Reading Difficulties Encountered by Classroom Teachers [1]

İbrahim TÜRKMEN[2]

Abstract

In this study, it is aimed to reveal the opinions and practices of classroom teachers based on reading and reading comprehension difficulties that they encounter in their classrooms. The research is a qualitative study and was carried out with the special case study method. The data were obtained by semi-structured interview technique with 10 classroom teachers working in the Türkoğlu district of Kahramanmaraş. The results obtained as a result of the research were examined with the actual level and content analysis. As a result of the examinations, it was determined that classroom teachers faced different types of reading difficulties for students at all levels and they exhibited different practices to eliminate these difficulties. However, it has been observed that despite the fact that the studies performed are effective, they are not fully sufficient. In order to eliminate reading and reading comprehension difficulties, practical training should be provided for students, teachers and parents in every field. In the face of this situation, various suggestions have been made, such as creating suitable environments where teachers can set models and examples for their students. The reading difficulties faced by the teachers were investigated and the practices made to overcome these difficulties were mentioned.

Keywords: Reading, reading difficulties, reading comprehension, primary school.

Introduction

The way to accommodate the changing and developing society that we live in is to read and understand what you read. Every individual has to retain the action of reading during the whole lifetime because the age that we live requires so. The process of reading and reading comprehension is an important condition which affects many aspects of individuals, from their mental and personality development to their social life skills. Reading is defined as "the activity of recognizing, vocalizing and making sense of symbols (or signs) in a text" (Cemaloğlu, 2001; Keskinkılıç,2002; Çaycı & Demir, 2006). Also, the action of reading requires comprehension. In short, the activity of reading and reading comprehension combine with each other. There is no understanding of reading before the reading action takes place, and there is nothing else more than voiceover action in the text that is read without understanding. In other words, the act of reading is not only a meaningless activity in which letters and words are dubbed, but rather an active and creative situation that carries meaning in every aspect. The reader takes the information in the text and interprets them according to their

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[2] Corresponding author: Teacher, Ministry of National Education, Kahramanmaraş / Türkiye, ibrahim0046@hotmail.com, ORCID: 0000-0001-9526-9544.

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own knowledge, thoughts and purposes, and as a result of this interaction, understanding occurs (Yangın & Sidekli, 2006).

Some of the basic ingredients in individuals, who have difficulty understanding the reading, could be incomplete or inadequate (Fealy, 2010). Although the reasons and nature of difficulty in understanding the reading have not been clarified, the most obvious characteristics of these individuals are that their comprehension levels are inadequate or low, despite their reading speed and accuracy fits the general (Nation, 2005).The one thing that should not have been forgotten is that their reading decent and fluency is way more better than the students who have unusual learning difficulties (Bishop, 1997).

The act of reading is a complicated activity consisting of the movements of our sense organs and the effort to assimilate the reading comprehension of our mind. The concepts we learn through our five sense organs have a higher proportion of seeing and hearing in particular. It turns out that reading, which appeals to the eye and ear, has a higher proportion in reading comprehension and learning. It turns out that reading appealing to the eye and ear has an important share of 94% in learning (Aytaş, G. 2005).In academic environments, an individual's learning depends largely on his or her success in reading. Therefore, the basic reading skill acquired in the first years of primary education should be developed and the individual should read in order to be able to understand, interpret, criticize and evaluate what they read. However, to do this, the child must have exceeded the basic reading level (Aşılıoğlu, 2008).

The act of reading depends on the ability to recognize letters and words, as well as the ability to understand what you read. Individuals who have acquired an advanced reading habit of letter or word recognition and grasping ability read words quickly and faultlessly. As a result of this situation, they make more sense of the phenomenon of reading more meaningful and understand a large part of what they read. Individuals with undeveloped or underdeveloped letter and word recognition ability tend to stay away from making sense of what they read because they are busy reading faultless. Such readers do not understand much of what they read. The current era makes it mandatory for functional literate people to grow. People who read quickly and fluently are people with functional literacy who understand what they read and use it to make them more efficient in every aspect of their lives. As it turns out, the act of reading and understanding what you read is not just a matter of obtaining information because reading is part of an ongoing process that affects each individual in the individual and social sphere in its entirety. Obtaining reading skills is one of the most important factors in the development of a healthy body and spiritual development, in a sensitive personality development and the continuation of community life. The acquisition of reading skills is one of the most important factors in the development of a healthy body and mental development, in a sensitive personality development and for the continuity of community life. The most important factor in the healthy physical and spiritual development, the development of thinking and sensitivity, and the establishment of personality and humanity is to acquire effective reading skills (Akçamete and Güneş, 1992, p.43).

