



The Echo Reading Method: An Action Research

Yankılayıcı Okuma Yöntemi: Bir Eylem Araştırması

ABSTRACT

This study examined the effect of the echo reading method on correcting oral reading errors and improving reading comprehension skills of fourth-grade primary school students. The study employed action research, which is one of the qualitative research methodologies. The research was conducted with a student selected from the fourth grade of a primary school in Bartın. The student's reading level was assessed using the Reading Errors Inventory (REI). The REI is an assessment tool used to identify reading errors, reading comprehension skills, and reading levels of students experiencing reading difficulties. This inventory consists of three scales: the environment scale, the oral reading scale, and the question scale. While the environment and oral reading scales determine the student's word recognition and phonological awareness levels, the question scale evaluates the student's reading comprehension skills. The total score obtained from the three scales is interpreted as follows: a score below 180 indicates the frustration level, a score between 180 and 240 reflects the instructional level, and a score of 240 or above corresponds to the independent level. According to the evaluation based on the REI, the student's reading level was found to be at the frustration level for third and fourth grades, and at the instructional level for the second grade. The educational intervention using the echo reading method began at the second-grade level. The student, whose reading level was determined, received echo reading instruction for a total of 32 hours, four hours per week. Each session consisted of two 45-minute lessons. The study lasted for eight weeks and was completed in 16 sessions. As a result of the research, it was determined that the student's reading level, which was at the second-grade instructional level, improved to the fourth-grade independent level. Additionally, a significant decrease in oral reading errors and substantial improvement in reading comprehension skills were observed.

Keywords: Reading, Fluent Reading, Reading Difficulty, Echo Reading Method.

ÖZET

Bu araştırmada, yankılayarak okuma yönteminin ilkokul dördüncü sınıf öğrencilerinin sesli okuma hatalarının düzeltilmesi ve okuduğunu anlama becerilerinin geliştirilmesi üzerindeki etkisi incelenmiştir. Çalışmada nitel araştırma yöntemlerinden biri olan eylem araştırması kullanılmıştır. Araştırma, Bartın ilindeki bir ilkokulun 4. sınıfından seçilen bir öğrenci ile gerçekleştirilmiştir. Öğrencinin okuma seviyesi yanlış analizi envanterine göre değerlendirilmiştir. Yanlış analizi envanteri okuma güçlüğü yaşayan öğrencilerin okuma hatalarını, okuduğunu anlama becerilerini ve okuma seviyelerini tespit etmede kullanılan bir ölçme aracıdır. Bu envanter ortam, seslendirme ve soru ölçeği olmak üzere üç ölçekten oluşmaktadır. Ortam ve seslendirme ölçeği, öğrencinin kelime ve ses bilgisi düzeyini belirlerken, soru ölçeği öğrencinin okuduğunu anlama beceri düzeyini belirlemektedir. Üç ölçekten alınan toplam puanın, 180 puanın altında olması endişe düzeyini, 180-240 puan aralığında olması öğretim düzeyini, 240 puan ve üzerinde olması ise serbest düzeyi ifade etmektedir. Yanlış analizi envanterine göre yapılan değerlendirmede öğrencinin okuma seviyesinin 4. ve 3. sınıfta endişe düzeyinde, 2. sınıfta ise öğretim düzeyinde olduğu tespit edilmiştir. Yankılayıcı okuma yöntemiyle eğitim çalışmalarına 2. sınıf düzeyinden başlanmıştır. Okuma seviyesi tespit edilen öğrenciye haftada 4 saat olmak üzere toplam 32 saat yankılayıcı okuma yöntemi kullanılarak eğitim verilmiştir. Her bir oturum 45'er dakikalık iki ders saatinden oluşturulmuştur. Araştırma 8 hafta devam etmiş ve 16 oturumda tamamlanmıştır. Araştırma sonucunda öğrencinin 2. sınıf öğretim düzeyinde olan okuma seviyesinin 4. sınıf serbest düzeye yükseldiği tespit edilmiştir. Ayrıca öğrencinin sesli okuma hatalarında önemli oranda bir azalmanın, okuduğunu anlama becerilerinde ise ciddi bir gelişmenin olduğu görülmüştür.

