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THE EFFECT OF ENVIRONMENTAL WRITINGS TO PRIMARY
SCHOOL THIRD GRADE STUDENTS' READING AND
UNDERSTANDING

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Abstract: Reading constitutes principal of learning. Students are supposed to read in order to find the subjects about their lessons and learn them and they are supposed to be at understanding level. Therefore, the main aim of the research is to determine aloud reading disabilities, the level of their understanding and improve them. The research was set up action research. The texts were chosen by researchers by being taken expert opinions in order to determine the level of students. In the research, “the scale of determining aloud reading disabilities” was used. In order to analyze the data’s in the research was applied to four third grade students schooling at Çavuşhoğlu Primary School in Beypažar town of Ankara city in the second term of 2006 – 2007 education year. When analyzing the results that they had reading disabilities and their reading was at a low level were established, when environmental writings were taken into account that their reading disabilities decreased, and correspondingly increasing of their understanding were determined.

Key words: Reading, aloud reading, aloud reading disabilities, understanding, reading comprehension

INTRODUCTION

Reading constitutes principal of learning. Individuals who can read the writings and who understand the writings which they read can show development in language learning. Reading can be defined as putting into mind by giving meaning to the written symbols by the way of visual, hearing, language development, word recognizing skills. According to Siegler (1991), learning reading is primarily hoped from the children when they start school. The development of reading in the first classes of primary schools is connected with the development of word reading skills. As it is understood, word reading has an important value for the development of reading. The students who have started to read and write recently will be successful by providing fluency in reading when they develop their correct and fast word reading skills. Reading is an intentional activity; thus, that reading has an aim should be understood. According to Carol (2005), understanding is a complex duration, since it consists of indirect and evaluating thinking, it is more than writer’s word forming or remembering the
knowledge. Understanding consists of students' syntezing ideas skill and using knowledge to solve the new problems. If understanding doesn't occur after reading, reading consists of only making a sound.

Reading

"Reading from written or un written sources is the period when the reader gives meaning to the result of environmental elements interaction." (Akyol, 2003). There is a point that most of the researchers accept. The most important step of reading skill is to have the ability to recognize the written words. Therefore, reading includes these factors only for recognizing the words: (a) recognizing the written words correctly, (b) reading words and sentences by understanding (Biemiller and Siegel, 1997). It is emphasized that both factors are connected each other and they are called as "private skills used in reading".

Loud Reading

Loud reading is to see the writing, saying words and grasping meaning. Eye recognizes the writing when it sees, voice organs gives sounds to the words, ear hears these sounds and sends to memory (Güneş, 2000). Therefore, loud reading is not only a sounding of writing process. Loud reading is a complex activity which includes both physical and cognitive process (Güneş, 2007).

Loud reading has a big importance on the primary school level from the point of developing fluent reading skills. Hence, it is necessary that loud reading speed of primary school students has to reach to a level. Güneş (2007) has foreseen the number of words which should be read in a minute by primary school 1-5 students as:

1st grade students should read 60 words until the end of the year,
2nd grade students should read 80 words per minute,
3rd grade students should read 100 words per minute,
4th grade students should read 120 words per minute,
5th grade students should read 140 words per minute.

Loud Reading Errors

The errors which are done during loud reading is the most important factor that prevents fluency of reading in loud reading. Listeners and readers understanding. These errors are resulted from the errors which happen during basic reading and fluent reading (Sidekli and colleagues, 2007).

The habit of returning back in order to check the word is one of the most important handicap which slows down the reading speed. This habit leads too much time consuming. Since the some words are read again, it cuts reading rhythm besides losing power (Sidekli and Yangın, 2005). Apart from this the errors of loud reading: Reading the letters and syllables of words incompletes or adding letters or syllable to the words, false reaching of word-end, missing the words in a sentence,
mixing letters, to disturb letters, incorrect pronunciation of the word which he reads, reading by spelling are the basic reading disabilities. Furthermore we can say that they don’t pay attention to stress and tones, unnecessary stops and unnecessary returning back, they don’t pay attention to punctuation Marks, they lose the place where they are reading, they can’t read at a fix duration (Şidekli, Coşkun and Gökbulut, 2008).

The Importance of Reading

Reading creates new ideas in the mind. Either it revives former ideas by moving them or increases the knowledge which man adopts with a new idea. On the other hand “it can be said that the reality which lies under reading is learning different ideas” (Ramberger, 1990).

Reading is related with three works which are seeing, understanding and memory. If one of them is absent, others can’t develop. The adult whose seeing has ailed, but understanding and memory are developed has a difficulty in reading. A young who can see well but who hasn’t developed understanding and memory has difficulties in reading. As a result of this, all three skills have to work together for reading (Güneş, 2000).

Environmental Writings

The starting point of reading is environmental writings. An advertising board, the boards of restaurants and department stores attract even the children who haven’t started school and they read the writings on these boards when they see without having alphabet knowledge.

It was observed that most of the children can recognize by shouting “Mc Donalds” for their favourite restaurants and they can say “Stop” while approaching the stop sign. Most researchers point out that this starting behaviour constitutes the first stage of reading and that the development of this stage will be important for the next stages is believed (Hiebert, 1978; Mc Gee, 1986; Neuman and Roskos, 1997; Sulzby and Teale, 1991).

The Aim of The Research

The aim of this research is to determine the effects of environmental writing on primers school third class students’ loud reading and understanding. Therefore, these questions were sought to be answered.

Before and after the research which were done by environmental writings on primary school third grade students:

1. What are the errors of loud reading which the children do?
2. What was their reading comprehension level?

Limits

The research is limited with loud reading disabilities and understanding level of primary school third grade students who were in reading process that they were in Çavırhoğlu primary school of Beypazarı town of Anakara city in 2006 – 2007 schooling year.

