proof of the effects of the academic program, which was run by choosing the proper text and method and with the student who has reading fluency problems, on student's reading fluency and understanding skills.

Method

Research Model

The action research method from the qualitative research methods was used in this study that was made for solving the problems of the seventh-grade student who had a reading fluency and reading comprehension problems. *“The Action research is a research aimed to determine necessary precaution to correct the situation by making a critical evaluation of implementations with participation of parties of the problem in coordination of the expert researchers.”* (Karasar, 2003, p. 52). The action research is important with regard to serving as a bridge between the implementation and theory in education (Johnson, 2002).

In this study, a process, which contained implementation for understanding and solving a present problem, data acquisition and analysing of this data, was carried out by working with a single participant.

Validity and Reliability

In order to ensure validity and reliability in qualitative research, the results need to be convincing and some criteria have been determined for this to be achieved. These can be categorized under four main headings: credible, reliable, verifiable, and transferable (Guba & Lincoln, 1982) and it is recommended to specify at least one of these strategies to verify the accuracy of the findings (Creswell, 2015). It is one of the measures that can be taken in order to be convincing from individuals who are specialized in the research subject to evaluate the research in various dimensions (Başkale, 2016). This method is called as expert examination (Creswell, 2015). Validity and Reliability Committee was established in this study in order to obtain expert evaluation. This committee consists of two experts who have studies in the field of fluent Reading and Reading Difficulties. The researcher gave a feedback to the researcher with a critical perspective on the data collected by the researcher, their analysis, the implementation of the action plan and the writing of the results. At the same time, it is necessary to give detailed information about the research in order to decide the transferability of the study in action research (Creswell, 2015). For this purpose, the characteristics and application process of the participant were explained by the researcher. Furthermore, various data collection techniques should be used to confirm the validity and reliability of the data increase the quality of the research and provide a broad perspective (Yıldırım & Şimşek, 2016). For this purpose, the data collection tools used in the research process is described under the headings of False Analysis Inventory, Reading Texts, Sound Records and Research Logs.

Participant

In this study, researchers studied with a seventh-grade student who had reading fluency problem although he had no detectable cognitive, visual and aural problem. In order to decide whether or not she / he had difficulty reading because of the absence of any diagnosis, the students were evaluated by two reading experts and it was decided that the student had difficulty reading. Although the student receives educating a seventh grade in secondary school, he doesn't want to read aloud in class and doesn't fulfil the reading responsibilities because his reading level is in the anxiety level according to the class. The reason of choosing this student is that the student had been observed in sixth and fifth grade and it was discerned that student hadn't kept up in this three years. While normal education activities were continuing it was seen that the class activities were not enough for this student and an individual study program was prepared to improve this student. *“Umut (hope)”* code name was given to this student whose name is kept confidential for the codes of conduct. In the interviews that were made with the student it was determined that he received education in first and second grade in a village and because of the lack of teacher, a music teacher had given the lessons for those two years. Umut moved to one of the central districts of Ankara with his family. But he sat down in back desks in there too and he said that he tried to improve by his own but after he failed and after the fourth grade he had completely desisted from reading. In the interviews that were made with his family it was determined that father had reading disability too. Umut is the youngest kid of a four-child family. While

his mother is a housewife, his father is a self-employed person. His father stays in a village in Ankara because of his work and meets his family on the weekends. Umut sees his father just on holidays and when he goes to his father he help him for job in the village. Umut lives in their home with his two older brother, one older sister, mother and grandmothers. His mother deals with the two elderlies care and she has a heart disease. Because of the conditions at home and the condition of his father Umut can not draw enough interest. So Umut fills this emptiness with completely technological devices, after he comes home from school he spends his time playing games on his phone and watching videos. His sisters said that he doesn't want to go outside and prefers to stay at home. In the observation that was made at school it seemed that he got along well with his friends and he had a friendly group who had adopted him. But it was observed that he got angry too much and had difficulty in self-control in some time of crisis too. In the interviews that were made with the teachers, his teachers said that he didn't want read and hung tough on this subject with them. The social studies teacher said that she once forced Umut to read and got angry disapprovingly his reading. In the interview that was made with the student regarding what happened in that lesson was affirmed by Umut too. Because of the fear of getting scolded by teachers and mortification between his friends, he always refused the reading assignment and got away from lessons. In the studying process, his time control problem which occurred because of his long time wasting with the phone was tried to be brought under control, a limitation of this time was wanted and a collaboration was made with the family by negotiating on this subject. Umut had caught influenza frequently during the winter so he had nasal drainage and headache and because of that he had some trouble during studies. Researcher talked with the family time to time about these health problems but it seemed that they took it normally and were accustomed to this situation. These health problems caused both the teacher and the student to have difficulty in the studies but nevertheless the studies continued.

