Developing Reading, Reading Comprehension and Motivation: An Action Research Study

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Abstract

The aim of this study was to develop the reading, reading comprehension and reading motivation levels of a second grade elementary school student diagnosed with a specific learning disability and experiencing reading difficulty. In this context, the main research problem can be stated as "How can reading, reading comprehension and reading motivation be developed in a second grade elementary school student who has difficulty with reading?" One of the qualitative research designs, the action research design, was used in the study, which was carried out during the first semester of the 2018-2019 academic year. Following determination of the problem status, an action plan covering 30 lesson periods was created and implemented. For development of reading skills, repetitive reading, echo reading and syllable-word exercises were utilised; to develop reading comprehension skills, pre-reading, while-reading and post-reading strategies were employed; while for improvement of reading motivation, interesting texts, rewarding and praising were used. For determination of reading and reading comprehension levels, the Informal Reading Inventory was used, while for determining reading motivation level, the Motivation to Read Profile scale was used. As a result of the implementations, the student's reading and reading comprehension levels increased from frustration level to instructional level, and a significant improvement in her reading motivation level also occurred.

Introduction

Reading is an everyday life skill used at school and in daily life. Learning to read is a challenging and important task that all students who start school need to succeed in, since good acquisition of reading skill forms the basis of a successful learning process in an academic sense (Akyol, Yıldırım, Ateş, Çetinkaya, & Rasinski, 2014; Akyol & Yıldız, 2013). Reading is an interactive and cognitive process in which shapes are converted into sound and meaning, and which requires an intellectual effort (Coltheart, 2005). According to cognitive theory, which is included among reading models and which emerged in the middle of the 20th century, reading takes place in the brain (Tracey & Morrow, 2006). Reading, which takes place by performing various functions of the eyes, speech organs and brain, consists of the stages of seeing, understanding and mental restructuring. At the visual stage, words and

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sentences are recognised by perceiving the lines, letters and symbols found in the text. Meaning is extracted by taking what is considered important or necessary and undergoing mental processes such as "ordering, classifying, associating, matching, analysing and synthesising, problem solving and evaluating". Finally, the interpreted information is combined with prior knowledge and structured in the mind (Ministry of National Education [MoNE], 2009). Various problems that can occur during this process have a negative effect on the acquisition of reading skills.

Some children, despite having similar intelligence levels to their peers, might not be able to display the same performance as them in reading skills. These students do not experience intelligence, sight, hearing or attention deficiencies or hyperactivity disorder, yet for reasons whose source cannot be completely determined, they cannot acquire the desired level of reading skills. These students have more problems with motivation, attention and memory than their peers (Borella, Carretti, & Pelegrina, 2010). This situation, which in the literature is called reading difficulty, or by another name, dyslexia, manifests itself with problems in reading aloud, slow reading, deficient reading and inadequate written expression (Fielding-Barnsley, 2000). According to the Special Education Services Regulations, *reading difficulty* is included within the definition of specific learning difficulty (MoNE, 2006). Reading difficulty (dyslexia) occurs in approximately 80% of children diagnosed with specific learning difficulty (Fielding-Barnsley, 2000). However, no programme has been developed or applied in Turkey aimed specifically at students with reading difficulties, and these students receive inclusive education together with their peers. Studies (Ateş, 2013; Çaycı & Demir, 2006; Çeliktürk Sezgin & Akyol, 2015; Doğuyurt & Doğuyurt, 2016; Ellis, 2009; Luo, 2013; Sidekli & Yangın, 2005; Yüksel, 2010) reveal that one-to-one exercises conducted with individuals with difficulty in reading produce positive results. Based on this information, it can be said that interventions aimed at overcoming reading difficulty are of importance. The aim of this study is to develop these skills in a second grade elementary school student with difficulties in reading and comprehension and with low motivation to read. Various strategies were applied separately for each variable, although they were considered to affect one another.

Strategies Used for Developing Reading Skills

According to Akyol (2019), reading is defined as "a process of establishing meaning in which prior knowledge is used, which is based on active communication between the writer and reader, which is in line with a suitable method and aim, and which is carried out in an organised environment", and needs to be conducted in a fluent manner. Among the strategies used to enable reading fluency are repetitive reading, echo reading, paired reading, shared reading, reader theatres, choral reading and word repetition techniques (Güneş, 2007). In this study, the reading fluency strategies of repetitive reading and echo reading were used and syllable-word exercises were also conducted. The strategies used for developing reading fluency can generally be explained as follows.

Echo reading: This is a process carried out by students' repeating texts read aloud by a teacher or someone who can read well and which gives the opportunity to focus on the way the voice is used in reading (Hudson, Lane, & Pullen, 2005; Kato, 2012).

Repetitive reading: In this activity, students who have difficulty in reading a text read that text again and again until they attain fluency (Samuels, 1997). Repetitive reading increases reading fluency and general reading success (Adler, 2006). As well as increasing the total number of words that students are able to recognise immediately, it also helps them to develop their comprehension and speaking skills. Improvement in reading performance also has a positive effect on students' gaining of confidence in reading aloud and their developing positive attitudes towards reading (Reutzel & Cooter, 2012).

Paired reading: This is defined as a student with reading difficulties reading aloud together with a teacher, family member or peer who is a good reader (Stahl & Heubach, 2005). During implementation, first of all the book to be read should be selected. Care should be taken to ensure that the level of the book is slightly higher than the level of the student. After the main headings and visuals have been discussed with the child, the child and his accompanying assistant should read the book aloud together. If the child has difficulty, the assistant should intervene (Akyol, 2019).

Shared reading: This is an interactive reading experience in which students, who are guided by a teacher or experienced reader, share the reading of a text of sufficient length (Sugara, 2012).

Reading theatres: Besides the contribution made to the development of students' reading fluency and comprehension, giving them roles also enables their reading motivation to increase (Akyol, 2019). At the basis of reading theatres is a method based on repetitive reading in which scenarios that contain dialogues are used (Reutzel & Cooter, 2012).

Choral reading: This is one of the in-class activities. Here, all the students read the same text aloud in the presence of the teacher. During the activity, the teacher performs the duty of a model for the student with regard to correct pronunciation and reading speed. At the end of the activity, the teacher gives the students feedback and explains the features of prosodic reading (Paige, 2011).

Syllable and word exercises: Reading difficulty is mostly explained by disorders occurring in the processing of phonological information in the brain. Phonology means knowledge of sounds and is a field in which the speech sounds, sequence rules, and meaning transfer functions and distributions in a language are examined (Korkmaz, 2005). Individuals with phonological deficiency cannot understand that words are made up of parts and that these parts have equivalents in writing (Liberman & Shankweiler, 1991), and they also have difficulty in syllabification and vocalisation (Ackerman & Dykman, 1993). Therefore, it can be said that conducting syllable and word exercises with these children is necessary.

Strategies Used for Developing Reading Comprehension Skills

In language learning, one of the skills that teachers endeavour to foster in students is reading comprehension. If the reading process results in understanding, it has value (Kavcar, Oğuzkan, & Sever, 1995). Indeed, a person wishes to read to understand and to understand what he reads (Demirel, 1990). Comprehension, which is one of the principles of reading, is a process aimed at understanding the content (Yılmaz, 2006). According to May and Rizzardi (2002), reading comprehension is the process of understanding the ideas or messages that the writer intentionally wishes to convey. Akyol (2007) states that the reading and meaning-creation process is made up of three mutually overlapping processes and that these processes consist of the *reader*, *text-writer* and *environment*. In this process, the role of the reader is to work out the ideas desired to be given in the text by using his/her prior knowledge. The skill of reading comprehension either positively or negatively affects the whole of an individual's learning throughout his academic and social life (Yılmaz, 2008). Therefore, developing the skill of reading comprehension is important.