Anahtar Kelimeler Okuma, Akıcı Okuma, Okuma Güçlüğü, Yankılayıcı Okuma Yöntemi.

INTRODUCTION

From the past to the present, reading has been one of the fundamental skills that significantly influences individuals' lives. To adapt to their environment and meet their needs, individuals often need to read signs, labels, written texts, announcements, and similar materials in their daily lives. Additionally, humans are social beings and engage in communication with others during the process of socialization. Especially in today's

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world, commonly used communication tools such as mobile phones, tablets, computers, and so on, play a significant role in people's lives. When using these devices, learning, or sharing information, the reading or reading comprehension skill is the most essential. The crucial role of reading skills in human life necessitates the proper acquisition of this skill.

Reading is considered one of the most critical components shaping an individual's perspective on the world (Yılmaz, 2006). Understanding and learning about what is happening in the world and self-improvement are all greatly shaped by reading. The skill of reading and comprehension lies at the core of all achievements planned to be acquired throughout the course of education (Doğuyurt and Doğuyurt, 2016, p. 276). Therefore, it should not be assumed that reading skill is only necessary for Turkish language course. Individuals who have acquired the skill of reading and comprehension will benefit positively in all of their courses. Individuals will not be able to fully obtain achievements in other disciplines unless they have gained this skill (Zipke, 2007; as cited in Sirem, 2020). In other words, individuals need the skill of reading comprehension to be successful in their academic life.

Various definitions have been proposed for reading. Yılmaz (2019) defines it as the process of extracting meaning from texts by processing symbols received through sensory organs with the use of prior knowledge. Pre-reading, during-reading, and post-reading are expressed as the stages of the reading process in the relevant literature (Abraham, 2002; Akyol, 2012; Çubukçu, 2012; MEB, 2019). According to Sirem (2020), the reading process should be conducted as follows: before reading, students' attention and interest should be focused on the topic, and they should be encouraged to think about and make inferences about the topic based on the visual(s) or the title of the text. Subsequently, students should engage in oral reading, and questions related to the text should be posed to ensure comprehension. Güneş (2017) and Çubukçu (2012); however, describe the stages of the reading process as word recognition, comprehension, and critical thinking. Readers first recognize the words, then comprehend the words in their mind, and finally, engage in critical analysis. Individuals who can successfully complete these stages are able to comprehend what they read.

The primary goal of reading is to achieve fluent reading and comprehension. According to Yılmaz (2018), reading comprehension is the process by which an individual, when encountering new information in the written source they are reading, establishes a connection between the new information and their existing knowledge, resulting in new learning. Robinson and Good (1987; as cited in Yılmaz, 2008) sort reading comprehension into three categories: simple comprehension, interpretive comprehension, and critical comprehension.

1. Simple comprehension: It involves abilities such as determining the location of information in the text, gathering information, following the steps, identifying characters, complying with the instructions, and explaining the author's textual plan.
2. Interpretive comprehension: This type of comprehension includes the following competences: finding the main idea of the text, reading with attention to spelling, identifying relationships, summarizing, comparing the context with other contexts, distinguishing important ideas, making generalizations, developing concepts and principles, making future predictions, relating the context to personal experiences, testing the outcomes and effects, completing the author's idea, organizing thoughts, understanding the given message, creating emotional images, determining what is important, being able to enjoy, comparing information, determining implementations, identifying the author's purpose, characterizing the features of the characters, explaining the author's ideas, generating emotional responses, reconstructing reading, performing, and making inferences.
3. Critical comprehension: The competences encompassed by this type of comprehension include the following: comparing what is read from the perspectives of bias, opinion, reality, quality, relevance, value, consistency, propaganda, truth, or sufficiency, evaluating the author's goals and behaviors, assessing the topic in terms of context, assessing the language used in the text, evaluating the overall structure of the text, and evaluating the author's expertise.