Data Collection Tools

In this research "Error Analysis Inventory", "Reading Texts" "Voice Recordings" and "Researcher's Diaries" are used as data collection tools.

Error Analysis Inventory: In this research "Error Analysis Inventory", which is transcribed from, Ekwall and Shanker (1988) by Akyol (2016), was used for determination of reading and understanding errors. With this inventory, the students' individual reading fluency skills and reading comprehension skills can be measured. Word-voice knowledge in reading errors as making loudly and the reading comprehension level were uncovered with the questions which were asked after silent reading (Akyol, 2016). According to this Inventory, the passing over and adding words, misreading, reversing, repetition and giving words to student who cannot read in 5 seconds by the teacher were determined as reading errors. The three types of reading levels can be determined with this inventory.

- a) Anxiety level: Making too many errors while reading the proper text and making sense of very little part of the text.
- b) Instructional level: Reading and making sense of the proper text by getting help.
- c) Independent level: Reading and making sense of the proper texts without any need of help.

The reading level and percentage which were transcribed by Akyol (2016) from Ekwall and Shanker (1988) were used as criterion in process of determination of these levels.

Table 1. Reading Levels and Percentages

Reading Level	Word Recognition	Comprehension
Independent Reading Level	99+%	90+%
Instructional Level	95+%	75+%
Anxiety Level	90-%	50-%

Questions in the evaluation of reading comprehension were divided into two levels as the questions based on simple comprehension and the questions based on deep comprehension. Expert opinion was applied to determine the level of questions and to score the answers. 2 points for fully answered, 1 point for half answered and 0 point for non-answered questions were given in the simple comprehension questions. In the same way 3 points for fully answered, 2 points for mostly answered, 1 point for half answered and 0 point for non-answered questions were given in the deep comprehension questions (Akyol, 2016).

Reading Texts: Informative, narrative and poetry- type texts, which were determined with the expert opinion and taken from Turkish course book approved by Ministry of National Education and Department of Board of Education and Discipline, had been used during the process of study program in the determination of reading and comprehension level of the student. The texts used in study were categorized according to the Ateşman (1997) formula to proceed from easy to difficult. This categorization was made for just the informative and narrative texts; the expert opinion was consulted for poetries.

“Ateşman Formula” was used for determination of readability level of the texts in the study and the findings were stated in Table 2.

Table 2. Readability Level of The Text Result of “Ateşman Formula”

Process	Name of Theme	Name of Text	Type of Text	Ateşman Formula	Readability Level
1.Week	Individual and Society	Nameless Fountain	Poetry	-	-
	Citizenship Consciousness	I want a Country		-	-
2. Week	War of Independence and Atatürk	Bairam Meeting	Poetry	-	-
3. Week	Individual and Society	Three Questions	Narrative	81,75	Easy
4. Week	Citizenship Consciousness	Padishah’s Messenger	Narrative	77,91	Easy
5. Week	Natural Culture	I am a Little Rug	Narrative	75,10	Easy
6. Week	Innovations and Comings	I Waited for The Bight	Narrative	73,23	Easy
7. Week	Individual and Society	Silver Tongue	Informative	82,66	Easy
8. Week	Health and environment	Recovery	Informative	76,27	Easy
9. Week	Individual and Society	Our body Language	Informative	66,63	Middle
10. Week	Atatürk	Atatürk’s library	Informative	65,42	Middle
11.Week	Health and environment	Adequate and Balanced Nutrition	Informative	47,84	Difficult
12. Week	Health and environment	Garbage and Recycling	Informative	34,42	Difficult

The text chosen in the different areas and different difficulty levels were analyzed and a categorization was made from the most difficult text to the easiest text in the readability formula which was transcribed and developed by Ateşman (1997) from Flesch. After this categorization, the features of the easiest and the most difficult texts which were used for estimating the formula in Turkish were given in Table 3.