Strategies used for developing reading comprehension skills are categorised in three groups, namely, pre-reading, during-reading and post-reading strategies. Strategies used before reading are listed as *skimming the text*, *identifying key words*, *determining the aim of reading*, *using prior knowledge*, *creating questions*, and *making predictions*. During reading, the strategies of *defining words*, *establishing relationships*, *envisaging*, *seeking answers to questions*, *focusing on the aim*, *checking predictions*, *underlining*, *note taking*, *identifying complicated points* and *reading fluency* are used. Finally, after reading, the strategies of *summarising*, *answering the questions*, *synthesising*, and *explaining and evaluating the text with visual items* can be used (Susar-Kırmızı, 2008). In this study, for the development of reading comprehension skills, the strategies of *skimming the text* and *making predictions* were used before reading, the *reading fluency* strategy was used during reading, while the strategy of *summarising* was used after reading, following which, an activity for *assessment of text-visual compatibility* was carried out. Explanations of the pre-reading, during-reading and post-reading strategies used in this study are given below.

Skimming the text: This means quickly reading a text before reading it thoroughly in order to gain knowledge about the general ideas contained in the text. It is not necessary to read the whole of a text in order to identify the ideas in that text. (Aktaş, 2015). When using this strategy, the title, introductory paragraph, visuals and concluding paragraph can be read (Akyol, 2019).

Making predictions: This enables easier understanding of the text by making predictions about its content based on the title and visuals (Güneş, 2007). Readers who make predictions and deductions actively participate in the process of creating meaning (Aktaş, 2015).

Reading fluency: This is reading as if speaking by paying attention to speed, accuracy and prosodic components in order to develop reading comprehension. In this strategy, reading the text at a suitable speed gains the reader time (Akyol, 2019) and allows him to comprehend the text (Strong, Silver, Perini, & Tuculescu, 2002).

Summarising: This is restructuring carried out by a person after reading a text by paying attention to the main points concerning the text (Duke & Pearson, 2002). In other words, summarisation is an individual's expression of the general idea and structure of the text by interpreting it in the light of his prior knowledge (Hutchins, 1987).

Strategies Used for Developing Reading Motivation

Guthrie and Wigfield (2000) express reading motivation as "the individual's personal goals, values and beliefs with regard to the topics, processes and outcomes of reading". In the literature, the theory of motivation appears as an integrated structure nested with engagement (Klauda & Guthrie, 2015). Therefore, the teaching processes of the theory of reading engagement can be used in increasing reading motivation.

The components of the reading engagement theory are expressed as *real experiences*, *autonomy*, *interesting texts*, *strategy teaching*, *cooperation*, *teacher interest*, *rewarding and praising*, *evaluation* and *consistency*. Of these components, *real experiences* are associated with the relationship between academic curriculum and personal experiences; *autonomy* is associated with giving students the chance to choose alternative activities in the learning process; *interesting texts* are related to the suitability of the subject of the read text for the reader's interest and cognitive competencies; *strategy teaching* is related to teaching students the methods with which the learning of the text is to be carried out; *cooperation* is concerned with effectiveness of social interaction among students in structuring the information learnt in the text; *teacher interest* concerns the teacher's awareness with regard to ensuring students' active participation in activities; *rewarding and praising* is associated with use of reinforcers for increasing students' efforts and attention; *evaluation* is concerned with conducting, scoring and reporting assessment activities related to acquisition of reading skills; and finally, *consistency* is related to coherence and consistency of the mutual relationships and interactions among all these processes (Yıldız, 2010). In this study, *interesting texts* and *rewarding and praising* were used with the aim of increasing the participant's reading motivation.

The fundamental aim in fostering reading skills in students it to be able to educate them as qualified, literate individuals. Being a qualified, literate individual means an individual's understanding what he reads and effectively using what he has understood in order to develop the environment in which he lives (Yıldırım, 2010). Acquiring a good level of reading skill makes a positive contribution both to an individual's school achievement and to his/her social life (Yılmaz, 2008). Countries that are aware of this power make various changes in their education programmes (Kutlu, Yıldırım, Bilican, & Kumandaş, 2011). According to the 2015 report of the Programme for International Student Assessment (PISA), the reading performance of students in Turkey is rather low in comparison with that of students in other countries (MoNE, 2015). Similarly, in the 2018 PISA results (MoNE, 2019), despite the fact that there was an increase in scores, when considered in terms of ranking, it is seen that the desired level in reading skills has not yet been reached. When the studies conducted in Turkey on the subject of students who have reading difficulties are examined, the importance of building a profile of individuals with reading difficulties and of extending intervention programmes in schools is revealed (Kuruyer, 2014). Considering the importance of reading skills and of the contributions that these skills offer to the individual, it can be said that research findings presenting information about how reading skills are to be fostered in students, how these skills can be developed, or what kind of activities can be conducted in this regard, are important (Kutlu et al., 2011). In this context, it is considered that this

study, whose main research problem is "How can reading, reading comprehension and reading motivation be developed in a second grade elementary school student who has difficulty with reading?" and which aims to develop the participant's reading, comprehension and motivation with an individualised reading programme, will contribute to the field. When evaluated in terms of method, it is thought that via an action research study, the opportunity to present the applications which teachers will be able to use for developing the reading skills of students experiencing diffculties in reading in class, step by step and in a detailed way, will be beneficial.

Method

Research Model

In this qualitative study, an application-focused type of action research approach has been adopted. In education, action research studies are research studies used for teachers to be able to solve a problem they encounter in the classroom, to improve the level of students in any subject, and to increase their own professional performance (Creswell, 2012). According to Yıldırım and Şimşek (2016), action research studies that combine research and implementation are process driven. The case dealt with in the study needs to be studied over a long period in its own environment and data related to the problem need to be gathered. In this way, development and change related to the problem and interaction with individuals included in the environment can be understood in detail.

