

SIXTH GRADE STUDENTS' SKILLS FOR READING LEVELS IN ACHIEVING THEIR GOALS

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ABSTRACT

The reading which is the one of the basic language skills is an active process containing such mental processes such as comprehension, interpretation and critical thinking, etc. Each and every society that may wish to have got information in the age of information has been attaching importance to the fact that individuals should have acquired the habit and skill of reading. The basic problem which has been experienced at the field of Turkish Education in Turkey is that individuals cannot understand what they read, and cannot interpret them with a critical eye. Having considered these problems at Turkish Language Teaching Program, objectives towards earning the skill of reading have been determined. Improvement of the Students' reading skills depends upon their achievement to these objectives. Eventually determination of the level of achieving these objectives by the students at the level of primary school in which level is significant in terms of reviewing and revising these purposes. In this context, it is thought to be worthwhile to consult to Turkish Teachers who have done their best to provide and improve skills of reading to students in order to learn their views about such skills. The purpose of the research carried out in this respect is to reveal the views and opinions of Turkish Language Teachers have accessed at what degree and level to the sixth grade students of the primary school for their skill of reading. In order to achieve this goal, consultation and interviews have been conducted with 15 Turkish Language Teachers, data have been recorded by audio recorder, and the content analysis technique has been used for analyzing the data. At the end of the research some Teachers stated that students were in difficulty to assess and understand the reading text and to achieve enriching the existence of words and to acquire the habit of reading and indicated the causes of their difficulties; and additionally Teachers specified that certain prerequisites must have been fulfilled in order that these goals were to be attained much more easily.

Key Words: Turkish Education, reading skill, purposes (goals, objectives), Teacher's views.

INTRODUCTION

Language teaching is conducted by way of acquiring the basic language skills like reading, writing, speaking and listening, not by way of transferring knowledge; because, acquiring a language has been realized by the effective utilization of such skills. According to Sever (2004, 27) an individual has accomplished the universe of meaning in the form of mutual interaction of reading, writing and listening. In the course of the life and school education process however structure of knowledge, feelings and thoughts has been shaped and enriched by using these skills. The reading has a distinguished place and importance at the process of language teaching. In order to enrich the content of the speech, to determine the appropriate and the right style in writing, not to come across with long lasting hesitations on subject matter of our writings, to understand correctly while listening to what was told we are in need of rich backgrounds and feedbacks to be acquired by way of reading (Çiftçi, 2006).

For many years it has been thought that reading was only the process to get the message sent and it has been adopted that as a perceiver to understand what is read the reader accepts the text as-is and it was the process of acknowledgment of it without making any further treatment. However, the thought which is emphasized

significantly today is that reading is not a passive perceiving, not an action based on skill to construct and interlace letters or solving various codes. "To read is an intellectual activity conducted by the reader before the text of reading (Günay, 2003, 9)." Thorndike defined the reading like a thought and specified that the reading, like the thought, contained learning, reflection, analysis, synthesis, problem solving, drawing a conclusion, arrangement, comparison and criticism (Heilman, Blair and Rupley, 1986, 184). Therefore, the reader has been positioned as not only a passive receiver of information in the written text but also as an active participant of the reading activity itself.

The basic purpose of the reading activity is to understand. Any reading activity without understanding is not valuable. The reading is the most significant language skill for persons who are at the position of understanding or narrating all over their life span makes the individual as an object not only being satisfied with perceiving the external world, but also bringing it as the state of subject to internalize the world in itself and reestablish it. In this context, reading is an activity which ensures the individual not only to be inside the World but also to create the World in himself/herself.

The reading has been considered as one of the basic skills required by the modern and developed communities, and required to be acquired by any thinking and sensitive individuals. Because, people who read have been changing positively the future of their countries along with their own future; and playing a significant role in development of the society in which they live. Specifically at present the reading has become a necessity in the understanding of the learning society and it seems impossible to exist at the information age with lack of reading culture.

In terms of acquiring the skill of reading Turkish Language teaching at the level of primary school is very significant. Because, the language acquisition in the present age has been transformed into the generation of thought, and all those which are learned have ensured development of the individual mentally and spiritually by increasing level of consciousness. The learning of Turkish which is so effective in respect to the development of the Child will not give good and successful results if it is not seated on the foundations of reading-comprehension skill and habit of reading (Tosunoğlu, 2002; 562).