Table 3. The Averages of Word and Sentences in Turkish

	Word length (as syllable)	Sentence length (as word)
The easiest text	2.2	4
The most difficult text	3.0	30

According to Ateşman (1997) the average word length is 2,6 syllables and the average sentence length is 9-10 words in Turkish.

In the categorization which was made according to this formula, the readability level of the text named "Adequate and Balanced Nutrition" seems in a difficult level and this text was used in the last stage of the research. The existences of some polysyllables like "*inadequacies, habits, sustained, upsized*" etc. in this text and the number of word in this sentence: "*nutrition means taking food stuffs which are necessities of body to protect and improve health and enhance the quality of life, sufficiently and in proper times*" are examples to show that the text is difficult in readability.

Voice Records: The voice records were taken and analysed in the process of studying and in determination of reading and comprehension level of student. The readings which were made in the pre-tests and post-tests and mid-term evaluations were recorded by the researchers. The readings in the result of repetitive reading assignments that were made by student in process were recorded by "WhatsApp" application and sent to the researchers. After the records were sent by the student, they were evaluated by the researchers, feedbacks were given to the student about his reading. In the result of the study, these records were shared with the family through archiving.

Researcher's Diaries: The notes taken in the interviews and studies in process were registered in the researcher's diary. These notes were shared by the researcher with the domain expert researcher in every week. And decisions about the next stage were taken by evaluating on these notes.

Action Process and Implements

This chapter consists of the determination of problem condition, data acquisition, making data analysis, preparing of the action plan, implementing of the action plan and evaluation of the reading and reading comprehension in the end of the research chapters.

Determination of Problem Condition Studies

Some interviews were made with the Turkish teachers who worked in one of the central district in Ankara about determination of the students who had reading disabilities although they were in the secondary schools level. In the result of this interviews it was determined that there were students who had reading disability in almost every class and grade. In this study it was decided to study with a seventh-grade student codenamed Umut. The main factor in the decision to work with this student; the fact that the researcher taught this student in the fifth and sixth grade and that the other branch teachers had observed that this student had difficulty reading. These observations were reflected in the reports of "Council of Branch Teachers". The necessary permissions were taken from the school administration, counselling service and the family and it was reported that the student had no physical and cognitive health problem for starting the study. And the content of the study was explained by interviewing with the branch and classroom teachers and the necessary support was wanted from them. In accordance with their opinion, the proper course hours were determined and the studies were planned according to this period of time. A work environment that was quiet and had proper physical conditions was wanted from the school administration and school administration regulated a room that was used for other purposes before and gave the key of the room to the researcher. The student and the researcher carried out the reading program in this study room in determined time zone in every week.

A text chosen in the student's own Turkish course book in his own grade level was recorded by making the student read aloud as a pre-test for determination of conditions and the errors were determined by analysing according to the "Error Analysis Inventory". The reading process with texts in the fifth and sixth grade level were recorded and evaluated because the student was in the anxiety level in the reading texts in his own grade level and it was decided to start with the fifth grade level text by negotiating on this subject because student was in the anxiety level in this grade too.