In this study, which aims to develop the reading, reading comprehension and motivation of a second grade elementary school student, first of all, a pretest was applied in order to determine the student's current status. Next, by conducting a review of the literature, the methods and techniques to be used for eliminating deficiencies in the student were determined, and an action plan was prepared. In line with this plan, an implementation lasting 30 lesson periods over 8 weeks was made, and the process was completed by applying a posttest. The flowchart showing the steps followed during the research process is presented in Figure 1.
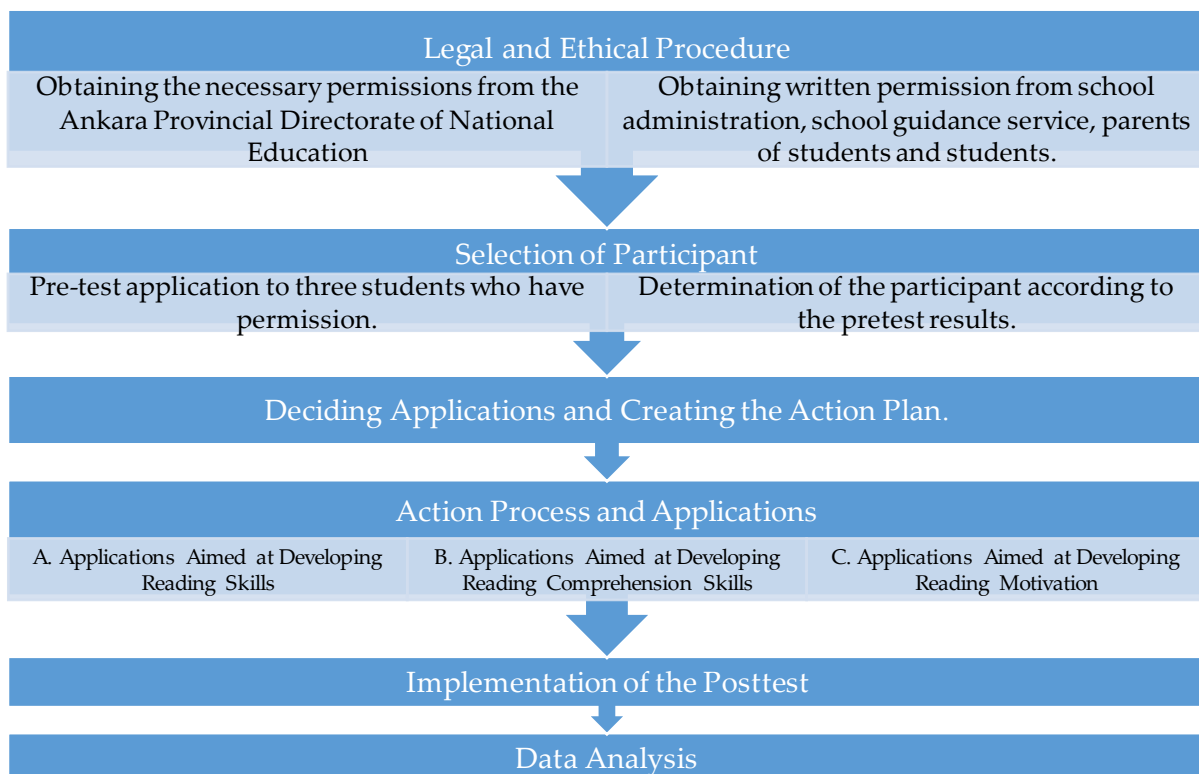

Figure 1. Research Process

Selection of Participant

In selecting the participant, students who had no discernible visual, hearing or mental impairments but whose Turkish language skills were not at the desired level were defined as the target population. First of all, permission was obtained from the Ankara Provincial Directorate of National Education, and then interviews were conducted with the school management and counselling service, during which information about the study was given. In accordance with these interviews, students determined to have problems regarding Turkish language skills were listed, and contact was made with these students' teachers and parents. Written permission was obtained from the parents of a total of three students, one attending second grade and the others attending third grade. A pretest was applied to these three students aimed at determining their levels of reading, reading comprehension and motivation to read. During the pretest implementation, texts included in the Turkish course book published by the Ministry of National Education for all students in their own class level, and which the students had not read before, were utilised. The pretest implementation process was recorded with a sound recording device, and this was then listened to by the researchers in order to determine the students' reading, reading comprehension and reading motivation levels. According to the "Informal Reading Inventory", all three students' reading levels were determined to be at the frustration level, while their reading motivation was also at a low level. Following the pretest implementations, the second grade student, who was determined to be at a lower level regarding all these variables, was selected as the participant.

Characteristics of the Participant

This study was carried out with a second grade elementary student who had no visual, hearing or mental problems but who was determined to have problems in reading and comprehension skills. According to the report by the Counselling Research Centre, the participant has "specific learning difficulty". The participant was determined with the criterion sampling method of purposeful sampling. As required by the rules of ethics, the participant's name was kept secret, and the code name of "Ayşe" was used. Ayşe is a student at a state elementary school located in the Sincan district of Ankara, in which double-shift schooling is applied and which is attended by about 1800 pupils. In the interviews conducted, it was revealed that Ayşe's family has certain problems and that her father lives away from home. Ayşe lives with her mother and three siblings, her mother providing for the family with her earnings from day-to-day jobs, and so their economic level is low. Ayşe has an older sister in fifth grade at the same school, and a brother and sister younger than herself. Her mother cannot read or write. According to the observations made and to Ayşe's own statements, her mother cannot give Ayşe enough attention because she has to both work and take care of Ayşe's siblings. During the implementations, Ayşe stated that her siblings disturbed her while she was studying and that there was no environment for studying at home.

Linguistic, cognitive and personal characteristics of the participant: Ayşe was observed not to have any language problem during the study. However, her frequent use of local dialect caused her to have difficulty in pronouncing certain words while reading. As she has quite a short attention span, Ayşe shows considerable interest in stimulants around her. During the applications, she quickly got bored and went in search of entertaining activities. During the exercises, Ayşe was not determined to have any behavioural problems in the lessons or outside the lessons. Although she gave the impression of being shy and introverted at the beginning of the implementation, she began to display more outgoing attitudes as she became used to the researcher over time.

Participant's reading status: Determination of Ayşe's reading level began by determining her letter recognition status. The letters were first dictated and an attempt was made to determine whether or not there was an image related to the letters in her mind. Then, the student was asked to read by indicating capital and small letters. As a result of these exercises, it was established that Ayşe did not completely recognise the letters "k, n, t, r, ı, d, z, g, ş, h, ğ, f and j", and that she had difficulty when reading words that contained these letters. In general, it was seen that her reading was rather slow and very inaccurate. She looked at the first letters of words and said a similar word that did not appear in the text.

Participant's reading comprehension status: Since Ayşe focused on recognising words rather than on meaning while reading, she missed the meaning and was unable to answer the questions that she was asked at the end of the text.

Participant's reading motivation level: Since Ayşe had a reading problem, she considered herself inadequate in this subject and quickly became bored while reading. This situation caused a loss of motivation for reading in her. Ayşe often stated that she wished to be able to read as well as her friends, but her sense of self in this respect was seen to be considerably weak.

Study Atmosphere and Environment

Except for special cases, the activities were mostly carried out in the school's counselling room. For the activities, conducted during the fourth and fifth lesson periods on Wednesdays and Thursdays each week, a desk and chair on which the student could be at ease were obtained, and care was taken that the light should not disturb the student.

Data Collection Tools

In this study, the *Informal Reading Inventory* and *reading texts* were used to determine the student's levels of reading and reading comprehension, while the *Motivation to Read Profile scale* adapted to Turkish by Yıldız (2013) was used to determine her reading motivation level. In addition, *audio and video recordings* were used throughout the process in order to record important points that the researchers might overlook.

Informal Reading Inventory: This inventory, which is used to determine reading errors and reading comprehension levels, was created by utilising the studies of Ekwall and Shanker (1998), Harris and Sipay (1990) and May (1986) (as cited in Akyol, 2019). This inventory makes it possible to analyse errors made by readers and to determine their levels of word and phonetic knowledge while reading a text aloud, as well as their levels of reading comprehension with the questions asked after they have read a text silently. However, in this study, since it was determined that the student did not read the text completely when asked to read silently, she was also required to read out loud when determining her level of reading comprehension. The inventory also provides information on types of errors made in word recognition and comprehension. Although it is not a standardised test, it is an inventory which experienced teachers can develop by themselves. Three types of reading level can be identified with the *Informal Reading Inventory*.

