

The Effects of Repetitive Reading and PQRS Strategy in the Development of Reading Skill¹

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Abstract

Problem Statements: It is a fact that there are individual differences in education and it would be wrong to expect every individual to learn at the same speed. Certain individuals have difficulty in some subjects such as reading, writing and mathematics, yet the most common such problem is difficulty in reading. Particularly, the students who fall behind others in early reading-writing periods have hardships in coding, interpretation and word acquisition. These failures often result in low motivation to learn and decreased self-esteem, and this, in turn, prevents them from making satisfactory use of educational services. For these reasons, this study focuses on the elimination of reading disabilities.

Purpose of the study: The aim of this study is to investigate the effects of repetitive reading and preview-question-read-summarize (PQRS) strategies on the elimination of reading and comprehension problems of a 3rd grader.

Method: This study, which focuses on the identification of reading and comprehension problems and the elimination of such problems, can be classified as an *action research*. On the other hand, it is also a *case study* as it investigates in detail the reasons for the problems in reading and comprehension that only one subject is having.

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Findings and results: At the end of the implementation process, we have seen the state of anxiety reduced to a free level.

Conclusions and Recommendations: The problems students with reading disabilities are continuous. These difficulties often begin during the early years of primary school and continue in subsequent years.

The identification of the strategies used to eliminate reading disabilities is expected not only to guide teachers in the teaching process but also to shed light on future studies of academicians.

Key Words: Reading disability, reading errors, action research, motivation

Introduction

Reading skills are one of the first skills that an individual acquires in the early years of education. While speaking skills are acquired in natural environments, reading skills are typically acquired in an educational environment as a result of the implementation of the education programs (Das, 2009). According to Chall, Jacobs and Baldwin (1990), reading is a cultural activity and a good example of cultural learning. Because reading forms the basis for our life-long learning experiences, the acquisition of reading skills is of great importance. There are various definitions of reading skills in literature. Reading is a skill which encompasses the processes of coding and interpreting of texts and which simultaneously allows for fulfillment and active participation of the reader (Kelly, 2012; Klingner, Vaughn & Boardman, 2007). According to Trezek and Mayer (2015), learning to read is a hierarchical, developmental process, and comprehension is driven by the reader's language abilities as well as the phonological information derived from text. When we look at the points that are common to all the definitions, coding and interpreting emerge as two important factors in the reading process.

There are a great many children and even adults who have not acquired reading skills in Turkey. In addition, there are students in every school who have difficulty in reading even though they have partially acquired reading skills (Yilmaz, 2008). According to another study conducted by Babayigit and Sainthorp (2010), students who read more slowly than their peers in the 1st grade continue to read slowly in the 2nd grade and they make more reading errors than their peers. One of the most striking things that children with reading disabilities have in common is that their language development is undermined because of the hardships they have in word acquisition (McKenna, Shin & Ciullo, 2015). The most obvious symptom of reading disabilities is the number of errors made while reading although it is difficult to give a specific definition to the term "reading disabilities", according to Spencer, Wagner, Schatschneider, Quinn, Lopez and Petschner (2014). These types of errors are shown in Table 1.

Table 1.*Errors Made While Reading*

Omission	Errors in which a reader skips syllables or parts of words or a whole line without reading it (Nakra, 1996).
Addition	The reader adds unnecessary letters or syllables (Nakra, 1996).
Substitutions	The reader does not read the words correctly. Also, the words that are read out incorrectly are not corrected by the reader (Halladay, 2008).
Repetition	The reader repeats a whole word without changing or correcting it (Halladay, 2008).
Reversal	This error results from dominance of brain or a deterioration of the organization of the nerves. The differences such as (B, P, b, p, h, m, n, r) which are written in curves made clockwise and (c, a, d, q, e, f) which are written in anti-clockwise curves should be underlined (Nakra, 1996).