Preparing of the Action Plan

It was determined that Umut had no problem about knowing the voices and the combination of them and he could read easily when he saw the words one by one but he read them very slowly, interruptedly and with difficulty in a text. After making analysis of these, a list for the words that he read wrong was made and next week he was wanted to read this list. In every time, it seemed that the student could read fluently these word lists and when the reason of this was asked to the student, he said that he lost attention while he was reading a text. As the results of the student's answers, the researcher negotiated with the Counseling and Guidance Services of the school and wanted expert opinion about whether the student had a distractibility problem or not. "Burdon Attention Test" was tested the student in company with the teacher and researcher. The form of the test was presented in Appendix-1. The consulting services commented the results of the test and stated that there was no problem about the student's attention. Although it was determined that there was no problem about the student's attention, the student still was passing lines without reading problems and when the reason of that was asked to student he said that his eyes were tired quickly. Although it was determined that he had no optical problems in the prior doctor check, the student was taken to the doctor again and after the condition was explained to the doctor a detailed examination was demanded. It was determined that there was no optical problem by making investigation in every type. The doctor asked if there was any distractibility problem but after he learnt everything was normal about this subject, he prescribed relaxing glasses for that the student felt good psychologically. In the result of the researcher's observation it was realized that the student had more difficulty while he was reading from the course book. The narrow line space and too long lines increase the student's passing lines without reading the problem. The student, who can read poetries more clearly and fluently, had difficult in the texts which had long lines and narrow line space. In the result of these observation it was decided to prepare the student's individual reading program according to the from easy to hard method and being careful about the space and length of the lines in these texts. A single action plan was used in the study.

The Student's Reading Errors

a) Passing without Reading: The student passes some voices, syllables, words and even lines without reading. It seemed that student passed some lines without reading and didn't realize disconnections in meaning.

b) Additions: It means reading some non- existing word like they exist in text and especially using "and" conjunction.

c) Misreading: it is the most common error type in reading. The student misreads some words. For example instead of "whatever" to "what", "my side" to "your side", "them" to "then".

d) No attention to punctuation: While Umut was reading, he wasn't paying attention to punctuation, he was reading too slowly, interruptedly. He couldn't control his breath and didn't stop in the necessary place to speed reading on even the text that he read repeatedly.

e) Reading with Sub vocalization: The student especially spells the unknown words by losing a lot of time and read aloud after he makes sub vocalization.

f) Returning and Repetitions: The student returns by not being sure and most of the time he corrects his errors and he rarely misreads the words which he read correctly before.

Implementing of Action Plan

Firstly, the breath studies were made at the beginning of every lesson in every week. After the breath studies, which the student completed on his feet, he was wanted to read loudly the alphabet and this process were repeated in every week. It was targeted with this study to relax the student and overcome of his tongue laziness. After he sat down on desk, firstly the pre-reading studies were made about text of that week, the prior knowledge of the student were activated. After his predictions about the text or poetry, model reading was made by researcher. After model reading, sonorous reading, assisted reading and choir reading were made with the student. The choir reading was preferred mostly in poetries and the assisted reading and sonorous reading were preferred in the text reading. The texts

were compared in parts in some texts and reading studies were made in order. With the role of "error hunter" everyone took on a task of finding and correcting others mistakes gently. Sometimes the researcher make consciously misreading and provided that the student find and correct these errors. In the sonorous reading, the researcher read the text sentence by sentence and then wanted student to read the same sentence. In this study, the student had a great run thanks to the listening skills. And sometimes the student read firstly and the researcher repeated after him. If the text was long, it was stopped time to time and the comprehension studies were made; if the text was short, after the text was read completely, the post reading comprehension studies were made. Especially in the informative text, the reading and comprehension studies were made paragraph by paragraph. After every paragraph the meaning of this paragraph was tried to summarize.

In the first two week of study, firstly the syllable and rhyme studies were made. It seemed that student provided enough repetition and success on the syllable and rhyme studies given as homework and therefore these studies weren't included in the next weeks. In the first two weeks the reading poetry assignments were given to study, and the assisted reading, sonorous reading and choir reading studies were made with these poetries in on-to-one educations. The student was wanted to do repetitive reading of the studied poetry till the next week at home. The researchers paid attention that the text didn't include the difficult words for the student and the intensive figurative meaning while they were choosing the poetries. In the next weeks, the texts categorized from the easy to hard according to Ateşman (1997) readability formula and the reading comprehension studies were carried out with these texts.

