An Analysis of Primary School Teachers' Perspectives on Developmental Characteristics and Reading Achievements of Students with Reading Difficulties

The aim of this study is to determine primary school teachers' perspectives on developmental characteristics and reading success of students with reading difficulties. Interview method, one of the qualitative research methods, was used in this study. In forming the study group of the research, the criterion sampling method was adopted and the study was conducted with twenty two teachers. Content analysis technique was used in the analysis of the data collected through the semi- structured interview form developed by the researchers. Teachers emphasized the importance of social and emotional developmental characteristics of students with reading difficulties and stated that the teachers accept the students' failures because in accordance with their views, the students are timid, shy and tend to isolate themselves. The teachers also stated that reading difficulties occur due to family, student, environmental and emotional reasons. However, teachers stated that students' developmental characteristics had an effect on their reading success and that their reading success generally negatively affected their academic achievement. They made suggestions to ensure cooperation with the family in order to improve students' reading skills, to provide students with special lessons-courses, to provide students with appropriate material, to increase the knowledge level of teachers, to provide expert support, to allocate extra time at the end of the school and to cooperate with the guidance service.

Keywords: *teacher education, primary school, reading difficulty, qualitative research, reading achievements*

Introduction

The reading is a complex process that consists of various processes of the eye, sound and brain such as seeing, perceiving, vocalizing, understanding, and mental structuring (Gunes, 2015). This process starts with the detection of lines, letters or symbols. After this process, words are recognized and sentences are understood. Meaningful words and sentences are placed in short-term memory. Here, the students with reading difficulties tries to obtain the meaning of the whole sentence in line with their interests by using preliminary information. Then the obtained meaning is directed to long-term memory and thus reading takes place (Akyol, 2019). The purpose of reading is to analyze and understand a printed word (Guldenoglu et al. 2016; Hall et al., 2000). The student as a reader must quickly and accurately recognize printed words, grasp the meanings of the words, and create a mental model that is compatible with the meaning of the text (Snow, 2002).

Reading skill is a basic skill associated with academic achievement, job ownership and personal independence (Calhoon, 2005). Inadequacy in basic reading skills generally arises as a result of limited text reading (Juel, 1988).

Spending less time for reading may cause reading difficulties characterized by inadequate fluency, vocabulary and world knowledge (Stanovich, 1986). Language ability, visual and auditory acuity, hearing sounds, ability to distinguish words, method, attention sphere, maturity, acceptance of peer groups, attitudes, reading experiences, capacity, emotional problems, interests and motivation have an impact on an individual's literacy learning success (Alyilmaz & Urun Karahan 2018; Heilman, 1967).

Ozsoy (1984) defines reading difficulties as the difficulties experienced by the individual during reading due to the inability to acquire any of the necessary reading skills such as correctly recognizing and decoding sounds, fluent reading, comprehension, and having sufficient vocabulary. Compared to their peers, students with reading difficulties have difficulties in learning to read, concentrate all their attention on pronouncing the word during reading, frequently making reading errors, not understanding most of what they read, and not liking to read. In addition, they have difficulties about not guessing the meaning of the word at the time of the sentence, not using clues such as semantics, syntax, they tend to show success, to be withdrawn and to feel helpless (Yilmaz, 2019). Problems such as following the line with the finger, line skipping, losing the reading place, shaking reading, following the line with the head, keeping the book close, keeping the book too far are among the other features that can be observed in these students (Melekoglu & Cakiroglu, 2017).

Students' success in starting reading is related to their level of phonological awareness (Ritchey, 2011; Torgesen, 2000; Tunmer & Chapman, 1999). Phonological awareness is the general term used to describe an individual's understanding of the sound characteristics of language (Sari, 2012). It means that the expressions in the language are made up of independent words, words are made up of one or more syllables and the syllable is made up of separate phonemes. Students who have serious difficulties in learning to read tend to have difficulty developing awareness of spoken phonemes. Al-Otaiba and Fuchs (2002) stated that students with reading difficulties had difficulties with the ability to establish a sound-symbol relationship, although their phonological awareness skills were being developed. Some of the students with reading difficulties can have difficulties in reading and writing sounds, combining sounds, combining syllables and syllables, and forming sentences by combining words and words (Diken, 2015). Lack of phonemic awareness makes it difficult for the student to learn how to decode words. In this context, poor decoding skills cause the written texts to take a long time to understand and hinder the successful reading and comprehension of a text.