One strategy that helps to develop reading skills is repetitive reading. This basic method was formulated by Samules (1979) and Dahl (1979) based on the automatized theory applications of La Berge and Samuels (1974) (Kuhn and Stahl, 2003). In repetitive reading, a student reads meaningful paragraphs a few times over until s/he reaches a level where the text can be fluently read. According to Serino (2007), students read the paragraphs a few times and after there is a reduction in the speed at which they read and the number of errors in word recognition, they move on to a new paragraph and the process is repeated. It would be an effective method to have someone read the paragraph before the student reads it independently (Wexler, 2007). In the literature, there are findings exhibiting the positive contributions of repetitive reading on the improvement of reading skills when eliminating reading disabilities (Dundar and Akyol, 2014; Fidan and Akyol, 2011). In this study, the reading skills of the student were improved through the strategy of repetitive reading and after 10 weeks (43 hours), PQRS strategy was implemented.

Preview-question-read-summarize (PQRS) strategy improved the comprehension skills of the students as it motivated them to review the text or book and stimulated their preunderstanding of the text. According to Scanlon et. al.'s (2010) interpretation, this is the basic aim in reading. In order for the content of the text to be understood, former knowledge should be associated with new information; the reader should interpret the text and identify its main idea (Westwood, 2008; Martin and Kragler, 2011). PQRS strategy involves an action plan to be implemented while the students develop their comprehension skills (Westwood, 2001, p. 62). This strategy is comprised of the steps shown in Table 2.

Table 2.*PQRS Strategy*

<i>P=Preview</i>	The child scans the titles, subtitles, diagrams and figures in a text. Then the child asks: "What do I know about this subject?"
<i>Q=Question</i>	The child forms some questions about the text in his/her mind. S/he thinks about questions such as "What do I expect to learn from this text? and Will this text be able to answer the questions in my mind?"
<i>R=Read</i>	The child reads the text carefully. S/he rereads the parts that are problematic over and over. S/he looks for answers to the questions. "Does the text answer my questions?"
<i>S=Summarize</i>	The child tells or draws the main points understood in the text or the conclusions drawn from the text. While applying this strategy, teachers can pose as models.

(Westwood, 2001, p. 62)

Every individual with reading disabilities has problems in interpreting text. According to McKenna and Stahl (2009), children cannot comprehend a text if they do not recognize the words if they cannot understand the language, or if they cannot use reading strategies. Students with reading disabilities have difficulty in guessing the meanings of words when they cannot recognize the words (Harris & Graham, 2007; Elwer, 2014)]. Students with learning disabilities may process information inefficiently, often not engaging in strategic reading or metacognition. In addition, students with learning disabilities also display difficulties with text structure and text organization (Alves, Kennedy, Brown & Solis, 2015). In a study carried out by Septiari (2013), it was found that PQRS strategy had a positive impact on the comprehension skills of 8th graders.

However, the students in Turkey are unfortunately incapable of using the reading strategies effectively. Reading disability is a concept that is continually discussed in educational circles and that leads to a great many problems in both students' academic and social lives. However, reading disabilities have not been sufficiently investigated and the problem does not receive adequate attention in Turkey. Therefore, this study is of great importance in that it gives information about both the problems faced in the process of reading and comprehension and the strategies used to eliminate these problems. In addition, it also has importance in practice in that it presents valid and reliable research to eliminate reading disabilities and reading errors. It also provides alternative solutions for the students who are experiencing such problems and gives teachers new ideas to explore. Moreover, this study has been conducted keeping in mind that so far the issues of reading disabilities and the factors that play a role in the formation or elimination of those have been studied in academic literature with more emphasis on theory and less on practice.

Therefore, the aim of this study is to investigate the effects of reading strategies on the elimination of reading disabilities and the improvement of comprehension skills. In accordance with this aim, we will investigate the following question:

- What are the roles of repetitive reading and PQRS in the elimination of reading disabilities and improvement of comprehension skills?