In the first two weeks of the study as a result of the repetitive reading of the poetries, the student almost reached to the level of memorization and this provided reading fluency to poetry in next week and contributed to increase the student's self-confidence in the study made with poetries. It seemed that student could understand and summarize more easily the narrative texts. The strategies of understanding different reading before and after reading were used. Especially the connections about student's own life were tried to establish. In this way, a conversation environment that student could tell his problems, worries and happiness was created based on the text. The model reading method was used for the informative texts which have difficult readability level. The researcher record own voice by making model reading and gave the record to the student. It was demanded that the student listened the model reading and made repetitive readings based on this. Every week after completed the reading aloud and reading comprehension studies, the repetitive reading assignments on the text of that week were given to student. It is demanded that the student made three repetitive reading on the text of that lesson and sent the fourth reading to the researcher by the "WhatsApp" application. In every time, the voice record sent by the student were analysed and the necessary feedbacks were given to the students. While giving feedbacks, the researchers paid attention to use expressions that would increase motivation of the student and encourage him to read. The student sometimes sent the voice records in the evening of the same day and sometimes sent them after two or three days by completing his studies. The voice records were listened by the researchers and if it was necessary the researcher wanted the student to record one more time. In the interviews made with family, it was learned that the student was very happy about these feedbacks. The feedbacks which he took about the text, which he could read fluently anymore as a result of the studies and repetitive reading, helped to defeat the negative attitude for reading and the feeling of being appreciated motivated him to reading studies.

In the last four weeks, the stage of reading children's literature texts as reading at home assignment was initiated. The prior knowledge from the conversations with the student in the past studies were passed to this stage. After reaching a certain level of accumulation about what the student likes, which type of book appealed to him and which type of book he read without getting bored, the proper children's literature books were determined by the researchers. Every week a book was given to the student as reading assignment at home, and in the next week, evaluation of the book was made together with researcher. It seemed that Umut was happy when he talked about the books and he could answer the comprehension questions. The reading ordering was made as follows: "1st: One Peach a

Thousand Peach, 2nd. Liar Orange, 3rd: Saving the Queen, 4th: Story inside Story". After making the necessary evaluation of these books and determining that the student read and understood these book, it was provided that he subscribed to a children's periodical to motivate and encourage him to read much more.

Analysing of Data

The data was analysed as follows:

Word recognition level: It was calculated as "the number of the words that were read correctly/ number of the words that were read x 100 = percentage of the reading correct to accuracy of reading. "Error Analysis Inventory" which was transcribed by Akyol (2016: 98) from, Ekwall and Shanker (1988), was used to calculate.

Reading Speed: The number of correctly reading words per minute was used to determine the reading speed (Hudson, Lane, & Pullen, 2005). In the research, while calculating the number of reading word per minute, the number of correct reading words was divided to reading time (second) of text and the result was multiplied by 60 (Akyol & Yildiz, 2010).

Results

Firstly, a reading text in the student's own grade level was chosen to determine the reading and comprehension errors and used as assessment tool of pre-test- post-test. It seemed that the student was in the anxiety level in the text in his own level because of that a quantification was made with a text in the sixth grade, one low grade, and it seemed that the student was in the anxiety level in this grade too. So the quantification was made with the text in the 5th grade level. The student was in the anxiety level in the quantification made with a text in the 5th grade too. Because of that the researcher decided to carry out studies in this level and they carried out their studies with the texts in the fifth grade level.

After the pre-test results, the post-test results were taken as well and the results coming from the analysed reading process are given in Table 4.

Table 4. The Reading Errors According to Grade Level, Word Recognition and Pre-test - Post-test Results Related with Comprehension Level

Grade Level	Texts	Number of Words	Time of Reading	Number of Errors	Percentile of word recognition (%)	Level of word recognition	Total score that can be gotten from reading questions	Student's Reading Point	Percentile of reading comprehension(%)	Comprehension level	Reading speed
Pretest 5 th grade Posttest	Game Design	115	02:36	13	88,69	Anxiety Level	10	5	50	Anxiety Level	53,21
		115	01:56	5	95,65	Instructional Level	10	8	80	Instructional Level	57,39
Pretest 6 th grade Posttest	Dear Book	183	03:37	40	78,14	Anxiety Level	7	2	29	Anxiety Level	49,6
		183	03:27	10	94,54	Instructional Level	7	6	86	Instructional Level	41,44
Pretest 7 th grade Posttest	Letter	203	03:23	38	81,28	Anxiety Level	4	1	25	Anxiety Level	48,76
		203	03:13	6	97,04	Instructional Level	4	3	75	Instructional Level	58,22