One of the most important problems of education in Turkey is that the reading education at the information age could not be reviewed according to the requirements of the age (Çiftçi, 2006). In our age, the basis of the problems experienced in the field of teaching Turkish language is not to understand what is written, not to draw specific results from what is read and being unable to use them in their daily life, and unable to look at and to interpret the reading material with critical eye. According to Gedizli (2006), the idea that children and the youth in Turkey have not been provided with adequate knowledge about the reading in their educational life is one of the theses asserted mostly. Nowadays, the rate of literacy in Turkey is over 85%. However, the state of development of our country does not compatible with this higher literacy rate. The most important reason for this is that everybody who reads and writes does not read and write. In other words, every reader is literate, but every literate person is not reader. The main target at the reading education is that individuals should activate their skills of literacy and should use such skill effectively all over their lifetime; because, the level of literacy at present does not seem only by developed communities to read and write as the level of literacy at simple level. According to Çiftçi'ye (2006), however, the most important problem in teaching the mother tongue in Turkey is that individuals do not have the habit of reading-writing although most of them are literate. Results of various researches however reveal also this fact. For example, as the result of research conducted by the International Educational Achievement Determination Agency (IEA) within the framework of the Development Project in International Reading Skills (PIRLS) Turkey has displayed a lower performance in the field of reading. According to the assessment conducted as the result of PISA (Program for International Student Assessment, 2003) Reading skills of Turkish Students are found to be below the International Standards. When this situation in Turkey has been taken into consideration, in the functional sense, we need dissemination of literacy much more than ever. Individual's basic literacy must be made functional, and reading

must become a habit. All developed countries have been arranging their reading education and training accordingly (Akyol, 2005). In this context, the reading skill however has taken its place in the educational program and the educational process.

In the Turkish Language Teaching Program (TLTP) it has been adopted that to enjoy reading and acquiring the habit of reading for the realization of lifelong learning are an important goal. Furthermore, it has been aimed in the program that students with the reading skill should read written texts that they may come across on their daily life correctly, fluently by using appropriate methods, and that they should make reading as a habit and that they may be able to evaluate their reading materials and may interpret them with their critical points of view. Special objectives and acquirements have been determined for the reading skill. To ensure that Students become successful in developing and improving their reading skill depends upon how much such goals have been achieved. Based on this, it has been envisaged that necessary measures can be taken for ensuring the Students to gain the challenging objectives and that the educational process can be arranged accordingly, upon determination of the level of students achieving the objectives of reading. In the implementation of educational program (curriculum) at the School teachers take too much responsibility as the implementer of the curriculum and as the developer of the curriculum at the class level (Ornstein and Hunkins, 1998). Therefore, in the study it has been thought that it would be important to consult Turkish teachers about their views on achieving the goals towards the reading skill.

Purpose of the Study is to reveal how much the goals as determined towards the reading skill at TLTP were accomplished by the students in line with the views of teachers.

Depending on the purpose of the study answers have been sought to the following questions:

1. What are the teacher's views on attaining the levels of the goals for the sixth grade students as determined in TLTP for their reading skill?
2. What is the teachers' opinion on which conditions are required in order to achieve the goal towards the reading skill?

METHOD

The study is a qualitative research; and the data and information have been collected by using qualitative data collection method.

The Study Group

The Study Group of the Research composed of fifteen Turkish Language Teachers employed for the sixth grade students in three primary schools located in the central district (Seyhan, Yüreğir, Çukurova) of Adana province for the spring term of 2011-2012 educational year. Ten of the teachers whom were interviewed were male, five were female. Inasmuch as the aim in selecting the teachers was to achieve Turkish Language Teachers allocated for the second echelon of the primary school, reference was made to the sampling criterion among the purposive sampling methods. Acceptance of the teachers' interview and their desire to participate in the research were taken into consideration.