In our country, we come across the fact that most students have reading difficulties in the early stages of education. The reading difficulty that students encounter is literally a situation that is used together with "special learning disability". According to the Special Education Services Regulation of the Ministry of National Education, an individual with a special learning disability is" listening, speaking, reading, writing, spelling, attention-focusing, which occurs in one or more of the information-gathering processes necessary to understand and use the language in written or oral form. It is defined as an individual who needs special education and support education services due to difficulties in performing mathematical operations (MEB, 2006).

This research identifies the reading difficulties faced by classroom teachers in their classrooms and includes their causes and possible solutions. Qualitative research approach was used in order to directly learn the individual perceptions, experiences and perspectives of the participants, to understand and explain the current situations (Büyüköztürk, et al. 2009). The case study is an empirical research method that studies a contemporary phenomenon in its real-life context and examines situations in a versatile, systematic and in-depth manner (Patton,1990:384 ; Cohen ve Manion , 1997:106; etc. Yıldırım ve Şimşek, 2005:277)

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Method

Research Design

In the research, the case study method, which is one of the qualitative research designs, which is suitable for the nature of the research, was used. Qualitative research approach was used to directly learn the individual perceptions, experiences and perspectives of the participants, to understand and explain the current situations (Büyüköztürk ve diğ. 2009). The case study is an empirical research method that studies a contemporary phenomenon in its real-life context and examines situations in a multifaceted, systematic and in-depth manner.

Research Sample

The research was carried out with 10 primary school teachers working in primary schools in Türkoğlu District of Kahramanmaraş Province. Qualitative research approach is used in research.Also, maximum diversity sampling method, which is among the purposive sampling methods, is chosen. In the maximum variation sampling method, the purpose is to create relatively small sample and to reflect the diversity of individuals who might be a party to the problem, which is studied in this sample, at the maximum level. (Yıldırım ve Şimşek,2005)The Participants consisted of classroom teachers, who works in primary schools, and it was taken into account that they were in different positions and different grade levels at the same time. Introductory information about the participants is given in Table 1.

Table 1.

Information about the study group

	City Centre	District	Village
Variables	**f**	**f**	**f**
Gender			
Female	1	2	2
Male	1	2	2
the class taught			
1. Grade			1
2. Grade		2	
3. Grade	1	1	1
4. Grade			
Proff. Seniority			
1-5 years		1	2
6-10 years	2	2	1
11-15 years		1	
16-20 years			1

Research Instrument

The research data were previously prepared by the researcher, interview forms were used. As a result of these interview forms, data was obtained with a semi-structured interview technique. In this technique, the researcher prepares the interview questions in advance. However, it allows the people researched during the interview, questions created by providing partial flexibility to rearrange and discuss. While applying the interview forms of the individuals who participated in this type of research, their opinions on the research are their own.

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Validity and Reliability

The case study method one of the qualitative research methods was used in the research. The case study includes the stages of delimiting of the case, determining the research case, researching the data set generating the finding making comments and writing the results.(Denzin ve Lincoln, 199 : 103 ; 1999 : 66).

Qualitative studies are examined in two types internal validity and external validity. İnternal validity; clear presentation of research results consist of presenting the evidence for inferences in a form accessible to others. External validity is achieved by proposing a theory or conceptual model based on the results obtained. Reliability, on the other hand, is achieved by clearly presenting the processes followed in the research (Yıldırım ve Şimşek, 2005: 288).

The accuracy of the results of the research shows the validity of the research. In this context, the subject of the research was handled impartially. The analysis and interpretation of the data were carried out in this way. With this method, it has been trying to focus and analyze a current phenomenon, event, situation, individual and group. In short, the researcher is concerned with trying to examine the subject in detail without being caught in prejudices and attitudes about the subject.