The critical period for developing reading skill is elementary school period. If this skill is not gained during this period, individuals may experience reading difficulties. There can be multiple reasons for experiencing reading difficulties, and individuals who struggle with reading comprehension are likely to encounter various challenges throughout their lives (Şahin, 2019). Reading is required in almost every aspect of daily life, and individuals with reading difficulties often feel inadequate.

The process of reading is multidimensional and involves cognitive processing (Akyol and Yıldız, 2010). Individuals who experience reading difficulties may struggle with reading, fail to perform reading at the desired level, make pronunciation errors while reading, fail to comprehend what they read, and cannot transfer

their understanding (Çaycı and Demir, 2006; Sidekli, 2010; Johnson, 2018; Lassiter, 2019; Nyssen, 2019; Yılmaz, 2019).

Reading difficulty refers to a situation where a child cannot gain fluent reading and reading comprehension skills, despite having no physical (visual, auditory) or neurological (hyperactivity disorder, attention deficit, brain damage) problems that would impede reading, and having a similar level of intelligence as their peers (Yılmaz, 2019). While the causes of reading difficulties the students have may vary, they generally include factors such as the lack of interest in reading by the individuals and their family, the absence of role models for reading within the family, inadequate study conditions for the student, and the development of a negative attitude towards the teacher and school (Rashid, 2001; Booth, 2019; Harrold, 2019; Lassiter, 2019). A negative attitude towards the teacher and school can also lead to more significant learning problems over time.

Students experiencing reading difficulties tend to focus their attention more on articulating words during reading, make reading errors, fail to comprehend, exhibit a negative attitude towards reading, have low academic achievement, and tend to be introvert (Yılmaz, 2019, p. 12). These students often feel excluded and keep away from educational activities.

Early diagnosis of reading difficulties is crucial (Clark, 2007). Undiagnosed reading difficulties may hinder students' learning (Kuruyer, 2014). To prevent the potential lifelong problems that individuals with reading difficulties may face, these individuals should be identified early, and measures to eliminate their reading difficulties should be planned, and the problem should be solved promptly (Rasinski, 2003). Individuals with reading difficulties that are not detected early will be negatively affected socially and academically and will experience slower learning (Kanak Uysal and Akyol, 2019). Slow learners often find themselves constantly trying to catch up with the necessary achievements. The first step in addressing individuals with reading difficulties is to assess their reading levels, followed by providing them with individualized reading instruction.

Reading levels are examined under three main headings:

1. Frustration Level: This level indicates that the individual makes a significant number of errors while reading, has a low reading level, and comprehends only a small portion of reading.
2. Instructional Level: This level shows that the individual requires the assistance of an adult or a teacher to read in the required manner and make sense of what is read.
3. Independent Level: This level indicates that the individual can read and comprehend texts at his/her own level without the assistance of an adult or a teacher (Yılmaz, 2019, p. 35).

After identifying students with reading difficulties, it is crucial to utilize methods for improving fluent reading promptly and increasing reading comprehension levels while correcting reading errors. There are several methods that can be used in the treatment of reading difficulties. One of these which is commonly employed by teachers is the echo reading method. The echo reading method helps students develop a positive attitude toward reading.

The echo reading is a repetitive reading method used to help individuals with reading difficulties acquire fluent reading skills. In this strategy, the teacher reads words or sentences in the text, and then the student repeats aloud (Yılmaz, 2019). Smith et al. (2014) refer to the echo reading method as "model reading". In this method, the teacher reads short and simple texts aloud while the student silently listens. Then, the student reads the sentences aloud that the teacher has already read. This process continues until the student becomes fluent in reading. The echo reading method helps the student make progress in two areas. One is the ability to easily decode words, and the other is to read fluently.

In the echo reading method, good readers serve as role models, and individuals with reading difficulties imitate their reading (Richek et al., 2002). This method helps students improve their fluency in reading (Moskal and Keneman, 2011). It provides modeling for students on how reading should be (Duran and Sezgin, 2012; Güneş, 2007; Kato, 2012; Yılmaz, 2019).

The use of the echo reading method boosts the students' confidence in their own reading abilities. In addition, the teacher, through echo reading, models fluent reading, allowing students to recognize the correct way of reading (Güneş, 2007). During this reading, the student imitates the teacher's reading. The echo reading method can be considered highly beneficial for individuals with reading difficulties.