✓ *Independent Level:* This expresses the level at which the child can read and understand material suited to his/her level without needing the support of a teacher or other adult.

✓ *Instructional Level:* This expresses the level at which the child can read and understand in the desired way with the support of a teacher or other adult.

✓ *Frustration Level:* This expresses the level at which the child understands very little of what he/she reads and/or makes a large number of reading errors.

For identifying the reading level, the "Word Recognition Rate", which is calculated by taking the number of incorrectly read words into account, and the "Comprehension Rate", which is calculated according to the answers given to the questions asked based on the text, are used. In establishing the comprehension level, the student is asked basic (recognition- and memory-based) and in-depth (inference- and interpretation-based) comprehension questions related to the text. For questions at the *basic comprehension* level, 2 points are given for a complete answer to a question, 1 point is given for a partial answer to a question, and 0 points are given for an unanswered question. For the *in-depth comprehension* questions, however, 3 points are awarded for a complete answer to a question, 2 points are given for answers that are not fully complete but which contain more than half of the required answer, 1 point is given for a partial answer to a question, while 0 points are awarded for an unanswered question. Then, the comprehension rate is determined by dividing the total score obtained by the total score required to be obtained. In determining the reading level, the reading level calculation table is utilised by using the *word recognition rate* and the *comprehension rate*.

Data related to reading levels and percentages are included in Table 1 (Akyol, 2019).

Table 1. Reading Levels and Percentages

Reading Levels	Word Recognition Rate	Comprehension Rate
Independent Level	+99%	+90%
Instructional Level	+95%	+75%
Frustration Level	-90%	-50%

Motivation to Read Profile scale: In determining the student's level of reading motivation, the Motivation to Read Profile (MRP) scale, adapted to Turkish by Yıldız (2013) and consisting of 18 items, was used. The scale provides information on general reading motivation as well as in two dimensions, namely reader self-perception and value placed on reading. The validity and reliability study for the MRP scale was carried out by Yıldız (2013), and a Cronbach's alpha internal consistency coefficient of .81 was determined. This value was also calculated by Ataş (2015) and was found to be .66 regarding reader self-perception, .62 with regard to value placed on reading, and .73 related to general reading motivation. As a result of these two measurements, the MRP scale was considered to be of sufficient quality, and so a recalculation of the reliability coefficient was not considered necessary. The validity level was also tested by Yıldız (2013) using the confirmatory factor analysis (CFA) technique. As a result of the CFA, it was determined that the chi-square values (X^2 = 229.09, DF=134, X^2/df =1.70) were within suitable limits. These values reveal that the scale has a valid structure and is at a level in which reliable measurements can be made.

Reading Texts: Some of the reading texts used during the study are included among the first and second grade elementary Turkish course books published by the Ministry of National Education (MoNE) and are texts that had not been read before by the participant, others were taken from books of stories and fables suitable for her level, while others consisted of texts created by the researchers. The 166-word second grade level test used in the pretest and posttest was taken from the Turkish course book published by the MoNE and was assessed as suitable for the participant's class level. Before the texts other than those taken from the MoNE books were used, an expert opinion of them was first obtained by having them read by a classroom teacher with 17 years of experience, and in accordance with this, the required revisions were made. Since Ayşe's reading skill was included in the frustration level for second and first grade level texts, it was decided to conduct the process with first grade level texts until she had reached an independent reading level.

Audio and Video Recordings: During the research, in order to assist in determining the reading errors made by the participant and her states of following the text with her finger and head while reading, audio and video recordings were made. Following the applications, these recordings were watched and listened to repeatedly, and the necessary assessments were made.

Data Analysis

For the interpretation of the data obtained in this study, the data obtained in the pretest and posttest were used. The participant's readings were audio and visually recorded, and then these were deciphered in order to identify her reading errors. For determining her comprehension level, five questions each from the basic and in-depth comprehension questions related to the texts were asked, and their answers were scored. Determination of reading and reading comprehension levels was carried out according to the Informal Reading Inventory. For the determination of the participant's reading motivation level, the scores obtained in the MRP were used. All these obtained scores are presented in the form of tables.

Validity and Reliability

Validity and reliability are described as two important criteria in terms of research results. According to Yıldırım and Şimşek (2016), one of the important criteria for validity and reliability is for the research process and the data gathered in this process to be reported in detail. In line with this information, in the study, to ensure transferability (external validity) and confirmability (external

reliability), the participants' characteristics, data collection tools, data collection process, implementation stages carried out throughout the study, and data analysis process were described in detail. The use of purposeful sampling in selecting the participant was also one of the strategies used for ensuring transferability. To enable another dimension of validity, that of credibility (internal validity), a long period of interaction with the participant, lasting eight weeks, was applied. In addition to this, during the research process, views of a specialist were obtained about the texts other than the ones taken from the MNE books by having them read by a class teacher with 17 years of experience before they were used, and the necessary revisions were made accordingly. The analysis of the data in the study was performed together by the two researchers, thereby ensuring researcher variation. It is thought that this situation contributes to the study with regard to both credibility and consistency (internal reliability).

Action Process and Applications

Action research studies follow a definite cycle. According to Pallangyo (2012), this cycle is as follows:
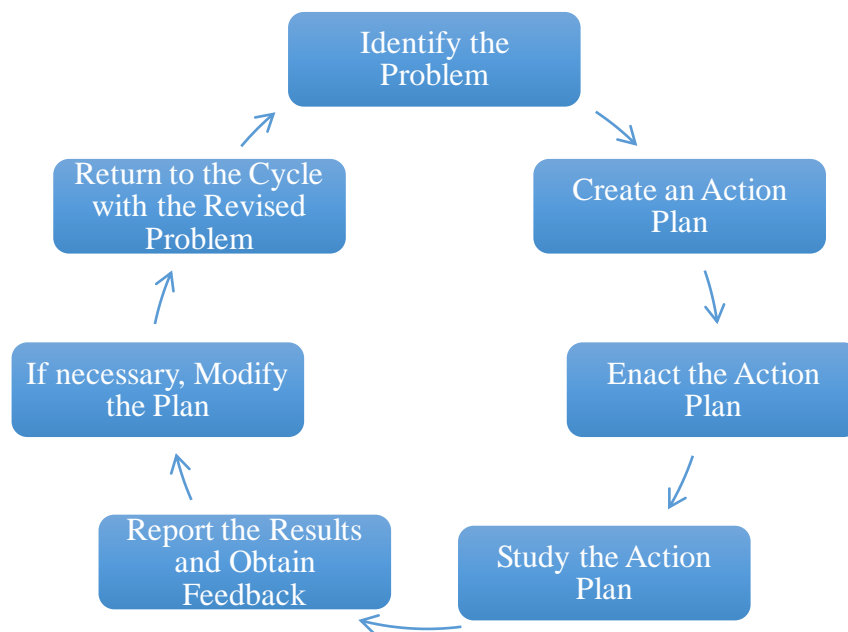

Figure 2. Action Research Cycle (Pallangyo, 2012).

As can be seen above, action research studies begin with identification of the problem status. Next, it is necessary to create and implement an action plan aimed at rectifying and remedying the problem status. Since action research plans necessitate a dynamic process, action plans are not fixed and it is necessary to study them continually and to make improvements (Pallangyo, 2012). In this study, firstly, in accordance with the action research cycle, the problem status was identified.

Identifying the Problem Status

At this stage, various applications were carried out aimed at determining the participant's reading, reading comprehension and reading motivation levels.