Data Analysis and Process

In the analysis of data, basic level analysis and content analysis were used, which aim to ' transfer the data revealing the data without any influence or interpretation on the observations and interviews made by the researchers. The main reason for this analysis is to prevent the influence of the researchers' own thoughts on (to) the data. Content analysis, on the other hand, is a type of analysis used to examine the content of any written text or document (observation, interview, official and personal document, newspaper, etc.) and to present it numerically or statistically. The following steps were followed in data collection and analysis:

1. Participants were determined.

(During the analysis process, the participants were determined as T1,T2,T3,T4,T5,T6,T7,T8,T9,T10)

2. Interview questions to be made with the participants were determined.

3. The interviews with the participants were noted.

4. The interviews were made into transcripts in order to analyze the answers of the participants.

5. The answers given by the teachers were examined and transferred to the chart.

6. The data obtained were supported by the statement were given by the teachers.

Findings

In this section, the findings obtained as a result of the analysis of the data are given.

1. These Are The Opinions Of Teachers About The Reading Difficulties They Encounter İn Their Classrooms

The relevant question in the interview form for this sub-problem is 'What are the reading difficulties that Classroom Teachers face in their classrooms?'. Some of the answers given by the teachers within the scope of the related question are as follows.

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Table 2.
Reading difficulties faced by the teachers participating in the research

	Swallow of letters	Slow reading	Fast reading	Reading the beginning of the words and swallowing the ends	Skipped-spell reading	Not accurate spelling	Pronunciation mistakes in difficult words	Reading without paying attention to punctuation marks	Absence of reason effect connection	Spelling	Absence of reading comprehension	The existence of students who cannot read
T1		X									X	
T2		X			X	X		X				
T3				X					X	X	X	X
T4	X	X				X		X				X
T5		X	X	X						X	X	
T6				X	X		X	X				X
T7	X	X									X	
T8		X				X				X		X
T9		X	X	X				X			X	
T10	X	X								X		X

When Table 2 is examined: It is observed that 8 out of 10 teachers observed difficulties such as slow reading, 4 of them reading the beginning of the word and making up the end, not understanding what they read, 3 of them swallowing letters, the presence of students who could not pass to reading, reading by spelling and trying to read fast.

> *"They cannot link the topics randomly and connect the paragraphs without activating the preliminary information about the subject and the content of the book."(T6))*

> *"Some of my students only focus on the moment while reading the text. They cannot relate the text to their past lives. This situation continues until I ask questions. However, after asking questions, they can understand the text they read by using their prior knowledge."(T4)*

> *"He said that "according to the difficulty type of the word read, the spelled words are made incorrectly, in some cases when the same letters come together, one of the letters is swallowed, and they have a problem in vocalizing the letter "ğ", so they pronounce it incorrectly" (T9)*

> *"T3 among the participants stated that some students thought that they were good at reading, and because they read quickly, they skipped paying attention to spelling rules, and that they made it difficult to read and understand meaningfully." (T3)*

> *"He stated that some students did not wait and pause during reading by not paying attention to the punctuation marks, while some students added new syllables to the words by trying to read quickly or swallowed syllables" (T7)*

As it can be understood from the expressions of T3 and T7, it is understood that the student's efforts to read quickly cause them to encounter reading difficulties in different ways. It should be taken into account that this situation is caused by the influence of other students. In this way, the teacher should take the necessary precautions for the situation that will negatively affect the student. It should guide students and parents correctly and prepare training and seminars when necessary.

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The classroom teachers who participated in the research expressed the other reading comprehension difficulties that the students encountered as follows: Swallowing letters, pronunciation mistakes in difficult words, reading without paying attention to punctuation marks, not understanding what you read, spelling, and reading with missing syllables.

2. Opinions Of The Teachers Participating İn The Research About The Causes Of Reading Difficulties:

In order to eliminate the reading problems encountered, the reasons must first be clearly known. For this purpose, the teachers participating in the research were asked about the reasons for the reading difficulties they encountered in their classrooms. When the answers of the teachers were examined, it was determined that they stated various reasons, but 7 out of 10 teachers "considered the inadequacy of the students and the indifference of the families as the reason" and these are the most obvious reasons.

Table 3.