Students with reading difficulties experience difficulties in word recognition, code decoding, and establishing a letter/sound relationship with context to identify unknown words (Chard et al. 2009; Hudson et al., 2007). Ehri (1997) stated that reading many words automatically enabled fluent reading and reading comprehension. In this context, it can be said that the basic component in ensuring reading speed and automaticity is to have a large vocabulary that is recognized when it is seen. However, reading difficulties that students show can cause inadequate reading fluency affect reading

1 comprehension negatively (Pikulski & Chard 2005; Sze, 2009), and lead to a
2 decrease in independent reading (Adams, 1990).
3   Students with reading difficulties require a longer process to read fluently
4 compared to their normally developing peers. Fluent reading is a reading
5 activity that reflects the feelings of the author, by automatically recognizing the
6 word without much effort, by paying attention to the meaning features,
7 emphasis and intonations in sentences, and applying it where necessary (Chard
8 et al., 2002; Whalon et al., 2009; Zutell & Rasinski 1991). Students with
9 reading difficulties can make the mistakes of adding or skipping letters /
10 syllables, misreading the word, changing position, and substituting letters
11 (Cayci & Demir 2006; Gokce-Saripinar & Erden 2010). Reading errors such as
12 pronunciation difficulties, inability to read fluently, word / syllable skipping,
13 line skipping, syllable swallowing, spelling, adding syllables, not paying
14 attention to punctuation marks are among the reasons that prevent correct
15 reading (Kilic, 2000; Sumer & Seckin Yilmaz, 2020).
16   It is known that when the difficulties in reading skills of students who
17 have failed reading since the first years of primary education are not
18 determined and interventions are not made, these students cannot be as
19 successful as their peers in their later school life (Mercer et al., 2000). In the
20 application of PISA (2018) (Program for International Student Assessment), it
21 is seen that the predominant field is reading skills. PISA (2018), the proportion
22 of students in the area on the second level of proficiency and reading skills in
23 Turkey is 73.9%, and according to the results of these ratios is below the
24 OECD average (The Ministry of Education, 2019). It is seen that only 3% of
25 the students are at the fifth and sixth level, which is the highest level. In this
26 context, it is very important to help students with reading difficulties to
27 overcome reading problems that may hinder their literacy success before
28 reaching the fourth grade. The reason for this is that while students focus on
29 learning to read in the first grade of primary education, after the second grade,
30 students can read for learning (Clarke et al., 2013). It is stated that the majority
31 of students who do not fully acquire reading skills by the end of their second
32 year will not learn to read well, will have more difficulties in the curriculum at
33 grade level, may need constant intensive support services, and may outperform
34 their classmates in terms of reading success and curriculum knowledge (Sloat
35 et al., 2007). However, the completion of the fourth grade primary school can
36 be considered as a critical phase in which the secondary school process will
37 begin more difficulties. The intensification, differentiation and increase in the
38 number of the lessons may result in Turkey for students with reading
39 difficulties. Razon (1982) emphasizes that teachers should make
40 determinations about the problems of students with reading difficulties and
41 produce solutions accordingly. If students become successful readers, it is
42 largely related to teachers' experience, knowledge and competence (Chatman,
43 2015). Therefore, determining teachers' views on the developmental
44 characteristics and reading success of students with reading difficulties is
45 important in understanding the problems in reading success of these students.
46 The main aim of the study is to analyze the teachers' perspectives on the

1 relationships between developmental characteristics and reading achievements
2 of the primary school students with reading difficulties. In the light of the main
3 aim of the study, the following questions in this research were sought.

4
5 1) What are the teachers' views on the developmental characteristics of
6 students with reading difficulties?
7 2) What are the views of teachers about the effect of developmental
8 characteristics of students with reading difficulties on reading
9 success?