Method

Research Design

The pattern of *action research* has been used in the study. Action research aims to find solutions to problems in a great many fields using a cycle of discovery, intervention and assessment (Glesne, 2013). From another perspective, this study also has characteristics of a *case study*. Case study is a research method which exhaustively investigates a contemporary phenomenon within its real-life framework (Bas & Akturan, 2013). During the process of the study, we have tried to define the method in a realistic and clear way as a result of the literature research and the observations made.

Based on these issues the methodical structure of the study was formed. An introduction to the study was presented by identifying reading disabilities and types of reading disabilities and then the participant's reading errors were presented in a table with descriptive data within a conceptual framework. Finally, appropriate methods and strategies to eliminate these reading errors and to improve the participant's comprehension skills were chosen after the preliminary research. The researchers were not only the people who collected information exclusively on the subject, transformed this information into data, and conducted analyses and wrote reports on these, but they were also the ones who taught "D", had experiences with "D" on certain days of the week and constructed the subsequent research program in accordance with these experiences. In this respect, the study has characteristics of action research. Moreover, the study is also a case study in that it investigated the reasons for the comprehension problems of only one subject. In the development of the subject certain strategies were implemented to eliminate problems involving the family background of the subject, the level of success in other school subjects and the subject's health status.

Research Sample

The general population of the study were the primary school students who were experiencing reading disabilities, while the sample of the study is student "D" who was in the 3rd grade (2014-2015) of a primary school in the province of Afyonkarahisar and who also had reading disabilities. In the selection of the sample, we have used purposeful sampling, which is used in qualitative research applications. According to Patton (2002) qualitative researchers do not work with large groups as to make random selection meaningful; they do not generalize and they select every condition purposefully. According to Yildirim and Simsek (2011), qualitative research can focus on one condition or a number of conditions

simultaneously. Because such as repetitive reading method and PQRS strategy is used in individual reading programs (Hung, Chen & Cheung, 2002), they were both applied to a single subject in our study.

Research Instrument and Procedure

Error Analysis Inventory was used to identify and evaluate the errors in reading and comprehension in this study. Error Analysis Inventory is comprised of a word comprehension and percentage determination guide which Akyol (2003) adapted from Ekwall and Shanker (1988) and vocalization and environment scales adapted from May (1986). The point scoring of the environment scale is shown in Table 3.

Table 3.

Environment Scale

Error	Point
Never read the word	0
Could not read; the teacher gave the word	1
Read an irrelevant word	2
It did not contain the same words and structures	3
The words inserted contained the same expressions of those of the writer	4
Corrected himself/herself	5

Vocalization scale point scores are provided in Table 4.

Table 4.

Vocalization Scale

Error	Point
There are no similarities in letters with the word read.	0
There is 1 similar letter with the word read.	1
There are 2 similar letters with the word read.	2
There are n similar letters with the word read.	n

The point scoring in the vocalization scale is between 0 and n in proportion to the number of letters of the word read.

As to the point scoring system with regard to comprehension, a in a simple understanding, a response of 0 means "no answer at all"; 1 means "partially answered"; and 2 means "fully answered". In an advanced understanding a

response of 0 means “no answer at all”; 1 means “partially answered”; 2 means “an expected yet insufficient answer”; and 3 means “fully and effectively answered”.

The Process of Implementation to Eliminate the Errors in Reading and Comprehension

The researchers first asked “D” to read a text and at the end of the reading process, we identified the reading problems. The subject frequently corrected himself/herself, went back, repeated, omitted, added elements, misread and silently read the text. Difficulties were experienced in pronouncing sounds such as b, h, k, g while reading. In order to get provide readiness and motivation for “D” and so that the errors made could be eliminated, a syllable list of every letter was written and we worked on these syllables. Afterwards, we chose two- and then three-syllable words that consisted of these syllables and had “D” read repetitively. After reading the lists of these words, “D” was asked to do repetitive reading with quadratic texts. During repetitive reading, the researcher read the text and then the student read the same text and then they simultaneously read the same text aloud. After the student read the texts twice, the words which were misread or with which there were problems were identified. These words were written as a list and the errors the student made were pointed out to the student.