Findings related to the causes of reading difficulties:

	Absence of reading habit	Uninterested family	Not knowing or encountering most words	Stuttering	Insufficient vocabulary	Lack of attention	Excitement	Slow reading	Not enjoying the reading	Fast reading request	Misdirection	Inability to pay attention for a long time
T1	X	X					X					
T2	X	X										X
T3	X										X	
T4			X			X			X			
T5	X	X	X	X								
T6	X	X				X			X	X		
T7	X	X			X							
T8	X							X				
T9	X	X			X					X		
T10		X				X						

The relevant question in the interview form for this sub-problem is 'What are the causes of reading difficulties?' Some of the answers given by the teachers to the related question are as follows: When Table 3 is examined, according to the classroom teachers who participated in the research, the lack of reading habit ranks first among the reader characteristics that cause reading comprehension difficulties. Most of the teachers participating in the research stated that there is a relationship between reading comprehension and reading habits. Two teachers who participated in the research expressed this situation as follows:

> Almost all of my students who do not have the habit of reading enough books have trouble understanding what they read." (T3)

> "They have difficulties in understanding a given text. There are many reasons for this. First of all, these children do not have the habit of reading books." (T5)

According to Table 3, the situations that cause students to have difficulty understanding what they are reading: It is listed as inadequate vocabulary, not paying attention to punctuation, not being able to use speech-language correctly and effectively, prioritizing fast reading, lack of attention, not enjoying

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reading, words that it does not know during reading, lack of forehand and stuttering. Some of the participants' views on this situation are as follows:

"Understanding what they read is something completely different, student's vocabulary is not enough even for speak." (T3).

"The low level of vocabulary makes it very difficult to understand." (T7)

"I think the essence of comprehension problems are the not effective usage of Turkish." (T9)

"Some of the students do not pay attention to emphasis, intonation and punctuation. Then they miss the point." (T6).

"First of all reading book does not appeal to children. I find families guilty in this topic, they do not encourage children to read books. Because how to overcome the problem of reading a book? Reading is overcome by reading and loving reading. But our children prefer to play with the computer and watch television. So that doesn't improve reading either." (T4).

"Some of them have low reading speed due to not reading regularly and enough books, a reading environment that encourages to reading is not created in the family. They can misread for speed reading. The lack of interest in the family and the illiteracy of the family also affect it. Children who read a lot come across with many different words. This improves their reading and comprehension." (T8)

3. Opinions Of Classroom Teachers About What Practices They Use To Prevent Reading Difficulties They Faced

It was observed that all the teachers participating in the study saw reading difficulties as a problem and carried out various studies to cope with them.

Table 4.

Preferred practices of teachers to prevent reading difficulties

	Reading texts aloud one by one	Making a reading clock	Reading competition	Giving prizes	Informing parents	Be an example to students by reading book	Enriching the class library	Creating a reading nook	Applying peer assistance	Choosing texts for children	Doing reading and writing in other subjects	Fix the mistake instantly	Lots of reading	Choosing the star of the week
T1		X			X								X	
T2			X	X		X				X		X		
T3	X	X		X		X		X					X	
T4			X	X					X	X		X	X	X
T5		X		X		X	X			X		X	X	
T6	X	X		X		X					X	X		
T7		X	X	X		X		X	X	X			X	
T8		X		X						X		X		
T9			X	X		X								
T10		X		X										

The related question in the interview form for this sub-problem is 'What practices do you use to prevent reading difficulties you encounter? Some of the answers given by the teachers within the scope of the related question are in down below. When Table 4 is examined, when we examine the practices of the teachers participating in the research to cope with reading difficulties, it is observed that 8 of the 10 teachers give awards to those who read well, 7 of them practice reading time and it is among the most common practices. In addition, it was understood in the interviews that reading time practices were the individual preferences of some teachers and that such an application was made in all classes in the schools where some teachers work.

> "In the T4 statement, T4 said that you immediately corrected the mistakes that you made many warnings in the class. T4 also emphasized to parents that they should tell the mistake immediately while following your children, so that mistake do not settle, and encourage them with small rewards".

> "On the other hand, T6 stated that he also gave awards in the classroom, but he was afraid of making it a habit. For this reason, T6 made the student who read all the words in the classroom applauded, and during break time he played games with them."