Method

This research was set up action research. It was designed as a study to determine the students’ loud reading errors and improving them.
Exemplification

Four students who were determined by random from Çayırhoşlu Primary school third grade students in Beypazarı town in Ankara city in the second term of 2006-2007 schooling year.

The Survey Tool

While preparing the survey tool, homeland and abroad concerning literature scanning was done. The items which constitute the basic of survey tool was built through the acquisitions and skills which took place in primary school (1-5) Turkish curriculum. The last workings of survey items are the results of the different studies which last for two months each. Reading disabilities which were determined during these studies were put into the survey tool as items. The survey tool's general Cronbach Alpha value was found 0.96 after these studies. The items which determine the basic reading errors were found 0.93 as Cronbach Alpha value, the items which determine fluent reading errors were found 0.96. In order to scoring the survey tool, four field experts were benefited. The suitable texts which are ratified by the Education Board of The Ministry of National Education were used in order to determine the errors which the students do while reading. The questions which suitable for the acquisitions of understanding reading that are in Turkish curriculum were asked.

Practising Duration

After determining the students of study group the texts which are suitable their own age and class were made to be read by the students in order to determine the errors correctly which are done directed towards basic reading and this practising duration was recorded by a camera. During the analyzing of recording, four field experts were benefited from. The duration of practising the research lasted for two months (30 lessons).

Analyzing Data

All the duration of practising was recorded by a camera in order to analyze the datas reliable. And the data were analyzed by four field experts from the recordings. While analyzing data, the method of document analyzing was used.

FINDINGS

The findings which were obtained by analyzing the collected datas by practicing the data collecting tools were interpreted on the base of aim of the survey depending on sub-problems.

1. The findings concerning sub-problem

Sub-Problem: The datas one given in fig. 1 and 2 which were obtained from the results of analyzing in order to find the answer for the
question “What are the loud reading errors of primary school the third grade students before and after the research by environmental writings?”

**Fig. 1. Basic Reading Errors of Primary School Third Grade Students**

<table>
<thead>
<tr>
<th>Basic reading errors</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Incorrect pronunciation of the word</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reading by omitting the words</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reading by omitting the syllables</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reading the letters of the word incomplete</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reading by spelling</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Incorrect reading of the suitable level of multi-syllable words</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Incorrect reading of affixes</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Unable to recognize the compound words</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Adding letter</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Adding syllable</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Adding word</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mixing letter</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reading words again</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>


The most encountered errors are “incorrect pronunciation of the words”, “Reading by omitting the words”, “Not recognizing the compound words”, “Reading words again” before practising environmental writings with the students of primary school third class. These errors and the others were seen to decrease on a large extent after the studies of environmental writings.

**Fig.2: Fluent Reading Errors of Primary School 3rd Grade Students**

<table>
<thead>
<tr>
<th>Fluent Reading Errors</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>While reading, not caring emphasis and tones</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Unable to read in suitable time of level</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Unnecessary stops</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Unnecessary returning</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Losing the reading place</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Reading without caring the punctuations</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Not reading hearable voice tone</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Unable to concentrate on the text</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Unable to control breathing</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>


It has seen that in fluent reading, the students have mostly done “while reading, not paying attention to emphasis and tones”, “Reading without caring the punctuations”, “Unnecessary stops” and “Unnecessary returning” errors. It is understood that these errors decreased on a large scale after the study.

2. The Findings Concerning Sub-Problems

Sub-Problem: The datas which were obtained from the analyze in order to answer The second sub-problem of the research “what was the understanding reading level of primary school third grade students before and after the study which was done by environmental writings?” are given in fig. 3

![Fig. 3. Understanding Grades of Primary School 3rd Grade Students](image)

The answers of the questions which were given by the students of primary school 3rd grade were marked one point each. The answer of the students were marked by four field experts and found their average points. Therefore, the reliability of marking was provided. When we examine the results which were obtained from the pre-test. That the average result of the students are about 4,3 point was seen. It shows that the students could understand 43% of their reading. When we examine the last-test, average result is 7,17. Namely, their understanding level is 71%. When you examine the obtained results, 28% of increase is seen for students’ understanding reading after the studies which were done by environmental writings.
RESULT

When we examine the findings from the result of research, basic reading errors of primary school third grade students during loud reading are observed. As “Incorrect pronunciation of the word”, “reading by omitting the words”, “unable to recognize the words”, “reading word again” frequently done by them. It is also observed that they did order errors not to regard as too little. The errors which were done frequently for fluent reading are “unnecessary stops”, “unnecessary returning”, “while reading, not caring stresses and tones”, “reading without caring the punctuations”. Although these errors aren’t done away with the study of environmental writings completely, it is understood that they decrease a lot.

When we examine students understanding reading, they are able to understand 43% average level and this situation can be explained that they couldn’t understand half of what they read. It is understood that understanding reading level of the students has increased to 71% average after related studies. That the study which was done by environmental writings has a positive effect towards to the students understanding reading level is understood.

SUGGESTION

According to the findings obtained from the results of research, we can suggest the followings:

1. The reading teachers should not only depend on the course books during the reading practises but also benefit from the environmental writings which the students have encountered at their living surroundings since pre-school period.

2. Environmental writings should be used by preparing intentional as an assistant source during the lesson. These sources provide important contributions to students’ reading and understanding.

3. More comprehensible researches should be done about environmental writings effects on reading and understanding.

REFERENCE:


CAROL, S.S. (2005), Teachers’ Familiarity With and Use of Reading Comprehension Strategies for Students With A Learning Disability, California State University (Master Science).