Data Collection Tool

Interview was made with fifteen teachers giving Turkish lessons to the sixth grade students. A semi-structured interview form consisting of six questions was used. In the course of preparation of the questionnaire the main purpose and sub-purposes of the research were taken into consideration. The questionnaire so prepared was presented to the views of experts; a pilot consultation was made with 5 Teachers of Turkish Language for validity of the language. At the pilot interviews the teachers provided various feedbacks in connection with content and understandability/comprehensibility of the questions. In line with the feedbacks received from the teachers arrangements were made and the final shape of questionnaire was given.

Collection of Data

Before carrying out the interview an appointment was got from the fifteen teachers selected by considering the voluntary basis. Interviews were performed by trying to prepare a convenient ambient for consultation (quietness, lighting arrangement, warmness, encouraging words...) at teachers' convenient times in the teachers' room, meeting room, empty classrooms, school library; questions were asked by the researcher and utmost care was exerted in order not to orient and direct teacher at the time of interview. Data and information were collected at the spring term (in March, April and May) for the 2011-2012 educational years. Interviews took about 20 – 25 minutes. Interviews were recorded by using audio recorder.

Analysis of Data

In analyzing the qualitative data so obtained the content analysis technique was used. First of all, data and information were turned into a text, read and related codes were determined. And then, data and information were further examined by a person who was specialist in his field of qualitative examination in addition to the researcher, and compatibility percentage ($P = (Na / Na + Nd) \times 100$) was verified for reliability. Based on this formula, researchers' compatibility percentage for the qualitative data encodings was calculated as 82%. It was seen that this rate was satisfactory for the reliability. Thus, findings so obtained were made ready for description. Data were presented by making excerpts from teachers; and while making excerpts the letter 'Ö' and numbers given to teachers (e.g. Ö3, Ö4) were added to the end of excerpts.

FINDINGS

Teachers of Turkish Language specified the sixth grade students' level of reaching to each one of the five goals towards their reading skill in TLTP, and if they were in difficulty to reach them, their reasons were stated; and the demonstrated their views on what would be done in order to ensure their easy access to the said objectives. Therefore, the teachers' views and thoughts on the purpose of application of the rules of reading, reading comprehension and text analysis, evaluation of the text read, enrichment of existing words, gaining the habit of reading were presented in the form of separate tables.

The Teachers' views on the purpose of implementation of reading rules are presented in the Table 1.

Table 1: Teachers' views on the Purpose of Implementation Reading Rules

	f
Teachers who think that students had great difficulty in achieving this goal	6
Number of appropriate effectiveness is less	6
Number of students in classroom is too high	5
To change habits of incorrect reading is difficult to be corrected	4
Teachers who think that students did not feel difficulty in achieving this goal	9
The Reading rules were taught at the first echelon	5
Availability of appropriate methods	4

As it is seen in Table 1 above, while 6 of the teachers thought that students were in difficulty in achieving the goal for implementing the reading rules, 9 of the teachers stated that students did not feel difficulty in achieving this goal. Teacher who thought that students did not feel difficulty in achieving this goal put forth as their justification the fact that the rules of reading was taught at the first echelon, in other words, they stated that students had internalized these rules. Four teachers however stated that the methods which may assist in achieving this goal were proposed in the curriculum. Justification of all of teachers who stated that students were in difficulty in achieving this goal however was as follows: number of appropriate activity is less, the 5 of

teachers stated that the classroom size (number) was high, 4 of the teachers specified that to change incorrect habit of reading was difficult. One of the teachers who thought as above stated his views as follows:

“ Students have got incorrect habit of reading coming from the primary school. At the 6th grade they have been experiencing problems in implementing the rules of reading. To correct mistakes was difficult. Besides, classroom sizes are high. I could not warn every student.” (Ö2)

Teachers’ views on the Students’ comprehension and analyzing of the text read are presented in Table 2:

Table 2: Views of Teachers on the Goal of Understanding and analyzing the reading text

	f
Those who think that Students were difficulty in achieving this Goal	4
The reading texts are too long	4
Those who think that students did not in difficulty in achieving this Goal	11
Number of events towards this goal is too much	11