> "On the other hand, T10 expressed that he gave different gifts to the students who explained that what they read in a meaningful way, and T10 also signed a signature consisting of shapes, and this situation made the children very happy."

As it can be understood from the statements shared by the teachers, it is understood that the teachers act according to the characteristics and wishes of their students when choosing their applications. It is certain that teachers will choose applications in this way that they will provide easier results in solving the reading difficulties they encounter. When the participant teachers were asked why they chose these applications, they said that it was generally more suitable for the level of the students and the class, and because they saw the positive effect of the results they obtained.

4. Teacher's Views On The Effectiveness Of Preferred Practices

The opinions of the classroom teachers participating in the research on whether the practices they prefer against the reading difficulties they encounter in their classrooms are effective or not are presented in Table 5.

Table 5.

Are your preferred applications effective?

	Yes, it is effective.	No, it is not effective.
T1	X	
T2	X	
T3		X
T4	X	
T5	X	
T6		X
T7	X	
T8		X
T9	X	
T10	X	

The relevant question on the interview form for this sub-problem is: "How effective are these practices? Some of the answers given by the teachers in the context of the relevant question are as follows. Of the 10 teachers interviewed, 7 said they saw the effect of their practices and 3 said they saw the effect of the apps on some children, but they did not see their practices as completely ineffective. This shows that partial results are obtained when various activities are referred to identify

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and eliminate reading difficulties. It becomes clear that some difficulties should be unraveled on time small measures and that these difficulties should definitely not be ignored.

5. The Opinions Of The Teachers Who Participated In The Study About Their Competence In Dealing With The Reading Difficulties They Face In Their Classrooms.

The teachers who participated in the study were asked the question, "How would you rate your competence in dealing with reading difficulties?" The answers given by the participants were examined and presented in Table 6.

Table 6.

Findings on teachers' competence in dealing with reading difficulties

	I consider myself enough	I have shortcomings	I could be better	I am doing my best
T1	X			
T2		X		
T3		X		
T4	X			
T5				X
T6		X		
T7			X	
T8				X
T9	X			
T10	X			

The relevant question on the interview form for this sub-problem is: "How would you rate your competence in dealing with reading difficulties? Some of the answers given by the teachers in the context of the corresponding question are as follows.

Table 6 was examined and it shows that 4 out of 10 participants "thought themselves sufficient" and 3 "thought they had shortcomings" and 2 "thought they were doing their best" and 1 "thought he could do better."

> *I do not think I am deficient in this respect, I think it is sufficient. (T1)*

> *I think that I have shortcomings in some cases. I am aware that I have to make more of an effort in the face of this situation. (T6)*

> *I think I must include innovative studies in matters that I consider inadequate and less adequate. (T5)*

> *I am doing my best, and we need to improve ourselves by getting in-service training on some subjects. (T8)*

According to the opinions of the teachers who participated in the study, it appears that they encountered reading difficulties in their classrooms and made some applications to eliminate them and even saw the effects, but in their self-assessment they did not really reach the maximum in some cases and therefore did not consider themselves fully adequate.

6. How Can You Be Helped With Reading Difficulties? Teachers' Opinions On This Question

In this part of the research, the answers given by the participants on the question "How to help teachers about reading difficulties" are examined and presented in Table 7.

Table 7.

Findings on how to help overcome reading difficult

	Parents can support	Educative seminar could be given to parents	The texts in books could be picked more attentively	Educative seminar could be given to teachers.	The ideas can be exchanged between teachers	More reading could be done by kids.
T1		X		X		X
T2	X			X		
T3	X	X		X		
T4	X					X
T5		X	X		X	
T6	X					
T7	X		X	X		
T8	X					X
T9	X					
T10		X				

The relevant question on the interview form for this sub-problem is: "How can you help eliminate reading problems? Some of the answers given by the teachers in the context of the corresponding question are as follows.

When Table 7 was examined, most participants indicated that parents should support

> "The teacher stated that he wanted parents to be trained and also said that teachers should attend seminars in areas where they are deficient. (T1)

> "It is known that a successful teaching process is not possible through the efforts of teachers alone. Therefore, when difficulties arise, teachers need various aids." (T7)

> "As in every phase of the education and training process, the importance of cooperation between school and parents is evident here." (T3)

> "We need to constantly exchange information with our colleagues who teach in the same classroom. (T5)

When the teachers' statements are examined, we see that they do not receive the help they expect from parents regarding reading difficulties, which negatively affects the reading process. It has been a common emphasis of the participants that conscious parents provide a high level of assistance to students during the reading process and that the positive results of this are observed by teachers.