While applying PQRS strategy, the student was asked to tell his/her thoughts about the pictures, thus activating prior knowledge of the subject matter of the text. In the process of questioning, we tried to determine the expectations of the student as to what was learned from the text. The student determined if the text met his/her expectations after reading and answered the questions posed. In the summation process, the students retold the text.

Data Analysis

At this stage, some precautions were taken to increase the validity and reliability of the research. In order to increase the level of impartiality in the research results, the health status and reading problems of “D” were clearly defined. After a medical screening, it was confirmed that “D” did not have any kind of visual or auditory problem or mental disability. The study was conducted with a methodologically valid and reliable research. The implementation process was recorded on a video tape and “D’s” problems in reading were identified under the control of an expert in the field. The implementation steps of repetitive reading and PQRS strategy were followed as faithfully as possible during the whole study. The fact that the researcher reveals his/her position in the process of the study makes it possible to provide external reliability. We asked the opinions of an expert and those of four different form masters with regard to the appropriateness of the texts and the word lists to be read. Word lists or texts on which researchers could not agree with regard to appropriateness were excluded from the study. In this way, content validity was ensured in the word lists and texts. Reliability was ensured within the framework of the principle of agreement based on expert views by recording the process of the study and the process of evaluation.

In the study, when identifying the errors and in the recording process during the study, the answers given by the student were analyzed according to the vocalization and environment scales as follows: If a student reads the word "kalemi" (pencil in Turkish as an object of a sentence) as "kalemini" (one's pencil in Turkish as the object of a sentence), the point the student will get on vocalization scale is 6 out of 6 because the word is comprised of six letters and all letters read can be found in the word in the text. Students receive three out of five for the same word on an environment scale, because the word that the student has read and the word in the text include the meaning and the structure that the writer wanted to convey (Dundar & Akyol, 2014). The points that the student gets on each word on the vocalization and environment scales are added together and then the sum is divided into the number of words, thus calculating the percentage point.

At the end of these applications the percentage of the points that the student got on each scale (environment-vocalization-question) and the figures were added together. The cumulative points obtained show the level in which the student is: "anxiety level", "teaching level" or "fase level." The determination of the levels at which students are placed was performed as follows (May, 1986, p.357, quot. (Dundar & ve Akyol, 2014):

- 180 points and below is the "anxiety level". This shows that the student is below the level s/he is supposed to be. This level means that the child comprehends little of what is read and makes a large number of reading errors.
- The points between 180 and 240 are the "teaching level". This level means that the child can read and comprehend in a desirable way with the support of a teacher or another adult.
- 240 points and above is the "free level". This level means that the child can read and understand appropriate materials for his/her level of skills without the need for help of a teacher or another adult.

Results

We chose a reading text and had "D" read it with the aim of identifying reading and comprehension errors and conducting a preliminary test. The reading text chosen was at a 2nd grade level entitled "Dağlarda" ("In the Mountains"). The researchers recorded the reading without any intervention in the reading process while "D" was reading the text. The results have been summarized in Table 5.

Table 5.
Preliminary Test Results

Student	D
Number of words in the text	114
Duration of reading	10 minutes 32 seconds
Words read per minute	12
Number of words misread	28
Environment Scale Point	55%
Vocalization Scale Point	59%
Question Scale Point	33%
Total Points and the Level of Student	147

As seen in Table 5, "D" read the 2nd grade level reading text titled "Dağlarda" which consisted of 114 words in 10 minutes and 32 seconds. "D" misread a total of 28 words and read 12 words per minute. The points scored, i.e., an environment scale (55%), vocalization scale (59%), and question scale (33%) were rather low. As the total point that the student got on these scales (147) is lower than 180 points, the student is in the anxiety level (2nd grade level).