10
11
12 **Method**
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14 **Research Model**
15
16 In this study, "Interview Method", which is one of the qualitative research
17 methods, was chosen as the teachers' views and opinions about the
18 developmental characteristics of students with reading difficulties and their
19 reading processes were examined in depth. Interviewing is a very powerful
20 method which is used to reveal people's perspectives, experiences, feelings and
21 perceptions (Yildirim & Simsek, 2016). Seidman (1991) stated that the purpose
22 of using the interview method is not generally to test a hypothesis; he states
23 that trying to understand the experiences of other individuals and how they
24 make sense of these experiences is the main goal. In this study, "semi-structured
25 interview method", which is one of the interview methods, was preferred. The
26 semi-structured interview method is based on the principle that the researcher
27 prepares the interview protocol containing the questions he plans to ask in
28 advance, however, affects the flow of the interview with different side or sub-
29 questions depending on the flow of the interview, and the person opens and
30 elaborates his answers (Turnuklu, 2000). The semi- structured interview
31 method was preferred by the researchers in this study because it allows the
32 researcher to open and elaborate the answers of the teachers by rearranging the
33 questions when necessary, allowing the subject to be discussed.

34
35 **Study Group**
36
37 The "criterion sampling method", one of the purposeful sampling methods,
38 was adopted in determining the study group of this research. The basic
39 understanding in the criterion sampling method is to study all situations that
40 meet a predetermined set of criteria (Yildirim & Simsek, 2016). The criteria in
41 this study were determined as a) teachers teaching the fourth grade, b) students
42 with reading difficulties in their classes. Twenty two teachers participated in
43 the research voluntarily. Twelve of the teachers participating in the research are
44 female and ten are male. All teachers have more than 10 years of experience.
45 Table 1 contains demographic information about teachers who participated in
46 this research.

1   *Table 1*. Demographic Information about the Teachers

		f	%
Gender	Female	12	54,5
	Male	10	45,4
Total		22	100
Experience Year	11	8	36,3
	15	6	27,2
	17	5	22,7
	23	3	13,6
Total		22	100

2

3   **Data Collection Tool**

4

5   In this study, the data were collected through a semi-structured interview
6   form developed by the researchers. Within the scope of the research, the
7   relevant literature was scanned and then a draft semi-structured interview form
8   was prepared in order to determine the teachers' views on the relationships
9   between developmental characteristics and reading success of students with
10   reading difficulties. The prepared interview form was presented to the opinions
11   of five experts and five teachers working in the field of special education and
12   qualitative research. The form was edited by reviewing it within the framework
13   of the feedback from five experts and five teachers. After the pilot application
14   was made with five different teachers, using the revised form, the forms were
15   finalized. The data were collected using the semi- structured interview form.

16

17   **Data Collection Process**

18

19   The data of the research were carried out in the form of face-to-face
20   interviews by making an appointment with the teachers. Before starting the
21   interviews, teachers were informed about the purpose and scope of the
22   research. It was stated to the teachers that their real names would not be used
23   during the research and the research process would continue by giving code
24   names. Interviews were conducted with teachers who voluntarily agreed to
25   participate in the study. Consent forms were obtained from the teachers who
26   agreed to participate in the study voluntarily. During the research, code names
27   such as T1 and T2 were given to the teachers. Interviews with teachers lasted
28   between 52-68 minutes on average.

29

30   **Data Analysis**

31

32   The content analysis technique was used in the analysis of the data
33   obtained from the interviews. The main purpose in using content analysis
34   technique was to reach the concepts and relationships that could explain the
35   collected data. Through content analysis, it was aimed to identify the data and
36   reveal the facts that might be hidden within the data. The main process in
37   content analysis technique is to gather similar data within the framework of
38   certain concepts and themes and to interpret them in a way that the reader can