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Discussion, Conclusion, and Recommendations

Reading difficulties faced by classroom teachers in their classrooms, the reasons for these difficulties and in order to reveal the practices which teachers have made, the results achieved from the light of the findings obtained in the interview with 10 classroom teachers in the Türkoğlu District of Kahramanmaras province are:

"The results regarding the reading difficulties faced by the Classroom Teachers in their classrooms:

In the first sub-problem of the study, which we tried to determine what the reading difficulties faced by the Classroom Teachers in their classrooms, Teachers associate reading difficulties they encounter with the presence of students who cannot swallow letters, (elide) , slow reading, fast reading, missing the beginning of the word and skipping the end, reading with missing syllables, misspelling, pronunciation error in difficult words, reading without paying attention to punctuation, not being able to establish a cause-effect relationship, reading by spelling, not understanding what you read, switch to reading.

The main problems that teachers notice in the process of recognizing reading disability are that students who suffer from reading difficulties cannot understand what they read, cannot read correctly and fluently, read slowly and with incorrect spelling, and fall behind the class average. A study with similar findings has been conducted in the literature. (Uygun ve Katrancı, 2011).The knowledge and perception levels of teachers about the concept of reading difficulties are generally at a good level can be said.

"The reasons of the results regarding the reading difficulties faced by the Classroom Teachers in their classrooms":

The second sub-problem of the study is to determine the causes of reading difficulties faced by classroom teachers in their classrooms.

These reasons are associated with the expressions of lack of reading habit, indifference of the family, not knowing or not encountering many words, stuttering, insufficient vocabulary, lack of attention, excitement, slow reading, not enjoying reading, desire to read fast, misdirection, inability to pay attention for a long time.

While Teachers state that the biggest problem is family indifference while teaching reading skills to their students who suffer from reading difficulties, they also stated that they dealt with reading difficulties by getting help from their families. In the direction of the data obtained, it is a fact that families play a key role in the cause and effect relationship in the context of reading difficulties. This situation is also mentioned in the literature. (Ketenoğlu-Kayabaşı, 2017).

Comprehension difficulties of children with reading difficulties were gathered under the opinions of teachers that they had problems with forgetfulness and insufficient vocabulary. It is frequently emphasized in the literature that the causes of reading difficulties are the inability to understand what they read and that individuals with reading difficulties often display the behavior of forgetting if no intervention is made to correct the reading of students with reading difficulties, they will have lifelong reading problems (Yılmaz, 2008b).

"The results regarding the practices of classroom teachers to prevent reading difficulties that they encountered in their classrooms"

The third sub-problem of the study is to determine what practices are done by classroom teachers to prevent reading difficulties that they encountered in their classrooms. In this context, results accord with having the texts read aloud one by one, making a reading time, having a reading competition, giving awards, informing the parents, setting an example for the students by reading books, enriching

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the classroom library, creating a reading corner, applying peer assistance, choosing the texts according to the children, having them read in other lessons, correcting the mistake immediately, reading a lot, choosing the star of the week. Regarding the practices most frequently used by teachers, the practices made are actually aimed at the general class and do not directly target the student who suffers from reading difficulties.

Two of the classroom teachers provide peer assistance to students who suffer from reading difficulties. This finding is supported in the literature. (Mastropieri ve Scruggs, 2016).However, while teachers provide peer assistance to their students who suffer from reading difficulties; the chosen peer is generally not a peer with high academic success.

Teachers have never used paired reading and drama strategies. However, paired reading is one of the most effective methods of dealing with reading difficulties.(Akyol, 2013a). In addition, by teaching with drama method, the permanence of learning can increase and allows students to interact with each other. In this context, it is possible to say that the drama method, which is a necessary method for students who suffer from reading difficulties, to learn effectively and integrate with the class, is ignored. It is important to identify reading difficulties in early classes, to make the necessary intervention in time and to apply the chosen support method.(Arslan, D. & Dirik, M.Z. 2008). Studies show that it is more effective in determining and taking necessary precautions in early classes to overcome reading difficulties.