Determining reading level

For determining Ayşe's reading level, the text named "Sarman Kedinin Yavruları" (Tabby Cat's Kittens) in the second grade elementary course book (Ataşçi, 2018) was utilised. The text contains 166 words. While reading this text, Ayşe made a total of 42 reading errors. Although the majority of reading errors stemmed from incorrect reading, errors of reading syllable by syllable and of repetition were also made. According to Ekwall and Shanker (1998, as cited in Akyol, 2019), in the *Number of Incorrectly Read Words* table, making over 15 errors in texts of 166-170 words indicates that the student's word recognition level is at the frustration level. Therefore, Ayşe was asked to read a first grade level text

from one level below the grade she attended. The first grade text, to which various amendments were made by the researchers and which was made suitable for the level by obtaining an expert opinion, was the text named "Oyun" (the Game). This text consists of 100 words. While reading this first grade text, Ayşe made a total of 31 reading errors. According to the Inventory, in the *Number of Incorrectly Read Words* table, making more than 8 errors in texts of 96-100 words indicates that the student is at the frustration level in word recognition. Therefore, Ayşe was also included in the frustration level at first grade level with regard to reading ability.

Determining reading comprehension level

To be able to determine Ayşe's reading comprehension level, she was asked open-ended questions related to the text named "Sarman Kedinin Yavruları" that she had read. Three of these questions require basic comprehension, while the other two require in-depth understanding. The highest score that a participant can obtain from these questions is 12. Ayşe obtained a total score of 4 from the questions, and so her comprehension level was found to be 33% (4/12 = 0.33). According to the Inventory, a comprehension level below 50% indicates that the participant is at the frustration level.

Determining reading motivation level

In determining Ayşe's reading motivation level, the MRP scale developed by Yıldız (2013) was used, and Ayşe's reader self-perception score was found to be 16, her score for value placed on reading was determined as 30, while her general reading motivation score was determined to be 46. The general reading motivation score is made up of the total of the scores for reader self-perception and value placed on reading. Considering that the highest score that can be obtained from the scale is 72, it can be said that Ayşe's general reading motivation was low.

Creating and Implementing the Action Plan

After designating the participant, a review of the literature was conducted. Approaches and applications that could be effective in developing Ayşe's reading, reading comprehension and reading motivation levels were determined. An action plan that included these strategies and applications and covered a period of 8 weeks (30 lesson periods) was created. The action plan was begun in the second week of November, 2018 and completed in the first week of January, 2019. The applications were carried out by the second researcher as explained below.

Applications Aimed at Developing Reading Skills: A two-stage process was followed for developing reading skills. At the first stage, teaching of the letters "k, n, t, r, ı, d, z, g, ş, h, ğ, f and j", which Ayşe had difficulty in identifying and remembering, was carried out. The sounds were listed according to the order included in the current syllabus. Since Ayşe was able to identify the sounds with a little thought, the sound instruction stage was kept short. By teaching the sounds "k, n, t, r and ı" in the first lesson period, the sounds "d, z, g and ş" in the second period and the sounds "h, ğ, f and j" in the third period, the sound instruction process was completed in three lessons. The following steps were followed in this process:

At the sound perception and recognition stage,

✓ Examples (words, songs, rhymes, etc.) including the identified sound were given,

✓ The student was asked whether the identified sound appeared at the beginning, in the middle or at the end of a word,

✓ The student was asked to give example words that included the sound,

✓ Sound differentiation exercises were done with the aid of visuals.

✓ At the reading stage,

✓ Ayşe was asked to read a letter and to find the targeted letter in the worksheets containing letters in mixed form.

✓ At the syllable, word and sentence formation stage,

✓ The given sounds were combined to form syllables, and reading exercises were carried out with the syllables formed. At this stage, syllable lists and syllable cards were used. Firstly, the syllable lists were created by writing the syllables formed from the sounds taught from top to bottom, and reading exercises were conducted until Ayşe was able to read these syllables correctly. Then, Ayşe was shown the syllable cards and asked to read them. Next, the syllable cards were laid out in mixed form and Ayşe was asked to find the requested syllable.
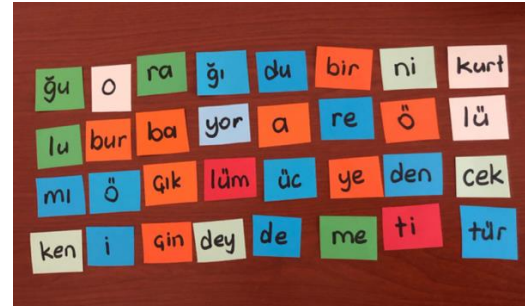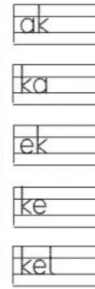

Figure 3. A short section of a syllable list.

Figure 4. An example of a syllable card.

✓ Word reading and formation exercises were conducted. At this stage, word lists and again, the syllable cards were used. Firstly, word lists containing the sounds desired to be taught were created and reading exercises were carried out until Ayşe was able to read these words correctly. Then, Ayşe was taught how to syllabify and she was allowed to syllabify the words read to her and to form her own words from the syllable cards.
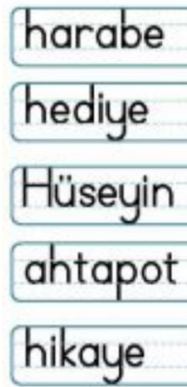

Figure 5. A short section of a word list.

Figure 6. Words formed from the syllable cards.

✓ Sentence reading and formation exercises were performed. At this stage, the student was asked to repeatedly read sentences in which the taught sound frequently occurred until she was able to read them fluently. Then, sentences were formed by correctly ordering the words created with the syllable cards. A few examples were given by the researcher at the beginning, after which Ayşe was allowed to form her own sentences.
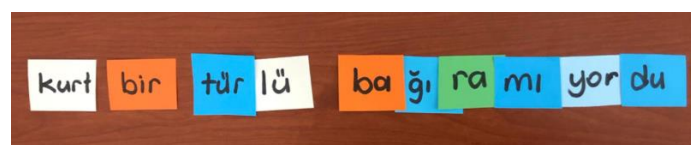

Figure 7. Activity for creating words from syllables and sentences from words.

At the second stage of the process aimed at developing reading skills, text reading activities were carried out. At this stage, reading fluency strategies and the word lists and syllable cards used at the first stage were utilised. At the text reading stage, a reading flow was specified by the researcher and an attempt was made to conform to this flow each week. However, during the process, in accordance with the nature of action research, certain changes were made to the plan. The teaching process related to text reading was initially planned according to the following stages:

✓ The participant was shown 3 texts and asked to read one of them.

✓ The participant was asked to make a prediction related to the content of the selected text based on the title of the text and on visuals.

✓ The researcher gave a sample reading.

✓ The student was asked to read the text, and a video recording was made.

✓ While the participant was reading the text, the researcher marked the words read incorrectly by the participant with a highlighter pen.

✓ The researcher created a word list by writing the words one under the other, and the participant was asked to read them until she could read them fluently.

✓ Syllable cards were formed with the words read incorrectly by the participant. The cards were laid out in mixed form on the desk and the participant was requested first to syllabify and then to form the spoken words with the syllable cards.

✓ Reading fluency strategies were performed. Firstly, echo reading exercises were conducted. Sentences including words that the student had read incorrectly or had difficulty in reading were read out by the researcher and the participant was allowed to follow these with her eyes. Then, the participant read the same sentence.