As it is seen in Table 2 above, while 4 of the teachers were stating that students were in difficulty in achieving to understand and analyze the reading material, great majority of teachers, i.e. 11 of them, stated that students did not find themselves in difficulty in achieving their goal. Teacher who stated that students did not feel difficulty in achieving the said goal pointed out that as the numbers of activities were high; to achieve the said purpose became easy. Those teachers who think that students were in difficulty in achieving the said goal stated that students were in difficulty to understand these texts due to the fact that they were too long. One of the teachers who thought as above pointed out his view as follows:

“Reading Texts are a little bit longer. Therefore, students are in difficulty in understanding them. Some students forget the beginning of subject when they arrive at the end of text. Their answers to the questions pertaining to comprehension of the text have become difficult. If reading texts are a little bit shortened, the goal for comprehension and analyzing of the reading text may be achieved much better.” (Ö5)

Views of Teachers on the Students’ Objectives to evaluate and assess the reading text are shown in Table 3 hereunder:

Table 3: Views of Teachers related with the Objective of Evaluating and Assessing the reading text

	f
Those who think that Students were difficulty in achieving this Goal	11
Level of student is higher	6
Activities are inadequate	5
It takes a long time	3
Those who think that students did not feel difficulty in achieving this Goal	4
It is being an integral part of the comprehension process	4

As it is shown in Table 3, the great majority of the teachers who were interviewed thought that students were in difficulty in achieving the goal for evaluating the reading text. 6 of the 11 teachers who thought as above stated that levels of the 6th grade students were high, and 5 teachers specified that the number of activities to ensure achieving the purpose were inadequate, and three teachers however expressed that it took much time to achieve the said objective. The number of teachers who think that students did not feel difficulty in achieving the said objectives is 4. One of the teachers who thought that students were in difficulty to evaluate and assess the reading text has revealed his views as follows:

“Students are too much in difficulty for achieving the objective of evaluating the text. Students of the Grade-6 can evaluate and assess a text only at a simple level. To achieve this objective will take too much time. I think that achievement of this objective will require a process. Activities related with the objective are also inadequate. Perhaps it can be easily attainable should it be increased or if we may develop different activities.” (Ö10)

Teachers’ points of views related with the purpose of enrichment of availability of words (vocabulary) are provided in Table 4 as follows:

Table 4: Teachers’ views on the Goal for Enrichment of Vocabulary

	f
Those who think that Students were difficulty in achieving this Goal	8
The fact that habit of reading did not develop	8
Lack of habit to use dictionary	6
Those who think that students did not feel difficulty in achieving this Goal	7
Impact of the activities	7

As it is seen in the Table 4 above, while the 8 teachers stated that students were difficulty in achieving the objective of enriching the vocabulary, 7 teachers thought that students did not encounter with difficulty. Teacher who thought that students did not have any trouble in achieving the said goal stated that activities oriented towards this objective were become effective. All of the teachers who think that students have got difficulty in achieving this objective stated that the fact that underdevelopment of habit of reading on the part of students made it difficult in achieving the purpose, on the other hand 6 teachers put forth the lack of habit of using dictionary as their justification. One of the teachers who thought as above stated his view as follows: *“Vocabulary of the students who lack habit of reading is also weak. They may have the habit of using dictionary at the same time. Unfortunately since it is not so, they have been feeling trouble in achieving the objective of enriching their vocabulary.”* (Ö7)

Teachers’ views on acquiring the habit of reading by students are shown in Table 5.

Table 5: Views of Teachers related with the Objective of Acquiring the Habit of Reading

	f
Those Teachers who think that Students were in trouble in achieving this objective	12
Parents’ lack of knowledge on this issue	8
It requires a certain amount of time	5
Classroom libraries are not rich	4
Lack of Reading Habit coming from the primary school	4
Those who think that students did not feel difficulty in achieving this Goal	3
Sparing time for free reading	3

As it is seen in Table 5, 12 of the teachers stated that students were in difficulty to reach the objective to enrich their vocabulary; while only 3 teachers thought that they did not feel trouble. The three teachers who thought that students did not feel difficulty pointed out that students achieved this objective because they spared time for free reading and they attached much importance and care to it. Eight (8) of the teachers who thought that students were in difficulty to achieve the said objective stated that parents were unconscious and non-knowledgeable on this issue, therefore it made achievement to the said objective difficult, and on the

other hand 5 teachers pointed out that it did not require any process, and 4 teachers stated that classroom libraries were not rich, 4 teacher however pointed out that reading habit and knowledge coming from the primary school was weak. One of the teachers who thought as above stated his views as follows:

“The goal to acquire the habit of reading is an objective to be achieved within the process. There is a need for labor and time. Of course it is hard to achieve it at the end of a year. If, however, love and interest of the first echelon reading did not develop, then it becomes much harder. It is easy, if its foundations laid in the primary school. Parents should have information and knowledge on this matter. Unfortunately some of them are without knowledge; they did not support their children.” (Ö12)

Teachers’ views on the conditions required to be fulfilled for achieving much more easily the goals towards the reading skill are shown in Table 6.

Table 6: Teachers’ views on the conditions required to be fulfilled for the purpose of achieving the Goal much more easily.

	F
Different activities towards the goals that students were in difficulty to achieve should be developed	10
Parents should be provided with knowledge and information	8
Classroom sizes must be decreased	8
Classroom libraries and school libraries must be enriched	7
Critical reading course should be included in the Curriculum	4

As it is seen the table-6 the conditions and requirements to be performed in order to achieve the goal for the reading skill much more easily were asked to the teachers interviewed; and great majority of teachers (10) primarily stated that different activities for achieving the objectives which were difficult for the students to reach must be performed. Nevertheless, eight (8) of the teachers pointed out that parents should be informed about their role for acquiring the reading skill, eight (8) of them stated that number of students in classrooms should be reduced, seven (7) of them expressed that classroom and school libraries must be enriched; four (4) of them stated that a critical reading course should be added to the curriculum. View Points of one of the teachers are stated as follows;

“For some objectives, for example, numbers of activities for easy achievement to the goals of evaluating the reading material, acquiring the habit of reading are insufficient. Different activities may be developed. But, it is not easy to achieve any goal in such crowded classrooms. Number of students in classrooms must be reduced. I think, a critical reading course must be included in the curriculum in order that the student may understand the reading text. It is necessary to impart the students a critical point of view. This is not easy. Time must be spared. Parents’ support must be received for the habit of reading; they must be informed on this issue. Students cannot easily access to the books. Facilities and capabilities of the school and classroom must be improved. Classroom libraries and school libraries must be enriched.” (Ö15)

DISCUSSION AND CONCLUSION

Teachers whose point of views on which degree the students of grade-six achieved the goals for the reading skill were taken stated that whether or not the students were in difficulty to achieve the goals to implement the reading rules in TLTP, to understand and analyze the reading text, to evaluate the reading text, to enrich vocabulary, to acquire the habit of reading, if they were in difficulty to achieve these goals, their reasons. Primarily, great majority of teachers pointed out that students were not in difficulty to achieve the objectives regarding implementation of reading rules and understanding and analyzing the reading text. However, all teachers who were interviewed stated that students were in difficulty to achieve the objectives related with the evaluation of the reading text, enrichment of vocabulary, acquiring the habit of reading by the students.

Six (6) of the teachers stated that students were in difficulty to achieve the purpose of implementing rules of reading. Teachers who thought as above pointed out that the following factors made hard on the part of students to achieve the purposes; namely, insufficiency of number of activities to the said objective, overcrowd of classrooms and hard to change wrongful reading habits coming from the first echelon. Teachers observed and monitored whether or not all students comply with the reading rules due to the fact that number of students in classroom is high, and even they may be in trouble in warning those who made mistakes and higher number of students in classrooms may make them hard to follow up all development of students. At the same time, lack of adequate time or type of activity to change incorrect habits of reading developed with the hope that it would help the first echelon students to understand reading text better, but slowing down their speed of reading may have been putting them in difficulty to achieve the said objective. Finn and Achilles (1999) in their study put forth that there was a relationship (correlation) between the small number of students present in the classroom and the student achievement (success). In the Studies of Gömleksiz and Bulut (2007) it was concluded that number (size) of classroom must be reduced in order that such acquirements and gains may be realized at the desired level. Teachers, however, considering that hardships and difficulties experienced by students to reach the purposes due to the overcrowded classrooms, stated that lowering of population of classrooms is one of the requirements to be fulfilled in order to achieving easily the said objectives.