The reading errors that the student made during the preliminary test were misreading (24), omission (1), addition (2) and words given by the teacher (1), which amounts to 28 errors in total. Following a 43-hour study of repetitive reading (approximately two and one-half months), we conducted a mid-term evaluation to determine the student's reading level. The reading text which was recorded to identify the reading and comprehension errors was a text entitled "Avcı" ("Hunter"). The text included five questions, four of which were basic comprehension questions. The results have been summarized in Table 6.

Table 6.
Results of Mid-Term Evaluation

Student	D
Number of words in the text	183
Duration of reading	5 minutes 24 seconds
Words read per minute	41
Number of words misread	24
Environment Scale Point	50%
Vocalization Scale Point	95%
Question Scale Point	50%
Total Points and the Level of Student	195

When Table 6 is examined, we can see that “D” made great progress with regard to reading and comprehension problems in relation to the preliminary test after 43 hours of study and moved from the level of anxiety to the level of teaching. S/he had a marked increase in success in the vocalization scale (95%) and question scale (50%), which are aimed at comprehension.

While the student’s reading skills were improved with the help of repetitive reading, the student was also trained with PQRS strategy for 24 hours (approximately one and one-half months) after the mid-term evaluation at the completion of the 43 hours of study. Following this period, the text titled “En Değerli Şey” (“The Most Valuable Thing”) was applied as a final test to identify the reading level. The text included a total of seven questions, five of which were basic comprehension questions. The researchers recorded the results without any intervention in the reading process while “D” was reading. The results have been summarized in Table 7.

Table 7.

Final Test Results

Student	D
Number of words in the text	185
Duration of reading	5 minutes 28 seconds
Words read per minute	42
Number of words misread	15
Environment Scale Point	73%
Vocalization Scale Point	98%
Question Scale Point	75%
Total Points and the Level of Student	246

By examining Table 7, it is apparent that “D” made considerable progress with regard to his/her reading and comprehension problems after a training period of 24 hours and reached the free level. “D” had a marked increase in success in the environment scale (73%), vocalization scale (98%), and question scale (66%), which is aimed at comprehension. We can also see that the student reached the free level in accordance with the total point received on all the scales (246 which is above 240). We can say that the methods and the reading studies performed have been effective at this point. In addition, it can be said that when reading problems are eliminated, problems in comprehension also disappear.

The reading errors made by the student in the final test consisted of misreading (7) and addition (9). At this point, “D” made considerable progress in the elimination of reading errors, and comprehension errors have also been eliminated in parallel with the elimination of his/her reading errors.

Discussion and Conclusion

In this study, which was conducted with the aim of eliminating reading and comprehension problems, a number of exercises were carried out to eliminate the problems of the subject who was understood to be at anxiety level. In the first stage of the study, "D" rose from anxiety level to teaching level following the implementation of the repetitive reading method. The findings of this study are parallel to other studies on the subject. In a study carried out by Erickson, Derby, McLaughlin and Fuehrer (2015) the results suggest that the procedure of repeated practice with an audiotape and practicing independently are effective procedures for increasing words read per minute. In the study conducted by Dundar and Akyol (2014), which aimed to eliminate reading disabilities by using repetitive reading, the student moved from anxiety level to teaching level; similarly, in the study carried out by Fidan and Akyol (2011) the student rose to free level. The studies conducted by Lo, Cooke and Starling (2011) and by Begeny, Krous, Ross and Mitchell (2009) demonstrated that repetitive reading has a positive impact on the improvement of students' reading skills. In this study, the repetitive reading method was supported by PQRS strategy.

After the mid-term evaluation was conducted and following a 24-hour implementation of PQRS strategy, the student reached the free level (240), achieving 246 total points. These findings are parallel to those of other studies previously conducted. Septiari (2013) demonstrated that PQRS strategy had a positive impact on the improvement of the reading comprehension skills of 8th grade students. Also there are some findings showing that the scan-question-read-memorize-interpret (SQ3R) strategy, which is similar to PQRS strategy, has a positive impact on reading comprehension skills (Baier, 2011). Swanson, Wanzek, Vaughn, Roberts and Fall (2015) examined the effects of the promoting acceleration of comprehension and content through text intervention for 8th grade students and found that this significantly improved students' content knowledge as well as their reading comprehension of content text. Teachers have various responsibilities in implementing reading strategies in order to eliminate reading disabilities.