1 understand (Yildirim & Simsek, 2016).
2 One of the ways to be used in ensuring the reliability of the study is to use
3 a different researcher in the analysis of the data and to confirm the results
4 obtained (Le Compte & Goetz, 1982). In this study, the interview coding key
5 was created for the teachers' answers to the interview questions, and the data
6 obtained according to the framework formed was marked on the interview
7 coding key. The consistency between the interview coding key filled in by one
8 of the researchers and an expert independently was examined and the category
9 covering each question was checked. The consensus that the researcher and the
10 experts mark the same option for the relevant question. In the reliability
11 calculation, the formula "Consensus = (Consensus + Disagreement) x100" was
12 used. The reliability coefficient of the research was calculated as 0.95. In
13 order to ensure the internal reliability of the research, direct quotations were
14 included in the findings section.
15
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17 **Results**
18
19 When Table 2 is examined in detail, it can be seen that teachers' views on
20 the developmental characteristics of students with reading difficulties are
21 examined in the light of five categories as the theme of students' developmental
22 characteristics. The teachers stated that students have knowledge about social
23 and emotional, behavioral, cognitive, personality and language developmental
24 characteristics of the students.
25
26 *Table 2.* Teachers' Views on the Developmental Characteristics of Students
27 with Reading Difficulties

Themes	Categories	f	%	Sections of Teacher Views
Developmental Features of Students	Cognitive Development Features of Students	6	24	''He learns slowly, he learns late. Since learning does not take place in the classroom over time, it cannot be where it should be academically (T7).'' ''The kid has a reasoning problem. He cannot find the answers and does not understand the text. He goes behind and reads slowly (T16).''
	Students' Personality Development Features	4	18	"There is a lack of self-confidence. You know, when he reads, I can hear that he spelled it correctly. Don't spell it, say it in a snap, don't read through it first. Speak those syllables. I say to go back to the beginning, but I can't prevent it (T12). " "I want him to prefer more pictures and images. Because when he sees the writing a lot, that child leaves the book immediately. The child gets bored once (T17). "

		10	45	''As they read, we immediately hear voices from other children. There are people who grunt about come on. This time, the child is also a shyness (T3).'' ''In the eyes of the children, that child is as if he knew nothing, as if he was struck as lazy. They both perceive it themselves and the child perceives it that way (T11).'' ''He immediately pulls himself back in something difficult. I can not do this. "There is an acceptance that I cannot do this (T8)."
	Students' Social and Emotional Development Features			
	Students' Language Development Features	2	9	''There is a lack of pronunciation inevitably. In other words, the local language he learned from the family is a little bit (T2).'' '' Also, they can't say words they don't know the meaning of. If they have never heard non- Turkish words, they have difficulties (T4).''

Nearly half of the teachers (10; 45%) stated that they have information about the social and emotional development characteristics of students with reading difficulties. These teachers stated that students accept their failures, hesitate while reading because of their failure to read, feel embarrassed when they read incorrectly, and tend to stay away from the classroom by isolating themselves. According to the teachers, the attitudes and perspectives of their peers in the reading process cause students with reading difficulties to consider themselves unsuccessful and to stay away from their friends socially.

One third of the teachers (8; 36%) provided information on behavioral development characteristics. They stated that students with reading difficulties could not participate in classes because of their lack of interest and desire for reading, they could not answer questions and their vocabulary was weak. According to the teachers, obedience to classroom rules and compliance problems observed in students also cause difficulties with reading.

Some of the teachers (6; 27%) stated their views on the cognitive development characteristics of the students. They expressed students' cognitive characteristics such as forgetfulness, slow and late learning, and reasoning. The teachers stated that as a result of the students not being able to learn in the classroom, they fell behind their peers academically. However, they stated that the students' reading comprehension skills were weak due to the difficulties in reasoning and they had difficulty in answering the questions about the text.

A few of the teachers (4; 18%) addressed the characteristics of students with reading difficulties, lack of self-confidence and boredom with reading, by addressing personality development characteristics. The teachers stated that the students had hesitation even in the sentences / words they read correctly due to their lack of self-confidence and as a result of this, they read it by spelling or first and then aloud. However, the teachers added that they avoided reading

1 texts with long texts, they got bored and stopped reading.

2   When Table 3 is examined in detail, it can be seen that the opinions of
3 teachers regarding the causes of reading difficulties are examined under four
4 categories as student-induced reasons, environmental reasons, family-related
5 reasons and emotional reasons.