The pretest- posttest points of the student in a text in fifth grade were categorized as table 4. When the data coming from this table was placed to "Calculation of Reading Levels Table" which was transcribed by Akyol (2016, p. 102) from Ekwil and Shanker (1988), it seemed that the student passed from the anxiety level to the instructional level. While he was reading 115-word text in 2 minutes 36 sec. in pre-implementing, he was reading the same text in 1 minutes 56 sec. in post implementing. Umut whose word recognition level was determined as 88,69% with 13 errors in pre implementing, increased his word recognition level to 95,65% by making 5 errors in post implementing. An increasing came true in the points which Umut took with his answers to the comprehension questions, comprehension percentage increased from 50% to 80%. His reading speed increased from 53,21 to 57,39.

When the pre-test- post-test points of the student in a text in sixth grade was placed to "Calculation of Reading Levels Table" it seemed that the student passed from the anxiety level to the instructional level. While he was reading 183-word text in 3 minutes 37 sec. in pre-implementing, he was reading the same text in 3 minutes 27 sec. in post implementing. Umut whose word recognition level was determined as 78,14% with 40 errors in pre implementing, increased his word recognition level to 94,54% by making 10 errors in post implementing. An increasing came true in the points which Umut took with his answers to the comprehension questions, the comprehension percentage increased from 28% to 85%. The level of word recognition and reading comprehension increased in this grade level too. But the reading speed decreased from 46,60 to 41, 44. The reason of this decrease in reading speed was that the student passed 2 lines from different places in the text without reading the pre-test. The student read 143 words in total in 37 sec. in the pre-test, but in the post-test he read 173 words in total in 27 sec. in consequence of solving the passing without reading problem. However, it seemed that the student's reading speed didn't improve enough in this grade level like in the other grade levels.

When the pre-test and post-test points, which were taken in a text in student's own level, were placed in "Calculation of Reading Levels Table", it seemed that student passed from the anxiety level to the instructional level. While he was reading 206-word text in 3 minutes 23 sec. in the pre-implementing, he was reading the same text in 3 minutes 13 sec. in the post implementing. Umut whose word recognition level was determined as 81, 28% with 38 errors in the pre implementing, increased his word recognition level to 97,04% by making 6 errors in the post implementing. An increasing came true in the points which Umut took with his answers to the comprehension questions, the comprehension percentage increased from 25% to 75%. The reading speed increased from 49,60 to 62,17.

An increasing came true in the points which Umut took with his answers to the comprehension questions however the increasing in reading speed couldn't reach to the demanded level. It seemed that the student still has read slowly to recognize words and reach meaning.

The error types and numbers that were seen when pre-test and post test results were analysed were given in Table 5.

Table 5. Error Types and Numbers in 5th, 6th and 7th Grade Level Texts

Grade Levels	Text (Number of Words)	Total Number of Errors	Error Types			
			Misreading	Passing without Reading	Making Addition	Repetition
5 th grade	Pretest : 115	13	9	1	2	1
	Posttest : 115	5	2	2	1	0
6 th grade	Pretest : 183	40	15	25	0	0
	Posttest: 183	10	5	3	2	0
7 th grade	Pretests: 206	38	18	16	3	1
	Posttest : 206	6	4	0	2	0

It was determined that the student passed from the anxiety level to the instructional level in the pre-test and post-test evaluation that were made on 3 text. It seemed that this improvement which occurred in the word recognition and reading comprehension was not occurred enough in the reading speed. It was observed that the student could realize faults in meaning and he repeated self-correcting behaviour while he was reading. It was stated that Umut read slowly at home too but he could understand what he read and answer the questions about the content of the text in the interviews that were made with family.