✓ Repetitive reading exercises were then begun, and the text was read by the participant until she was able to read it fluently. In the repetitive reading activities, three repetitions were mostly made, but if necessary, the text was read for a fourth time. During the process, the audio recordings made of the participant's readings were listened to by the participant, so that she could make a self-assessment of her own reading and see her own improvement throughout the process.

Although the action plan was initially applied in this way, after the first week the stage of sample reading by the researcher (3rd stage) was moved to a point after the 5th stage, in which the researcher marked the words read incorrectly by the participant with a highlighter pen. The aim here was to form an opinion by making intermediate evaluations related to the participant's reading level. The researcher's giving a sample reading first not only enabled the participant to read faster but also reduced the number of errors she made, since it enabled the participant to have a grasp of the content. In this case, the results obtained could not be sufficiently objective, since the aim in this study was for development and assessment of the level of reading that the participant carried out on her own without receiving any kind of previous tip.

Applications Aimed at Developing Reading Comprehension Skills: With the aim of developing comprehension skills, at the *skimming the text* stage used prior to complete reading, Ayşe was asked to read the title of the text and to look at the visuals. At the *making predictions* stage, Ayşe was asked to make a prediction based on the title and visuals about what might occur within the text.

During reading, the *reading fluency* strategies of echo and repetitive reading were used. For developing comprehension skills, the after-reading strategy of *summarising* was utilised and Ayşe was asked to make an *assessment of text-visual compatibility*. In the *assessment of text-visual compatibility*, Ayşe was asked to compare the predictions she had made related to the content by looking at the visuals prior to reading the text, with the facts that appeared after reading the text.

Applications Aimed at Developing Reading Motivation: For developing reading motivation, *interesting texts* and strategies of *rewarding and praising* were utilised. Accordingly, Ayşe was shown three different texts, she was asked to look at the title and visuals, and then she was requested to choose the text she wished to read. Moreover, the names of the main characters in some texts were exchanged with the name of the participant by the researcher, thereby attempting to enable Ayşe to associate the text to herself.
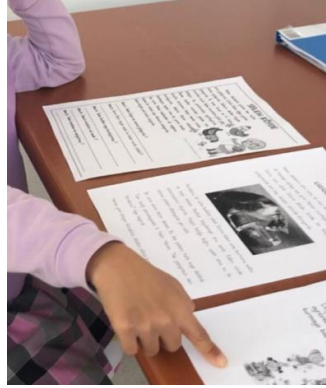

Figure 8. Photograph taken during text selection

As a reward, in accordance with variable-interval reinforcement, the picture completion activities that Ayşe enjoyed doing and the story books given to her as presents were used. The picture completion activities were used to encourage Ayşe to listen and to motivate her at times when her attention was distracted.

Figure 9. Photograph taken during picture completion activity.

The story books were presented to Ayşe in order to encourage her to read at home. At the end of Ayşe's weekly study, she was asked which story book she would like to read next week, and this book was obtained by the researchers and given to Ayşe the following week. After reading the presented book during the week, Ayşe was asked to make a summary of the book the following week. These books served as a kind of homework for her during the implementation. Moreover, improvements observed in Ayşe's reading and comprehension levels were supported by the implementing researcher with words of praise such as "you're great", "brilliant", "well done" and "very nice".

Results

In this section, the effectiveness of the strategies and applications carried out throughout the process are evaluated in terms of reading, reading comprehension and reading motivation.

Findings Related to Reading Level

In the pre-assessment, Ayşe was asked to read a second grade level text. Ayşe's reading level for reading this text was determined according to the Informal Reading Inventory, and the findings are presented in Table 2.

Table 2. Pretest Results Related to Ayşe's Reading Level

Number of Words in Text	166
Reading Time	6 minutes, 36 seconds
Number of Correct Words Read per Minute	18.79
Reading Errors	42
Word Recognition Rate	75%
Question Scale Score	33%
Reading Level	Frustration Level

As can be seen in Table 2, prior to the implementation, Ayşe read the 166-word text entitled "Sarman Kedinin Yavruları" (the Tabby Cat's Kittens) in 6 minutes, 36 seconds. Ayşe, who read an average of 18.79 correct words per minute, made a total of 42 reading errors and therefore, her word recognition rate was determined to be 75%. In determining reading level, the comprehension level is also taken into account. It was determined that Ayşe's comprehension rate according to the question scale score was 33%. Accordingly, it can be said that Ayşe's achievement level in reading a second grade level text was at the frustration level prior to the implementation.

The reading errors made by Ayşe in the pretest are given in more detail in Table 3.

Table 3. Distribution of Reading Errors Made by Ayşe in Pretest According to Error Type

Number of Words in Text	Type of Error	Number of Errors		Word Recognition Rate
		f	*%*	
166	WordsRead Incorrectly	29	69.0	75%
	Repetitions	10	24.0	
	Additions	3	7.0	
	Total	42	100.0	

According to Table 3, Ayşe made a total of 42 reading errors in the second grade level text consisting of 166 words. 29 (69%) of these errors were due to incorrectly read words, 10 (24%) of them were due to repetitions, while 3 (7%) of them were due to additions.

Following the applications, Ayşe was asked to reread the text that she had been asked to read prior to the implementation. Findings related to Ayşe's reading level in the posttest are presented in Table 4.

Table 4. Posttest Results Related to Ayşe's Reading Level

Number of Words in Text	166
Reading Time	2 minutes, 14 seconds
Number of Correct Words Read per Minute	70.75
Reading Errors	8
Word Recognition Rate	95%
Question Scale Score	83%
Reading Level	Instructional Level

Table 4 reveals that following the implementation, Ayşe read the 166-word text in a total of 2 minutes, 14 seconds. This represents a large reduction in reading time compared to the pretest. Ayşe, who read an average of 70.75 correct words per minute, made a total of 8 reading errors. Based on this information, her word recognition rate had risen to 95%. It was determined that Ayşe's comprehension rate according to the question scale score was 83%. Accordingly, it can be said that Ayşe's reading level in the posttest was at the instructional level.

The reading errors made by Ayşe in the posttest are given in more detail in Table 5.

Table 5. Distribution of Reading Errors Made by Ayşe in Posttest According to Error Type

Number of Words in Text	Type of Error	Number of Errors		Word Recognition Rate
		f	*%*	
	Words Read Incorrectly	6	75.0	
166	Repetitions	1	12.5	95%
	Additions	1	12.5	
	Total	8	100.0	

As can be seen in Table 5, the number of reading errors committed in the posttest by Ayşe in the second grade level text consisting of 166 words had considerably decreased compared to the pretest, and she made only 8 reading errors in all. 6 (75%) of these errors were due to incorrectly read words, 1 (12.5%) of them was due to a repetition, while 1 (12.5%) of them was due to an addition.

Findings Related to Reading Comprehension Level

To determine Ayşe's level of reading comprehension, five open-ended questions related to the text she had read were asked. Three of these questions were aimed at basic understanding, while the other two were aimed at in-depth understanding. Data showing Ayşe's level of reading comprehension before the intervention according to the answers she gave to these questions are included in Table 6.