Based on the results obtained from the interviews conducted the most easy achievement thought by teachers is to understand and analyze the reading text. Majority of the acquirements falling within the reading skill in TLTP is related to understand what is read. Therefore, activities related with the understanding of what is read in the training of reading may be included much more and generally performance of such kind of events may ensure the students to earn such acquirements much more easily. At the same time presence different methods for the reading skill in the curriculum is making easy to show which methods and at where teachers will use in teachers' guidebook and to understand the text; it may be providing a significant support in achieving to this end. Only four of the teachers who are subjected to interview indicated that students were in difficulty to achieve the objective to understand and analyze the reading text. Teachers who thought as above pointed out that because the texts used for the reading exercises are too long they made the comprehension difficult. Each and every text has a certain length. "Evaluation and understandability of a group of sentences as text does not depend on its length or shortness. Easiness or hardship in terms of understanding depends on the quantity and quality of the text. All the information is not at the same level for every reader. Therefore, the level of understanding of a text is not the same." (said by Günay, 2003, 25-26). Texts which are not understood because of their length, as stated by the Teachers, have been constructed in terms of quantity on several concepts, which may be complex for the 6th grade students and above and beyond the level of them. In terms of quality however texts may be based on thoughts and abstract interpretations/commends and eventually to understand these texts by the students may be difficult.

One of the goals that the great majority of the teachers (11) thought that students were in difficulty to achieve is the evaluation of the text read by the student. Teachers who think as above specified as their justification that these objectives were above the level of the 6th Grade students, that number of activities and events to ensure achieving the goal was insufficient and that it took too much time to achieve the said objective. Reader's activity for thinking on his reading text and filtering it is the evaluation of the text. As Güneş (1997, 58) also stated, "the reader, leaving his own thought to one side, must wait until receiving the ideas presented by the author, and then must think about the ideas received, examine and evaluate them in the light of his own knowledge and experiences." To evaluate a text in terms of language and content requires criticizing the text to be read. The criticizing of the text read however is possible by having acquired the effective reader identity. In other words, it requires demonstrating an attitude and behavior that may enquire, investigate its correctness, and assuming an active role during reading. "The identity of a criticizing reader cannot be earned instantly, but acquired patiently in time." (Aktaş and Gündüz, 2005, 37). Teachers who participated in the research however stated that the evaluation of a text by students of grade – six in terms of language and content required a certain amount of time, and that it was a goal to have been attained in time and that as they have

found this objective above the level of sixth grade students they have been in difficulty to achieve that objective. To look at a text with a critical mind, to enquire the relationship of events in the text with the real life, to evaluate the events with the character's point of view, to interpret feelings and thoughts in the text, to comprehend and assess the text in terms of language have been qualified by teachers as the superior skills, the objective to evaluate the text read however therefore may have been considered as an objective to be achieved in long term. However, in order to realize the act of reading fully individuals must acquire the identity of critical reader. Therefore, to lay its foundations at grade-six and to impart such feature to the students, it is extremely significant to ensure easy achievement to the goal for evaluating the text read. When the teachers' Guidebook is examined, it has been seen that number of activities towards evaluation of the text read is less than those which are oriented towards the other objectives. Teachers provided also their views supporting the foregoing opinions. In this context, although teachers found the existing activities to achieve that objective insufficient, their failure to develop activities towards the objective however may make it difficult to achieve the objective to evaluate the text read by the student.