The implementation stages of the echo reading method are as follows:

- ✓ The teacher, along with the student, examines the visuals in the text and asks the student to make predictions about the content of the text.
- ✓ The teacher reads the words or word groups in the text aloud.
- ✓ The student repeats the words or word groups read by the teacher while looking at the text.
- ✓ The teacher follows the student during his/her reading.
- ✓ After reading is completed, the text is read by the student again (Yılmaz, 2019, p. 87).

The literature reveals that numerous studies have been conducted on the skill of reading and reading comprehension employing both qualitative and quantitative research methods. It also shows that the echo reading method has frequently been used in conjunction with other methods or strategies to help students with reading difficulties gain fluent reading skills, and there have been relatively few studies specifically focusing on the echo reading method. Therefore, there is a need for new research in this area. This research, which aimed to reveal the possible impact of the echo reading method on developing fluent reading skills, is supposed to contribute to the existing literature and shed light on future studies related to the topic.

Aim of the Research

In this research, it was aimed to reveal the possible impact of the echo reading method on developing fluent reading skills. The following research questions have been addressed to achieve this goal:

- ✓ What were the oral reading errors made by the fourth-grade elementary school student with reading difficulties before the intervention?
- ✓ What was his level of reading comprehension before the intervention?
- ✓ What was the effect of the echo reading method on correcting his oral reading errors?
- ✓ What was the effect of the echo reading method on improving his reading comprehension skills?

METHOD

Research Design

This study was conducted using the action research method, one of the qualitative research designs.

Action research is a type of study that involves the participation of individuals who are directly involved in the practice and who experience the problem, under the guidance of expert researchers. It aims to critically evaluate ongoing practices and take measures to improve the situation (Karasar, 2015). Action research is a type of research typically conducted collaboratively with others, in which participants aim to identify, address, and improve their own problems and circumstances (Greenwood and Levin, 2007, p. 3). Action research is a research approach that involves the systematic collection and analysis of data in order to identify issues related to the implementation process or to understand and address problems that have already emerged. This type of research is conducted either directly by practitioners or in collaboration with researchers. In educational institutions, action research is typically undertaken by individuals who are directly engaged in practice, such as school administrators, teachers, and education specialists. Similarly, in other types of organizations, it may be carried out by engineers, managers, planners, or human resources professionals (Yıldırım and Şimşek, 2008, p. 295).

Study Group

The study group consisted of one fourth-grade student in a primary school located in the central district of Bartın, Turkey. The selected student met the following criteria in line with the objectives of the research:

- ✓ Experiencing reading difficulties (frequently making reading errors and having a reading level at the frustration level).
- ✓ Having no hearing or vision problems.
- ✓ Having no speech and language disorders (having no problems that could hinder speech, such as stuttering, cleft palate, or tongue-tie).

The student in the study group was selected using a purposive sampling method. Purposive sampling is often used in qualitative research to identify and select cases rich in information for the efficient use of limited resources. This method involves selecting individuals who are knowledgeable and experienced in the subject of the research (Yağar and Dökme, 2018). In qualitative research, selecting individuals or locations that can

assist in describing the phenomenon for the research is purposive sampling. This is because of the fact that purposively selected samples provide rich content for describing the phenomenon (Baltacı, 2018).

In terms of ethical principles and confidentiality, the student's name and surname were replaced with the code Y.C. Discussions with Y.C.'s family and teacher indicated that Y.C. did not have any intellectual, visual, or auditory health problems although he was experiencing reading difficulties. Y.C. was a fourth-grade primary school student from the middle socio-economic level. Y.C. was living in a village with his family. His father was a factory laborer, and his mother was a housewife. The family had two children, and Y.C. was the first child.

Data Collection Tools

The data of the research was obtained through "Reading Errors Inventory (REI)". To identify the student experiencing reading difficulties, the student's oral reading performance was recorded using a voice recorder with the permission of the student's family and teacher. The student's current reading level and reading errors were determined using the REI.