6

7 *Table 3.* Teachers' Views on the Causes of Reading Difficulty

Themes	Categories	f	%	Sections of Teacher Views
Causes of Reading Difficulty	Family-Related Causes	5	23	''The parents are divorced. The child is in the mother but she gave it to the nursing home because of financial difficulties. With the unattracted child (T13).'' ''We asked his family. Since his family also works, the child stays with what he learned at school (T21).''
	Student – Induced Causes	12	55	''The child has speech problems and self- esteem problems in public. There are probably perception problems (T11).'' ''I'm giving the letter E. Since it does not come for a long time, he forgets and comes again (T22).''
	Environmental Causes	7	32	''I have 29 students. The time I can spare for him is very limited. Dense. When I do it one to one, its performance increases a little more. But since I cannot do this (T8).'' ''There is an excess of lessons. It is not possible to do every work (T19).''
	Emotional Causes	5	23	''It goes on for a few days but gets bored. I could not like to read. He has an antipathy towards him (T8).'' ''When we start reading, his rush begins, too. He drops the pen to the ground for example (T11).'' ''Their attendance is weak. He gets bored because he cannot answer immediately like other students (T18).''

8

9   Half of the teachers (12; 55%) stated that the reasons for reading
10 difficulties occurred due to reasons related to students. According to the
11 teachers, reading difficulties arise from the lack of self-confidence of students
12 due to speech problems and social problems they show. According to students,
13 forgetting what they learned is due to not attending school and not attending
14 school for a long time. In addition, teachers stated that students' perception
15 problems also cause reading difficulties.

16   One third of the teachers (7; 32%) stated that reading difficulties are due
17 to environmental reasons. The teachers stated that due to the large class size,
18 students with reading difficulties could spend less time than they needed and
19 the number of lessons was higher. According to the teachers, the fact that the

1   class has reached a certain level in general and the students must have
2   completed primary school with a certain level of knowledge limits the time
3   allocated for students with reading difficulties in the classroom.
4   Some of the teachers (5; 23%) stated that students' reading difficulties
5   arise due to family reasons. According to the teachers, parents' togetherness
6   and working status have an effect on the student's reading skills. The reasons
7   for reading difficulties are the students being limited to what they learn at
8   school, not repeating at home, and indifferent behavior of the family.
9   A few of the teachers (5; 23%) stated that reading difficulties are due to
10 emotional reasons. The teachers stated that dislike to read, anxiety due to the
11 reading turn in classroom reading activities, and inability to answer questions
12 about the text cause reading difficulties.
13   When Table 4 is examined in detail, it can be seen that teachers 'views on
14 the effect of developmental characteristics of students with reading difficulties
15 on reading achievement are examined under one category as the theme of the
16 effect of students' developmental characteristics on reading success

17

18 *Table 4.* Teachers' Views regarding the Effects of Developmental
19 Characteristics of Students with Reading Difficulties on Reading Achievement

Themes	Categories	f	%	Sections of Teacher Views
The Effect of Students'Developmental Characteristics on Reading Success	Effective	22	100	''They also forget the letters and syllables that they learn when they are not reinforced at home when they are interrupted on break holidays. They cannot proceed to read (T15).'' ''When we consider their learning situation, students who learn late. Students with a little difficulty. Therefore, their late learning delays everything (T2). "

20

21   All of the teachers (22; 100%) stated that the developmental characteristics
22 of the students were effective on reading success. They stated that students with
23 reading difficulties forgot to read the letters / syllables they learned because
24 they were not supported at home and therefore they could not proceed to
25 reading. In addition, according to teachers, students' late learning also delays
26 them from acquiring reading skills.
27   When Table 5 is examined detail, it can be seen that the views of teachers
28 on the effect of reading achievement on the academic achievement of students
29 with reading difficulties are discussed in two categories as effective and not
30 effective in the theme of the effect of students' reading success on their
31 academic achievement.
32
33

1 *Table 5.* Teachers' Views regarding the Effect of Reading Achievement on
2 Academic Achievement of Students with Reading Difficulties

Themes	Categories	f	%	Sections of Teacher Views
The Effect of Students' Reading Success on Academic Achievement	Effective	20	91	''So reading in other lessons is actually about understanding. If he cannot understand what he read, he cannot do it (T13).'' ''For example, to be able to solve a problem, he has to understand what he is reading and reading. They have problems solving problems (T10).''
	Not Effective	2	9	''It's like a genious when it comes to math. He unravels the paper before everyone else. He reads very slowly while also reading in Turkish. I say, how does he read and solve these questions quickly (T3).'' ''When you say math, the student takes his notebook and comes to me. I don't need to call him (T11).''