Teachers should support the use of various strategies in class and encourage students to use these strategies. Reading errors should not be ignored when repetitive reading strategy is implemented (Scanlon, Anderson & Sweeney, 2010). In addition, students' level of phonological awareness and writing skills should be improved (Bowey, 2005). Students can become successful readers when they perceive important information in the text and relate the information in their charts to the new information (Baier, 2011). Self-betterment behavior should be instilled in students in order for them to use reading strategies while reading (Martin & Kragler, 2011). For this reason, teachers should pose as models in reading until the students can read single-handedly (Bell, 2006). On the other hand, teachers can teach individually or in groups while implementing PQRS strategy (Hung et al., 2002). Therefore, reading skills should improve through the use of various methods.

Unless a proper education is provided in combatting reading disabilities, such disabilities will lead to insurmountable disadvantages throughout the individual's life. Reading disabilities will pose a long-term handicap (Cartledge, Yurick, Singh, Keyes & Kourea, 2011; Papadimitriou & Vlachosa, 2014; Snowling & Maughan, 2006, p. 15; Scanlon, Anderson & Sweeney, 2010; Sanford, 2015), since they influence an individual's social and academic success. According to Costa, Edwards and Hooper (2015), reading problems could be effectively dealt with if students who are inclined to have reading disabilities can be identified during their preschool years and if they are trained accordingly during primary school. Therefore, one should not overlook the fact that the development of reading skills begins during preschool, continues during the school years, and spans into adulthood (Connor, Alberto, Compton & O'Connor, 2014; Dickinson & McCabe, 2001). In this respect, some suggestions can be made in accordance with the findings of the study.

In the studies conducted on the development of reading skills, the acquisition of coding skills has been focused, while the development of comprehension skills has largely been overlooked. For this reason, very few studies have explained the connection between coding and reading comprehension (Ghelani, Sidhu, Jain & Tannock, 2004).

Recommendations

In this study, after ensuring the development of reading skills, we focused on the development of comprehension skills. We determined that the teaching process implemented in this study can be suggested as a formal teaching program in Turkish language instruction in the future. There are special classes, special clinics, and centers for children with reading disabilities in certain countries. There are specialized instructors who prepare a specific programs and reading materials for each child in such institutions (Spencer et al., 2014). Departments aimed to train such specialized instructors could be established in Turkish universities in the future.

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Okuma Becerisinin Gelişiminde Tekrarlayıcı Okuma ve GSOÖ Stratejisinin Etkisi

Atf:

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Özet

Problem Durumu: Okuma becerisi, bireyin eğitim hayatının ilk yıllarında kazandığı becerilerden birisidir. Konuşma becerisi, doğal ortamlarda edinilirken; okuma becerisi, öğretim ortamlarında eğitim programlarının uygulanması sonucunda edinilmektedir. Okuma becerisinin kazanımı Türkçe derslerinin yanı sıra fen bilimleri, matematik, sosyal bilimler vb. derslerdeki başarıyı etkilediğinden ve yaşam boyu öğrenme deneyimlerimizin temeli olduğundan okuma becerisinin kazanımı oldukça önemlidir.

Bugün ülkemizde, okuma becerisini kazanmamış birçok çocuk hatta yetişkin mevcuttur. Ayrıca her okulda, okuma becerisini kısmen de olsa kazanmış olmasına rağmen okuma güçlüğü çeken öğrencilere rastlanmaktadır. Okuma becerisi gelişmemiş birey, okuma sırasında çok sayıda okuma hatası yapmakta ve okuduğunu anlayamamaktadır. Yapılan araştırmalar, okuma güçlüğü gösteren öğrencilerin okuma problemlerinin süreklilik gösterdiğini ve öğrencilerin ilköğretimin ilk yıllarında gösterdiği okuma problemlerinin daha sonraki yıllarda da devam ettiğini göstermiştir.