Table 6. Pretest Results Related to Ayşe's Reading Comprehension Level

Questions	Question Type	Student's Answer	Score Obtained by Student	Highest Obtainable Score	Compre-hension Rate
What is the name of the cat in the text?	Basic comprehension (2)	"I don't know"	0		
Why couldn't the writer take cats home?	Basic comprehension (2)	"Because he had a dog"	2		
Where did the writer see the cat first?	Basic comprehension (2)	"In the sea"	0	12	33%
What can we do to help stray animals?	In-depth comprehension (3)	"We can feed them"	2		
What do you think will happen if we don't help stray animals?	In-depth comprehension (3)	"I don't know"	0		
		Total Score	4		

According to the data presented in Table 6 related to Ayşe's reading comprehension level before the intervention, she obtained a total score of 4 from the open-ended questions, which had a maximum obtainable score of 12. When the score obtained by Ayşe is rated with the highest obtainable score, it is seen that Ayşe's level of reading comprehension was 33%. This value indicates that Ayşe's level of reading comprehension prior to the intervention was at the frustration level.

The data showing Ayşe's level of reading comprehension following the intervention are presented in Table 7.

Table 7. Posttest Results Related to Ayşe's Reading Comprehension Level

Questions	Question Type	Student's Answer	Score Obtained by Student	Highest Obtainable Score	Compre-hension Rate
What is the name of the cat in the text?	Basic comprehension (2)	"Sarman"	2		
Why couldn't the writer take cats home?	Basic comprehension (2)	"Because he had a dog"	2		
Where did the writer see the cat first?	Basic comprehension (2)	"In his garden"	2		
What can we do to help stray animals?	In-depth comprehension (3)	"We can give them milk; we can add pieces of bread to the milk"	2	12	83%
What do you think will happen if we don't help stray animals?	In-depth comprehension (3)	"It could be very bad. They might be hungry. Let's say a cat has an owner, but Sarman has no owner. Because she is hungry, she looks into everyone's eyes. It could be like that"	2		
		Total Score	10		

As can be seen in Table 7, in the pretest, Ayşe obtained a total score of 10 in the open-ended questions, which were asked in order to measure Ayşe's reading comprehension level and from which a maximum score of 12 could be obtained. When the score obtained is rated with the highest obtainable score, it is seen that Ayşe's reading comprehension level had increased to 83%. This value indicates that at the end of the implementation, Ayşe's level of reading comprehension had risen to the instructional level.

Findings Related to Reading Motivation Level

For determination of reading motivation, the Motivation to Read Profile scale adapted to Turkish by Yıldız (2013) was used. In this scale, there are two dimensions of reading motivation, namely reader self-perception and value placed on reading. The scores obtained by Ayşe in the Motivation to Read Profile scale prior to the intervention are given in Table 8.

Table 8. Pretest Results Related to Ayşe's Reader Self-Perception, Value Placed on Reading and Reading Motivation

Dimension	Score
Reader Self-Perception	16
Value Placed on Reading	30
Reading Motivation	46

According to Table 8, prior to the implementation, Ayşe obtained scores of 16 in the reader self-perception dimension of the scale, 30 in the dimension of value placed on reading, and a total of 46 in terms of general motivation to read. Considering that the highest obtainable score is 72, it can be said that Ayşe's level of reading motivation was low. Comparing the subdimensions with each other, however, it is noticeable that the value Ayşe placed on reading was higher than her self-perception as a

reader. The scores obtained by Ayşe in the Motivation to Read Profile scale following the applications made are presented in Table 9.

Table 9. Posttest Results Related to Ayşe's Reader Self-Perception, Value Placed on Reading and Reading Motivation

Dimension	Score
Reader Self-Perception	31
Value Placed on Reading	34
Reading Motivation	65

When the data presented in Table 9 are examined, it is seen that following the implementation, the scores obtained by Ayşe had risen to 31 in the reader self-perception dimension of the scale, and to 34 in the dimension of value placed on reading. Therefore, her general motivation to read had reached a total score of 65. When compared with the pretest, a significant increase in scores in both reader self-perception and value placed on reading, as well as in general motivation to read, can be seen. This can be interpreted to mean that the applications made throughout the process had a positive effect on the development of the student's reading motivation level. Ayşe's tendency to follow the text with her finger, which was frequently observed at the beginning of the study, had almost completely disappeared by the end of the intervention, whereas her habit of following the text with her head, however, did not perceptibly change.

Discussion, Conclusion and Recommendations

In this study, whose main research problem is "How can reading, reading comprehension and reading motivation be developed in a second grade elementary school student who has difficulty with reading?" and which aims to develop the participant's reading, comprehension and motivation with an individualised reading programme, firstly, the existing situation was determined. Accordingly, it was seen that the student's reading and reading comprehension levels were at frustration level and that her reading motivation was at a low level.

Reading, reading comprehension and reading motivation levels are closely associated with each other. An increase in reading motivation gives an individual the opportunity to read more and to better understand the text he/she reads; similarly development of reading skills also contribute to development of motivation to read (Dündar & Akyol, 2014; Guthrie, Wigfield, Metsala, & Cox, 1999).

Following determination of the student's status, an action plan was created by taking the student's level into account and the decision was taken to utilise various strategies, methods and techniques aimed at developing each variable of the research. Since reading, reading comprehension and reading motivation are interactive skills, it can be said that the strategies, methods and techniques used for each skill were effective on the other skills included in the scope of the study.

Morgan, Wilcox, and Eldredge (2000) stated that using the repetitive reading strategy together with echo reading played an important role in development of children's reading fluency. Based on this information, it was decided in this study to use the repetitive reading and echo reading strategies together, as well as to utilise syllable and word exercises, in order to develop the student's reading skills. In the study, with the aim of improving the student's reading skills, it was decided to utilise *syllable and word exercises* along with *repetitive reading* and *echo reading* strategies. As a result of the implementation, the student's word recognition level rose from frustration level to instructional level, the number of correct words she read per minute increased almost fourfold, while her reading time decreased to one third of the time taken at the beginning. This can be interpreted to mean that the strategies used for improvement were effective. When the related literature is examined, a number of studies can be found in which repetitive and/or echo reading strategies are used for developing reading skills, and in which positive outcomes are achieved (Akyol & Yıldız, 2010; Çeliktürk Sezgin & Akyol, 2015; Dündar & Akyol, 2014; Uzunkol, 2013). Besides the reading fluency strategies, the syllable and word exercises also had a positive effect in improving the student's reading level. Indeed, it is concluded in various studies (Akyol

& Yıldız, 2010; Archer, Gleason, & Vachon, 2000; Scheerer-Neumann, 1981) that instruction in syllables and syllabification is effective in eliminating word recognition deficiencies in students who experience reading difficulty.

In the study, with the aim of developing reading comprehension skills, pre-reading, while-reading and post-reading strategies were utilised. In this context, the strategies of *skimming the text* and *making predictions*, *reading fluency* and *summarising* were applied. At the end of the implementation process, it was seen that the student's reading comprehension level had risen from frustration level to instructional level. Using strategies resembling some of the methods used in this study, namely thinking aloud, predicting, asking questions and summarising, In her study, Aktaş (2015) also used prereading strategies with the aim of increasing reading comprehension levels of fourth grade elementary students, and reached similar conclusions to those of this study. Philbrick (2009) also enabled fifth grade students to develop their reading comprehension levels. When the literature is examined, it is seen that researchers (e.g. Aktaş, 2015; Alemi & Ebadi, 2010; Azizifar, Roshani, Gowhary, & Jamalinesari, 2015; Dinç, 2000; Gümüş, 2009) mostly focused on the effect of prereading strategies on reading comprehension. In all the studies examined, it was determined that prereading strategies had a positive effect on reading comprehension. However, in a study by Güler (2008), which was carried out with the aim of determining which of the prereading, while-reading, postreading and combined strategies was more effective on reading comprehension in mentally disabled students, it was determined that a combined strategy was more effective. A combined strategy is the use of the prereading, while-reading and postreading strategies together. As a result, it can be said that the pre-reading, while-reading and post-reading strategies had an effect on reading comprehension.