3
4   Almost all of the teachers (20; 91%) stated that students' reading success
5 was effective on their academic achievement. They stated that students with
6 reading difficulties could not be successful in other lessons because their
7 reading comprehension skills were insufficient.
8   A few of the teachers (2; 9%) stated that success in reading skill does not
9 affect their academic achievement. Teachers stated that students were more
10 willing and successful especially in mathematics lesson. It is surprising that,
11 according to the teachers, students are reading very slowly however, solving
12 questions in math quite quickly.
13   When Table 6 is examined in detail, it can be seen that the teachers' views
14 on the regulations they make for students are discussed in three categories:
15 arrangements made in the classroom, student motivation and teacher-family
16 cooperation.
17
18 *Table 6.* Teachers' Views regarding the Arrangements They make to increase
19 the Achievement of Students with Reading Difficulties

Themes	Categories	f	%	Sections of Teacher Views
Regulations	Arrangements Made in the Classroom	11	50	''We do free reading in a lesson (T7).'' ''Sometimes I say out loud during breaks,would you read it here? Of course, again, I pay attention to something short (T1).'' ''There is peer support. If he goes and asks for help, they all help. Not understanding his homework (T9).''

	Teacher- Family Cooperation	4	18	''I could not improve or improve reading with these children, so I said this to the parents at last. Read it again (T10).'' ''I said to the parents, let's get them read twice. Simply ask a few questions (T18).''
	Motivating the Student	7	32	''When he sees the article a lot, that child leaves the book immediately. "I prefer the ones with more visuals and slightly larger font sizes (T3).'' ''I have it read after a little bit of ear fullness. Of course, my goal in doing this is so that he doesn't get out and falter. So that his friends would not be embarrassed if he was surprised when he was surprised (T22).'' ''If the child likes cars, it's a text about cars. If he likes animals, he should have a text read about animals (T5).''

Half of the teachers (11; 50%) stated that they made arrangements in the classroom to increase students' reading success. The teachers stated that they included free reading activities, evaluated the breaks and made students read aloud by choosing short texts. However, teachers stated that they enabled students with reading difficulties to understand the text by providing peer support.

One third of the teachers (7; 32%) stated that they tried to motivate the students. The teachers stated that they chose texts with large fonts and images to prevent students from getting bored and stopping to read. It was emphasized by teachers that selecting texts suitable for students' interests would motivate students to read. However, the teachers added that after listening to a few examples of students with reading difficulties in their classroom reading activities, the text was taught, thereby encouraging students.

Few of the teachers (4; 18%) stated that they tried to establish a cooperation between teacher and family. According to the teachers, the help of families is needed to support students at home, to have the text read several times at home, and to conduct reading comprehension studies.

When Table 7 is examined in detail, views of the teachers in order to increase the reading success of students with reading difficulties are examined in two categories as the ones recommended to be done inside the school and those that are recommended to be done outside the school.

1   Table 7. Teachers' Views for increasing the Reading Achievement of Students
2   with Reading Difficulties

Themes	Categories	f	%	Sections of Teacher Views
Suggestions	In-school Suggestions	15	68	''I would like to prepare abundant resources with texts suitable for their level. The texts we have are too long and not suitable for students (T14).'' ''In other words, what can I do about my child, what can I do effectively and what can I give, I need an expert's opinion on this (T11).'' ''One should be in constant communication with the guidance service. What can be done for this student (T19).''
	Suggestions for Outside-school	7	32	''When there is no support at home, it doesn't happen when there is no repetition. No matter how hard you try. If the child has a little learning disability, he / she definitely needs support at home (T1).'' ''When he / she does not take a private lesson or course, whether it is about fluent reading or understanding, it does not close (T2).'' ''Taking time at the end of school can move the student one step forward. The more reading opportunities offered, the better (T17).'' ''Teachers should be aware of the work done in this field. We definitely have deficiencies in terms of information (T20).''