Okuma güçlüğü, eğitim dünyasını sürekli meşgul eden ve öğrencilerin hem akademik hem de sosyal hayatlarında büyük problemlere yol açan bir güçlüktür. Ancak okuma güçlüklerinin giderilmesine yönelik yapılan çalışmaların yetersiz olduğunu ve yeterli ilgiyi gördüğünü söylemek güçtür. Bu nedenle bu çalışma okuma ve anlama sürecinde yaşanan sorunlar ve giderilmesinde uygulanan stratejiler hakkında bilgi vermesi açısından teorik açıdan önemlidir. Diğer taraftan okuma güçlüğü ve hatalarının giderilmesine yönelik geçerli ve güvenilir bir

araştırma ortaya koyması, bu sorunu yaşayan öğrenciler lehine alternatif bir çözüm önerisi sunması ve öğretmenlere bir fikir vermesi yönüyle pratik açıdan önem taşımaktadır.

Araştırmanın Amacı: Bu araştırmanın amacı, okuma güçlüğü'nün giderilmesinde ve anlama becerisinin gelişiminde okuma stratejilerinin etkisini araştırmaktır. Bu amaç doğrultusunda araştırma sorusu "Tekrarlayıcı okuma yönteminin ve PQRS stratejisinin okuma güçlüğü'nün giderilmesine ve anlama becerisinin gelişiminde katkısı nedir? olarak belirlenmiştir.

Araştırmanın Yöntemi: Araştırmada *eylem araştırması* deseni kullanılmıştır. Afyonkarahisar ilindeki bir ilkokula devam eden okuma güçlüğü yaşayan 3. sınıf öğrencisi katılımcı olarak seçilmiştir. "D'nin" sağlık kontrolü yapıldıktan sonra zihinsel ya da görsel bir problemi olmadığı belirlenmiştir. 43 saatlik (yaklaşık 2,5 ay) çalışma sürecinde, tekrarlayıcı okuma çalışmalarının ardından ara değerlendirme yapıldıktan sonra 24 saatlik (yaklaşık 1,5 ay) çalışma sürecinde göz gezdirme-soru-okuma-özetleme (GSOÖ) stratejisi uygulanmıştır. Bu araştırmada okuma ve anlama hatalarının tespiti ve değerlendirilmesinde "Yanlış Analizi Envanteri" kullanılmıştır. Yanlış Analizi Envanteri "hata türleri ve sembolleri", "kelime tanıma düzeyi" ve "yüzdeliğini belirleme kılavuzu", "soru ölçeği" ve "anlama düzeyleri hesap tablosu" olarak 4 bölümden oluşmaktadır. "D'ye" bir metin okutularak okuma sorunları belirlenmiştir. "D" sıklıkla kendi kendini düzeltme, geriye dönüş, tekrar, atlama, ekleme, yanlış okuma ve içten sesli okuma hataları yapmaktadır. Okurken b,h,k,ğ gibi sesleri doğru çıkaramamaktadır.

Değerlendirme sürecinde, seslendirme ve ortam ölçeğinde öğrencinin her bir kelimededen aldığı puanlar toplanır ve değerlendirilen kelime sayısına bölünerek yüzdelik puan hesaplanır. Bu uygulamalar sonucunda her bir ölçekten (ortam-seslendirme-soru ölçekleri) alınan puanların toplamının yüzdesi bulunur ve bu değerler toplanır. Elde edilen toplam puan, öğrencinin "endişe", "öğretim" veya "serbest düzey" lerden hangisinde olduğunu gösterir.