Teachers who thought that students were in difficulty to achieve the objective to enrich vocabulary however stated that lack of the habit of reading and absence of the habit to use dictionary helped to make difficult to achieve this objective. To have a rich vocabulary made a positive affect on understanding what is read. (Akyol and Temur, 2009). At the same time vocabulary improves by way of reading. Because the more a person reads the more he/she comes across with new words; and as long as he/she learns meaning of new words his/her vocabulary improves. In this respect, it can be said that vocabulary may become rich in parallel to the rate of reading, and the objective to achieve vocabulary may be reached together with the goal of acquiring the habit of reading. It is rather important for the student that they may have the habit of using dictionary in order to improve their vocabulary. However, Özbay (2006) states that in a state to support some teachers participating in the research students acted negligently in using dictionary. According to Saussure, a word has a special meaning in the text, not its dictionary meaning. (Aksan, 1998). Each and every word has a meaning according to its position, i.e. it has multi-meanings (ambivalence). It is rather important to perform appropriate activities to introduce such multi-meanings of a word to students and acquiring them to have the habit of using dictionary. Therefore, it can be said that the teachers whom we interviewed have got righteous justifications for experiencing difficulties in achieving the goal of enriching the vocabulary.

Great majority of teachers (12) participating the research stated that the objective which was much more difficult to achieve by students was the goal to gain the habit of reading. Teachers pointed out that such difficulty experienced by the students in achieving the said objective has been originated from the fact that parents were unconscious, reaching the objective required a certain amount of time, classroom libraries are not rich and that interest in reading (coming from the primary school) is weak. The habit of reading has been acquired with such gradual process as being aware of the importance of reading, by monitoring the behavior of people around him detecting that reading is a significant study, desiring to read book, sparing time for reading and making it as an integral part of their life (Aşılıoğlu, 2007, 39). In this regard, this thought as put forth in the literature has been supporting the result attained with the research. Teachers who assert as a concrete justification for improvement of reading habit the fact that parents were unconscious and did not set a model to their children by reading book stated that to improve and develop the reading habit without obtaining the help of the parents is very difficult. According to Gedizli (2006) who stated that parents in Turkey did not show necessary sensitivity on this issue, foundations of the reading habit are laid in the family. In order that an individual may adopt the act of reading as one of the basic aspects of his/her life, his/her family has got significant tasks. Because a child learns by seeing and living/experiencing; What he/she sees in his/her family, values presented by his/her family create countless effects in terms of personal preferences of the child in his/her future life and in terms of roles in his/her life (Aşılıoğlu, 2007, 38). Children of the parents who did not buy books, did not read, did not provide support their children in their reading and studying could not be expected really to have the reading habit. On the contrary, the fact that parents set an example by reading to their children, interest and support to be given to the children in this regard, will provide and ensure to realize

and accomplish the reading trend of the children continuously and regularly. Tosunoğlu (2002) as the result of his research concluded that one of the causes which renders children to run away from the reading habit is the parents' unfavorable and negative effect on this matter. İnan (2007, 276) in line with this conclusion stated that ability to gain reading habit by the child depends upon the fact that family members may set a good example to the child and their preparation of a convenient environment for their children. The teachers who participated in the research pointed out also that it was difficult to improve and develop the reading habit without obtaining support of the family, in support of the views in the literature, and that therefore families should be provided with necessary information in this respect.

Teachers were asked about the conditions that required to be performed in order to achieve the objectives towards the reading skill easily, and great majority of teachers stated that different activities and events towards the objectives that students were in difficulty to achieve should be improved and developed. Nevertheless, they have pointed out that providing information to the families, lessening number of students in classroom, enrichment of classroom libraries and school libraries and including of critical reading course are required.

Teachers who thought that students have experienced difficulty in their achieving the goals expressed that activities towards the objectives were insufficient. Activities and events as included in line with TLTP are of a nature of proposal. Teachers who found number of activities too much or who found some activities as unnecessary do not have to perform all of the same type of activities. Teachers who found the activities as inadequate however should develop other activities in addition to those included in the Curriculum by determining which activities of the objective are inefficient. For example, in order that the students may achieve the objectives regarding evaluation of text read and acquisition of reading habit, studies performed only within the program should not be considered adequate and satisfactory. Activities pertaining to evaluation of the reading text in order to provide critical reading skill to the students should be performed more than ever. The students must be encouraged and ensured that they should adopt the reading as a critical process. In assisting the students to acquire the reading habit, families should set as model and should encourage them to read, which is considered as a rather an effective process, such activities are to be carried out together with the family. Teachers, in addition to their orientation/referral of students towards reading, should set an example to them by reading books, creating classroom libraries and enriching school libraries and should make books easily accessible by the students.

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