3

4   Two-thirds of the teachers (15; 68%) made suggestions for activities that
5   can be done in the school. According to these teachers, since the available
6   resources are quite long for students with reading difficulties, there is a need to
7   prepare materials suitable for students' levels. On the other hand, they stated
8   that being in contact with the educational psychology service and getting
9   expert support in order to increase their reading success will provide students
10 with knowledge about the practices that should be included in order to increase
11 their reading success.
12   One third of the teachers (7; 32%) made suggestions about the activities
13 that can be done outside of school. These teachers stated that only the activities
14 carried out in the classroom are not enough to increase the reading success of
15 the student, so what learned in the classroom should be repeated at home and
16 the family should support the student at home. They stated that students' reading
17 skills should be supported by taking private lessons or courses and the lack of
18 such support hinders the student's progress. According to the teachers, there is
19 a need for extra study time to be allocated to students at the end of school. In
20 this way, it was stated that the extra reading opportunities to be offered can

1 benefit students with reading difficulties. However, the teachers stated that
2 there might be lack of knowledge in the field of reading difficulties and stated
3 that they should be informed about the work done in the field in order to
4 remedy these deficiencies.

5
6
7 **Discussion and Conclusion**
8

9 It is known that reading has significant emotional and social consequences
10 (Kuruoglu & Sen, 2018). Inadequacy in the field of reading and reading
11 success below what is expected from intelligence often lead to inadequacies in
12 other academic fields and social behaviors (Gunes, 2007). Low social
13 acceptance may cause students' social isolation, self-concept problems and
14 their unhappiness (Sabornie, 1994) and negatively affect the students'
15 academic developments (Sari, 2012). According to the findings obtained from
16 the study, it can be seen that the teachers expressed the cognitive, personality,
17 social and emotional, language and behavioral characteristics of students with
18 reading difficulties. The teachers mostly mentioned the social and emotional
19 development characteristics of the students and stated that the students with
20 reading difficulties accepted the failure, were shy, timid, and isolated
21 themselves from their friends. The failure of students with reading difficulties
22 in reading skills, which is seen as the basis of academic skills, negatively
23 affects their self-confidence, efficacy perceptions and motivations, as well as
24 social problems.
25 Dogan (2014) in his study aiming to reveal teachers' knowledge of reading
26 difficulties and their ability to identify students with reading difficulties,
27 revealed that students with reading difficulties generally have a lack of interest
28 and confidence in the course, in addition to the mistakes the students make in
29 reading. Razon (1982) states that it is a mystery whether emotional reasons
30 cause reading difficulties or whether reading difficulties affect students
31 emotionally. Students may have a negative attitude towards reading due to
32 reasons such as social immaturity, feeling unhappy at school, not being able to
33 communicate well with both the teacher and their peers. In this research, the
34 fact that teachers emphasized the social and emotional development
35 characteristics of students in the research findings can be explained by the fact
36 that success in school is effective in choosing friends among students.
37 Difficulty in reading can cause the student to be exposed to negative attitudes
38 displayed by his / her friends and to develop a negative attitude towards
39 himself. In this context, students may react more socially and emotionally
40 while trying to overcome their reading difficulties, and these reactions may have
41 a negative effect on their reading achievement. The fact that teachers stated
42 more features about this developmental area may be a result of noticing how
43 the behaviors of both students with reading difficulties and other students'
44 reading studies reflect on social and emotional development.
45 Reading problems can be personal which may be have different feature for
46 each student, and the degree of difficulty experienced varies according to the