Araştırmanın Bulguları: Okuma ve anlama hatalarını tespit etmek ve ön test olarak kullanmak amacıyla "D'ye" okuma parçası seçilerek okutulmuştur. "D", 114 kelimededen oluşan ikinci sınıf düzeyindeki "Dağlarda" başlıklı metni 10 dakika 32 saniyede okumuştur. "D" toplam 28 kelimedede okuma hatası yapmış ve dakikada 12 kelime okumuştur. "D'nin" ortam ölçeğinden (% 55), seslendirme ölçeğinden (% 59) ve soru ölçeğinden (% 33) aldığı puanlar oldukça düşüktür. Öğrencinin ölçeklerden elde ettiği puanların toplamı (147), 180 puandan küçük olduğu için öğrenci (2. sınıf düzeyinde) endişe düzeyinde bulunmaktadır. 43 saatlik (yaklaşık 2,5 ay) çalışma sürecinde tekrarlayıcı okuma çalışmalarından sonra öğrencinin okuma düzeyini belirlemek için bir ara değerlendirme yapılmıştır. "D'nin" 43 saat sonunda okuma ve anlama problemleri ile ilgili olarak ön teste göre oldukça ilerleme gösterdiği, endişe düzeyinden öğretim düzeyine ulaştığı tespit edilmiştir. Öğrencinin okuma becerisi tekrarlayıcı okuma becerisi ile gelişimi sağlanırken 43 saatin ardından ara değerlendirme yapıldıktan sonra 24 saatlik (yaklaşık 1,5 ay) çalışma sürecinde GSOÖ stratejisi ile desteklenmiştir. Uygulama sonucunda okuma düzeyini belirlemek için

“En Değerli Şey” isimli okuma parçası son test olarak uygulanmıştır. “D’nin” 24 saatin sonunda okuma ve anlama problemleri ile ilgili olarak ilerleme gösterdiği, serbest düzeye ulaştığı görülmektedir. Ortam ölçeği (% 73), seslendirme ölçeği (% 98) ve anlamaya ilişkin olarak soru ölçeğinden (% 66) başarı düzeyini oldukça artırdığı görülmektedir. Öğrencinin ölçeklerden elde ettiği puanların toplamına (246) göre serbest düzeye (240) ulaştığı tespit edilmiştir. Bu noktada uygulanan yöntem ve okuma çalışmalarının etkili olduğu ve okuma hataları azaldığında anlama problemlerinin de giderildiği söylenebilir.

Araştırmanın Sonuçları ve Önerileri: Okuma ve anlama problemlerinin giderilmesine yönelik yapılan bu çalışmada endişe düzeyinde olduğu tespit edilen öğrencinin okuma ve anlama probleminin ortadan kaldırılmasına yönelik bir takım çalışmalar yürütülmüştür. Yapılan çalışmalarda, okuma ve anlama hatalarının sebebi tespit edilmeye çalışılmıştır. Bu tespitler sonucunda öncelikle deneğin okumaya karşı motivasyonu sağlanmaya çalışılmıştır. Çalışmanın ilk aşamasında; “D” tekrarlayıcı okuma yönteminin uygulanması sonucunda endişe düzeyinden öğretim düzeyine yükselmiştir. Bu aşamadan sonra GSOÖ stratejisinin uygulanması sonucunda öğrencinin 246 puan olarak serbest düzeye (240) ulaştığı görülmektedir.

Bu çalışmada uygulanan öğretim süreci, gelecekte Türkçe derslerinde öğretim yapılırken uygulama programı olarak önerilebilir. Bu çalışmanın ve yapılacak benzer araştırmaların ülkemizde bireyin sosyal ve akademik yaşamdaki başarısını etkileyen okuma ve anlama becerilerinin gelişiminde, öğretmen eğitim sürecinin güncel araştırma bilgileri ve uygulamaları doğrultusunda yeniden revize edilmesine katkı sağlayacağı umulmaktadır.

Anahtar Kelimeler: Okuma güçlüğü, okuma hataları, eylem araştırması, motivasyon