Discussion, Conclusion and Suggestions

In this study, it was aimed to determination of the disabilities on reading and comprehension and making implementing to decrease this determined disabilities of a seventh grade student who had reading disability. In consequence of the pre-tests many reading errors of the student were determined and it was determined that he had so much difficulty while reading. It seemed that the most common errors of student were misreading, making addition and passing words without reading and he didn't pay attention punctuations and toning. After the determination of that the student's word recognition and reading comprehension level was in the anxiety level, a reading program was prepared. This program has been implemented as 3- hour period in 12 week. According to the post-test data which was taken after this reading program, it seemed that the student passed from the anxiety level to the instructional level in both fifth and sixth and seventh grade level. This data showed that the texts that were used in the study process and the reading fluency methods affected positively to the word recognition and comprehension level. However, the improvement in the word recognition and comprehension level didn't seem enough in reading speed. This result showed that the student couldn't complete the automation process yet and needed to make more study and reading. For this reason, it was planned that preparing a reading loudly and silently program to the participant for the next reading program. The conclusion of experiences which were gained in the process of implementation is that the textual criterion and readability level of the text, which was used in the studies, requires extra attention. Abiding by just grade level of the course book and thinking that it was proper to the level produced false results. Because it was seen that a text in the fifth grade's course book could be more difficult than a text in the seventh grade's and the student had difficulty reading these texts. Using categorized texts in the studies according to the textual criterion and readability formula is important in preventing this problems originating from course books. Also it is thought that the choice of the text types which are used in study at the beginning from poetries, Turkish poems and fables is important as well. Short lines and sentences are less tiring to the student and this increases the desire to continue reading. However, this text should be chosen by acting responsibly, the poetries involving intense figurative meaning and unknown words shouldn't be included in the study. In this study poetries were chosen having regard to this features and some poetries, although they were in the course book, weren't included in this study. In the first stage of this study poetries and in the second stage informative and narrative texts were used. Thanks to being careful to the 'from easy to difficult' principle and the textual criterions while choosing texts, the negative attitude of the student was overcome and the student was persuaded that there was no obstacle to reading fluency.

When the studies made for reading disability and solving of this (Akyol & Ketenoğlu Kayabaşı, 2018; Akyol & Kodan, 2016; Akyol & Yıldız, 2010; Dağ, 2010; Demir, 2015; Doğuyurt & Doğuyurt, 2016; Dündar & Akyol 2014; Kardaş İşler & Şahin, 2016; Kaşkaya, 2016; Sezgin & Akyol 2015; Sidekli & Yangın, 2005; Uzunkol, 2013; Yılmaz, 2008; Yüksel, 2010) were examined, it seemed that the result of these researches show parallelism with result of this study. The texts were divided into readability levels with " fog test" in the Kaşkaya's (2016) study which he used to "The Neurological Impress Method" and these texts were used in this process. In consequence of the implementation, it seemed that reading errors decreased a considerable amount, comprehension level increased and the participating two students reached to the instructional level from the anxiety level. Repetitive reading method was used in Yılmaz's (2006) study and it was determined that reading and comprehension errors of 3rd grade students removed in a considerable amount and the students who were in the concern level before

reached the free reading level after the study. Repetitive reading and recognition of words methods were used in a study by Akyol and Yıldız (2010) and it was made with 5th grade students who had reading and comprehension deficiencies. At the end of the study it was determined that student's reading and comprehension errors got better a considerable amount. It was stated that reading comprehension levels reached to 83% in the Ellis's (2009) study which was made by using more than one method such as paired reading, choir reading, repetitive reading and sonorous reading.

Dündar and Akyol (2014) wrote seven reading texts based on subject's personal characteristics and daily life to removed reading motivation deficiencies of another second grade student who had reading disability and reorganized the texts by changing main heroes' name in the reading text in Turkish course book with the subject's name. After they provided the student's reading motivation they sustained the studies with the repetitive reading method. The student who was in the anxiety level in the pre-test result reached to instructional level in the post-test result.

In Durukan's (2014) study, the texts were categorized by using Ateşman's (1997) formula according to readability level and whether or not the reading speed and levels become different according to difficulty level of text was researched. At the end of evaluation, it was determined that reading speed and comprehension levels became different according to readability levels. It was stated that reading speed and reading comprehension decreased as the difficult level of texts increased and length of the sentences affected negatively to student's reading speed and reading comprehension. Also it was examined whether there is any relationship between student's reading speed and reading comprehension and it was determined that reading comprehension level decreased with the increasing of reading speed by finding an avoidant and sensible relationship between student's reading speed and reading comprehension.

It was stated that students have too much difficulty and they found more than one main idea in finding main idea study with was made by using weak organized text in Çetinkaya, Ateş, and Yıldırım's (2013) research.