"Results on the effectiveness of the practices that classroom teachers made in order to prevent reading difficulties they face in their classrooms"

The fourth sub-problem of the study is to determine the efficiency of the practices that classroom teachers made to counter the reading difficulties they suffer in their classrooms. As a result of these practices, a few of the teachers who participated in the study stated that they did not make special applications in order not to feel students underestimated and did not give different assignments so that their students do not feel bad. This positive attitude which has been made to amalgamate the student with the whole class combines with the lack of awareness about difficulty of reading and so that it turns into a disadvantage for the student. It does not seem possible to overcome this problem by ignoring it. This circumstance shows that classroom teachers are inadequate to challenge reading comprehension.

"Results on teachers' competence in dealing with the reading difficulties faced by classroom teachers in their classrooms"

The fifth sub-problem of the study is to determine the proficiency of teachers in terms of dealing with the reading difficulties that they face in their classes. One of the important results of the research is that teachers focus on the strong sides of their students who have difficulty reading and try to improve them. Students who have difficulty reading or are affected by other inadequacies should benefit from all kinds of applications that will enable them to develop, be motivated and therefore learn. In this context, it can be said that classroom teachers have a responsibility to discover and develop the strengths of their students who have difficulty reading.

Furthermore, teachers may need to include innovative studies to their practices in which they feel inadequate and understaffed. They may also receive support training on these issues.

There is an example of research in the literature that teachers consider themselves sufficient in the teaching that they give to their students who have difficulty reading (Baydık, Ergül ve Bahap Kudret, 2012). However, in some cases, research findings are found that they cannot reach the student who has difficulty in reading because they feel inadequate and underqualified(Altun,Ekiz ve Odabaşı,2011)

"Results on how to help classroom teachers address the reading difficulties they face in their classrooms"

The sixth sub-problem of the study is to determine how to help classroom teachers address the reading difficulties they face in their classrooms. In this regard, student's parents can support teachers, parents can be given educational seminars, texts in books can be selected more carefully,

teachers can be given seminars in school, ideas can be exchanged with other teachers, children can read more.

Teachers experience individual and environmental problems while giving reading skills to their students who have difficulty reading, and the basis of these problems is due to the uninterested attitudes of the family. Teachers' inability to get family support is one of the most repeated problems they deal with. Because of that, it is needed to give educative seminars especially for parents whose children have struggling with reading difficulties.

When the results of the study were examined, it was determined that the participating teachers took special care of their students who had difficulty reading, engaged in effective teaching and struggle to cope with reading difficulties, made various practices that differed, and these practices covered the whole class. Children with reading difficulties need to do fluent reading studies together with syllable and vocabulary studies by mobilizing the preliminary information required for them. It has been determined that the most basic applications such as developing, motivating and encouraging reading and reading comprehensions, giving feedbacks, regulating and guiding the learning environment using different methods and strategies are tried to be done in a qualified manner.

Based on the study results, these suggestions are built up;

- Teachers' ability to provide an effective and qualified teaching in the process of gaining reading skills to their students who have difficulty reading is due to their mastery of the field of reading difficulty. For this reason, it is recommended that classroom teachers could be given intensive training covering reading difficulty support programs, reading and teaching strategies, creating a positive classroom environment and self-regulation skills.

- In the process of dealing with reading difficulty, by ensuring the family blessing, the efficiency of education program could be increased. In this context, it is proposed to organize supportive programs with cooperation of School Administrations Guidance Research Centers to raise awareness about reading difficulties.

- It is important for teachers to make one-to-one reading studies with their students who have difficulty reading, so that the student can catch up with their peers and continue their education throughout the class. In this context, it is suggested to teachers to make reputation reading, partnered reading, choir reading and theater reading with their student who has difficulties in reading.

- Among teachers there should be an appropriate environment to discuss about reading difficulties and exchange of opinions. Activities should be organized to make students like to read and these activities must be checked by setting the reading hours.

- To improve awareness of parents in this subject, you can help students with reading difficulty by organizing events that also parents participate in. To gain reading habits to parents, giving educational symposium is advised. Various competitions or events can be organized in schools, between schools or generally cities and countries to encourage proper usage of the Turkish language.

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