Another variable of the study was reading motivation. *Interesting texts*, and *rewarding and praising* were utilised for the purpose of developing reading motivation level. By the end of the process, a large increase in the student's motivation to read, both in her self-perception as a reader and in the value she placed on reading, as well as in terms of her general reading motivation, had occurred. Hidi, Renninger, and Krapp (2004) stated that for increasing reading motivation, the use of interesting texts or books and allowing freedom in the selection of these would be beneficial for attracting the attention of students. Again, in a study in which interesting texts were used, McKool (2007) determined that, similar to this study, giving students freedom to choose the books they are to read increases their motivation. Furthermore, rewarding and praising are also effective factors for increasing students' effort and attention and for improving their reading motivation. In addition to this, rewarding and praising are effective components for improving reading motivation. Guthrie and Wigfield (2000) argued that rewards given sincerely and as an appreciation of an achievement increased students' self-efficacy perception and motivation. Moreover, Bentley (2003) reported that rewarding and praising, when used carefully and in the right place, motivated individuals and increased their performance.

According to Akbaba (2006), rewarding and praising are sources of extrinsic motivation. It is concluded in various studies (Meece & Holt, 1993; Meece & Miller, 1999) that students who have extrinsic motivation perform the task of reading not because they like this task, but in order to carry out the duty given to them. Instead of understanding the text that they read, these students employ superficial learning strategies such as memorisation and guessing. Since this situation results in reduced attention while reading and missing the meaning of the text, it decreases comprehension success (Wang & Guthire, 2004). However, according to Gambrell and Marinak (1997), extrinsic motivation does not cause a negative effect in the individual when it occurs at the same time as intrinsic motivation. In this study, the interesting texts used for increasing the participant's reading motivation can be described as sources of intrinsic motivation, since, as stated by Akbaba (2006), this is based on a person's interest, curiosity and needs. In this sense, it can be said that there were exercises aimed at increasing both the participant's internal motivation and her external motivation. Moreover, Bentley's (2003) view that by continually rewarding the performing of a certain action, that action can become a reflex dependent on the reward, was taken into consideration and in the study, not every correct reading or understanding by the participant was rewarded. Instead of this, a variable-interval reinforcement schedule, in which it was not clear when a reinforcer would come following the displayed behaviour, was used.

Based on the findings obtained in the study, teachers can utilise repetitive and echo reading strategies as well as syllable and word exercises in the activities they organise for eliminating reading problems in students with reading difficulties, they can employ pre-reading, while-reading and post-reading strategies for remedying reading comprehension problems, and finally, they can benefit from interesting texts as well as rewarding and praising strategies for developing motivation to read. Moreover, considering the fact that classroom teachers are unable to give students with reading difficulties sufficient attention in crowded classes, it is considered that support should be given to the recruitment in schools of reading experts who give special attention to these cases. Finally, based on the belief that extending the study period conducted with the student in this study would contribute more to her development, it is recommended that researchers who plan to undertake similar studies structure their action plans to cover longer periods.

Limitations of the Study

This study is limited to reading skills. Therefore, during the action process, steps related to writing, which should be included in the literacy education process, were not applied. In the study, limitations related to physical facilities were generally experienced. The exercises conducted with the participant were mostly carried out in the school's counselling service. Disturbance was felt due to noise such as students' voices coming from outside during the first five minutes or so following the ringing of the bell to start lessons, after which, however, silence in the environment was obtained in the subsequent period of the lesson, and this situation prevented Ayşe from being distracted. Moreover, though carried out infrequently, interviews were held by the school counsellor with students or parents in the counselling service, and during these times, different environments were used for conducting the exercises. However, since the desk, chair and lighting arrangements in these environments were not of the desired quality, the student was unable to be comfortable during the activities.

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Appendix 1. Action Plan

Week	Lesson Time	Date	Duration	Activity
1st Week	1.	14.11.2018	40 mins	Sound, syllable and word exercises with the sounds "k, n, t, r and ı"
	2.	14.11.2018	40 mins	Sound, syllable and word exercises with the sounds "d, z, g and ş"
	3.	19.11.2018	40 mins	Sound, syllable and word exercises with the sounds "h, ğ, f, and j"
	4.	19.11.2018	40 mins	Reading and comprehension activities with the text named "The Lion and the Mouse"
2nd Week	5.	21.11.2018	40 mins	Reading activities with the text named "Ayşe's Exciting Birthday"
	6.	21.11.2018	40 mins	Comprehension activities with the text named "My Grandfather's Medal"
	7.	22.11.2018	40 mins	Reading activities with the text named "Karaböcü Gets Lost"
	8.	22.11.2018	40 mins	Comprehension activities with the text named "Selen in the Village"
3rd Week	9.	28.11.2018	40 mins	Reading activities with the text named "The Kitten"
	10.	28.11.2018	40 mins	Comprehension activities with the text named "I Love my Toy"
	11.	29.11.2018	40 mins	Reading activities with the text named "Ayça Saves Money"
	12.	29.11.2018	40 mins	Comprehension activities with the text named "The Horse and the Wolf"
4th Week	13.	05.12.2018	40 mins	Reading activities with the text named "Bayram at School"
	14.	05.12.2018	40 mins	Comprehension activities with the text named "The Donkey that Wanted to be a Horse"
	15.	06.12.2018	40 mins	Reading activities with the text named "I was Going to Get Down Anyway"
	16.	06.12.2018	40 mins	Comprehension activities with the text named "The Lion's Invitation"
5th Week	17.	12.12.2018	40 mins	Reading activities with the text named "The Heron"
	18.	12.12.2018	40 mins	Comprehension activities with the text named "The Lazy Squirrel"
	19.	13.12.2018	40 mins	Reading activities with the text named "The Grumpy Foal"
	20.	13.12.2018	40 mins	Comprehension activities with the text named "Ayşe's Good Deed"
6th Week	21.	17.12.2018	40 mins	Reading activities with the text named "The Wolf and the Stork"
	22.	17.12.2018	40 mins	Comprehension activities with the text named "The Shepherd and the Wolf"
	23.	19.12.2018	40 mins	Reading activities with the text named "The Bees in Spring"
	24.	19.12.2018	40 mins	Comprehension activities with the text named "The Speckled Cockerel and Ayşe" Activity with the sound "Ğ"
7th Week	25.	27.12.2018	40 mins	Reading activities with the text named "Ayşe's Toothache"
	26.	27.12.2018	40 mins	Comprehension activities with the text named "The Two Donkeys"
	27.	31.12.2018	40 mins	Reading activities with the text named "The Old Carpenter"
	28.	31.12.2018	40 mins	Comprehension activities with the text named "The Rooster and the Fox" Activity with the sound "Ğ"
8th Week	29.	02.01.2019	40 mins	Reading activities with the text named "The Jay and the Birds"
	30.	02.01.2019	40 mins	Comprehension activities with the text named "The Pigeon and the Ant"