The results which were seen by scanning of body of literature and the results of this study showed that positive development was provided when one-to-one studies were made with the students who had reading disability. And this was based on that the reserved time and labor to student is special to him and he subjected to a program which proposed to solution to problems that he had. The thing that matters in here is that the conclusion is became permanent in the result of this studies and develop more and more. Therefore, educators should contact with student's family and teachers, and guide to them about what can be done in this process. Thus, student's re-experiencing of reading and comprehension disability can be prevented and it can be provided to carry a step further from this point.

In this study, it is a separate subject that should be discussed before the seventh grade student who is working with him to reach this class level without solving the reading problems. Hock et al. (2009) found that 88% of these students experienced fluency problems in their study on 202 students who passed from eighth to ninth grade and defined as weak readers. For this reason, the students who have difficulty reading are not only in the first grade, and this problem is encountered in the students in secondary grade. If the students cannot find a solution to their reading problems in this stage, the students continue their high school education and it is now more difficult to perform the intervention studies at this level. Because sense of shame increases with aging and students who have reading disability keep themselves in the background in lessons. If the necessary support isn't provided by determining these students, it causes serious results such as dropping out of school. Branch teachers should determine these students in the "Council of Branch Teachers' meeting, report this situation to counselling service and school administration and demand help about providing necessary support. Inapplicability of this education program to the unreported students is a big deficiency. It is seen that if necessary support can be provided to students who have reading disability although they don't have any mental or physical handicap, can obtain progress. Decisions should be taken about this student and these decisions should be recorded in reports instead of ignoring these problems which have solutions.

In weekdays or weekends courses should be given to these students in edification course although they don't have supportive education reports. Branch teachers should be raised aware about this subject and they should attend seminars about how they can determine this student and intervene to him/her. School administrations should use initiative about this subject and give place to these students who are determined with the decision of the council and department, in edification courses and support education courses to provide all kinds of supports.

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Appendix 1. Burdon Attention Test

BURDON DİKKAT TESTİ

Adı ve Soyadı: ...
 Numarası : 3446
 Sınıfı : 7

Gerçek
Değerle

10a
10g
8b
10d

a e p z n z s u a h v k l a s l b f o u o e
 r v b p m i b i r b s m n t d a u f e f k a
 e k ü h s e y p h b k s d g y z d v r l f g
 y d a e o y e r z h e z s e g m k f z d n y
 f s v y i b t d h m l n i e m t g t e d f u
 k e d e k o k o s t l u z u g m a f l v u t
 i z i f o u d v h y p n b p m v h n n g r y
 p v r l n t y o r z n e p h t e m z i o i m
 r a k y g s o i v a i n a r e h o d b f p h
 k u r s y g u e m k l l e g v g r l p e t e

10a
9b
11d
11g

e i t e l r n z f u d b m s h d k u f d s m
 s l v e t e p l n g v g e t l r n e u g y s
 b o k e h b u k r g f u d o h o r a n i a v
 i o s g y l a r o i f b z m e l h p z n z r
 o ş k h a m v ğ l m g v n h v m p b n p y b
 v d u o f r h i y u v l u a m f a e u l t s
 o k o k e i e k t f s b t g t m e i n l z h
 d t d i y a s e u n d z f k m g e s z e h z
 r e n o e v d y g f l r v d z y g d z p b e
 p y e a a s e g e a h t n m p r r i b i k p

10a
10b
8d
11g

a f n p v d m t o y m i l g d e o t o e n t
 l u p z n k r h p u e y o y g u d v y a o l
 s z o a p f f t e v k i r b p m m e r g e s
 b a h v i h s e k z r f b r a e g y n m h y
 t d s v e g z y f m p t r o y e u u b b y h
 i u a n y a d u m f a p y z e b k d b o l z
 e l z h e a d z t e l p r y f m s n v i e v
 s b i v m z g p s m r k b k r e h e u v m s
 f l s l e i o l g l k t h z o k t d e a r h
 s m i u e f t i m s g k n k n h r h g u i
 f l s e m g t l g k b p o n h n r v i y h s

8a
8b ✓
10d ✓
9g

9a
6b
10d
11g ✓

9a
10b ✓
6d
11g