1 students developmental characteristics (Diken, 2015). It is possible to say that
2 reading difficulties may occur for many reasons. In this study, teachers listed
3 the reasons of reading difficulties as family-related reasons, students-related
4 reasons, environmental reasons and emotional reasons. The teachers stated that
5 reading difficulties can mostly arise due to student-related reasons. They listed
6 students' low self-confidence, perception problems, social problems, and being
7 forgetful as the causes of reading difficulties. Gayan and Olson (1999) found
8 that inheritance and environmental factors on reading difficulty; Vellutino et al.
9 (2004) found that inadequate education and having insufficient experience are
10 effective on students' reading achievement. Dogan (2014) concluded that the
11 reading difficulties of students with reading difficulties were due to physical,
12 family or learning difficulties. It is seen that the results obtained from this
13 research are similar to the other research results. In the findings of this study, the
14 fact that teachers indicated the reasons stemming from students as the reason
15 for reading difficulty could be explained by the fact that teachers had higher
16 awareness because they directly observed students in the reading process.

17 The teachers stated that the developmental characteristics of the students
18 were effective on their reading success. They stated that students with reading
19 difficulties learn late, forget what they have learned, and not reinforce what
20 they have learned at home cause them to forget the letters and syllables they
21 have learned, and as a result, they cannot learn to read. Rodrigo and Jimenez
22 (1999) concluded in their study that the inadequacy of phonetic processing
23 skills of students with reading difficulties causes them to make reading errors.
24 Baydik (2002) states that the limited receptive and expressive language skills
25 of students with reading difficulties, in addition to their visual vocabulary, are
26 one of the problems that hinder reading comprehension. Difficulties in the
27 acquisition and development of reading skills of students with reading
28 difficulties may cause them to be unwilling to read, and the performance of
29 students in the reading process emerges as a result of their developmental
30 characteristics. Therefore, the fact that the teachers stated that the
31 developmental characteristics of the students affect the reading achievement as
32 a result of the research can be explained by their knowledge about the
33 development characteristics of these students and their reflection on the reading
34 process.

35 Teachers listed the arrangements they made for students with reading
36 difficulties as classroom arrangements, teacher-family cooperation and student
37 motivation. Teachers stated that they mostly made arrangements in the
38 classroom in the form of including free reading work in a lesson, reading aloud
39 and providing peer support. Altun, Ekiz and Odabaşı (2011), in their research
40 to determine the reading difficulties faced by classroom teachers, concluded
41 that teachers included rewarding students and reading time practices in their
42 classrooms. In addition, in order to increase the reading motivation of students
43 with reading difficulties, improving their self-efficacy by giving students tasks
44 they can be successful, raising their expectations of success by improving their
45 vocabulary, taking students' interests into account, giving students
46 reinforcements by using correct strategies (Margolis & Mccabe, 2006) are

important suggestions. The fact that teachers include free reading studies in the research findings can be explained that they try to increase their reading success by giving the students the opportunity to choose the text they will read in order to motivate them to read. In addition, teachers' reading aloud whenever they have the opportunity to increase the self-confidence of the students who are timid while reading.

Teachers made suggestions about the activities that can be done in the school to increase the reading success of students with reading difficulties. They expressed their views on providing materials appropriate to the students' level, cooperating with the guidance service, and receiving expert support. Eurydice (2011) stated that reading specialists could help classroom teachers with flexible arrangements such as defining the reading skills of students with reading difficulties, providing learning support, providing guidance and counseling, forming flexible groups and concurrent education. Morgan (1993) on the other hand, stated that school counselors help classroom teachers in theoretical and practical aspects of reading difficulties and suggest that students with reading difficulties attend special reading courses. Dogan (2014) revealed that teachers are particularly interested in the lesson and also spend time in order to improve the reading skills of students with reading difficulties. The reasons such as large class size, lack of time, and curriculum training make it difficult to deal with students with reading difficulties individually, and as a result, intensive support may be needed to help students improve their reading skills.

Implications for practice

1) In order to prevent situations such as forgetting quickly and excessive absenteeism that negatively affect the reading skills of students with reading difficulties, families should be informed so that the student repeats what he learned at school at home and attends school regularly.
2) A training program for teachers, parents and experts should be developed and implemented in order to train and employ experts in the field of reading difficulties.
3) For further research, this research was conducted with the teachers of primary school fourth grade students. In further studies, research can be conducted to determine the knowledge and opinions of middle school students and branch teachers about reading difficulties.

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