The REI was developed by May (1986) and adapted into Turkish with contributions from Akyol (2005) and Yılmaz (2006), following the work of Ekwall and Shanker (1988). The REI consists of three scales which are context, pronunciation, and question. With the REI, three reading levels - frustration level, instructional level, and independent level - can be determined.

To assess the student's reading comprehension level, six questions were prepared related to the narrative texts. Three of these questions were for assessing basic comprehension, and three of them were for assessing in-depth comprehension.

Basic comprehension questions refers to the questions that have answers within the text, involving lower-order cognitive processes such as knowledge, understanding, and application. In contrast, in-depth comprehension questions have answers not found within the text and involve higher-order cognitive processes such as analysis, synthesis, and evaluation (Yılmaz, 2019, p. 33). Expert views were solicited in the creation of reading comprehension questions.

To determine reading errors and comprehension level of the student included in the research, three narrative texts were selected from Turkish language coursebooks. The texts were "Eskiciyle Para Babası (The Junk Dealer and The Moneybags)" with 326 words in the fourth-grade Turkish language coursebook, "İskarpın Amca (Uncle Scarpin)" with 292 words in the third-grade Turkish language coursebook, and "Küçük Penguen (The Little Penguin)" with 244 words in the second-grade Turkish language coursebook. All of the texts had approval from the Turkish Board of Education.

Throughout both the teaching and assessment phases of the research, it was paid special attention to use narrative texts because narrative texts tend to attract the attention of children in this age group. Furthermore, attention was paid to ensure that the selected texts had roughly similar word counts.

All texts used during the implementation were new to the student and had not been used previously. In the pre-implementation reading and comprehension assessment, the student struggled while reading a text at the fourth-grade level. As a result, a text from one grade level lower (third-grade) was used. Similarly, while reading a text at the third-grade level, the student had difficulties, and a text from two grades lower (second-grade) was selected for the student to read.

To assess the student's reading and comprehension level after the intervention process employing the echo reading method, the texts titled "Çatlak Kova (The Cracked Bucket)" from the second-grade coursebook, "Geceyi Sevmeyen Çocuk (The Kid Who Dislikes Night)" from the third-grade coursebook, and "Küçük Fare ile Aslan (The Little Mouse and The Lion)" from the fourth-grade coursebook were selected.

In the implementation of the echo reading method for reading instruction, 16 narrative texts from the second-grade Turkish language coursebook were used. Each text consisted of approximately 200-250 words, and all of them were approved by the Turkish Board of Education.

Intervention

In order to detect the student's reading errors and comprehension level, a pre-intervention assessment was carried out during the first two weeks. In the first week, a reading passage called "The Junk Dealer and The Moneybags", consisting of 326 words, was selected from the fourth-grade Turkish coursebook, suitable for the student's level, and the student was asked to read it. The student's readings were recorded using a sound recording device. Subsequently, these recordings were analyzed. Since the student struggled to read the text at

the fourth-grade level, a reading passage called “Uncle Scarpin”, consisting of 292 words, was selected from the third-grade Turkish coursebook, and the student was asked to read it. As the student had difficulties reading this third-grade level passage, a reading passage called “The Little Penguin”, consisting of 244 words, was selected from the second-grade Turkish coursebook, and the student was asked to read it. The student’s reading level was at the frustration level for the fourth and third grades, but it was at the instructional level for the second-grade. Therefore, a reading instruction employing the echo reading method was initiated for the student at the second-grade level.

The instruction was provided individually in a quiet environment. A comfortable environment was created in order to help the student easily express himself. Prior to the reading activities, the student was encouraged to study the visuals related to the text. The phrases in the text were initially read by the researcher, followed by the student repeating them. After reading was completed, the student was asked to answer comprehension questions about the text prepared in advance by the researcher. When the student got bored, breaks were taken. Upon the completion of the reading sessions, a copy of the text was provided to the student, and he was encouraged to read it at home with his parents. At the beginning of the intervention, the student’s parents were also informed about how to use the echo reading method.

Some fairy tale books suitable for the student’s level were also determined, and the student was encouraged to read them. The student, together with his family, read 2 fairy tale books per week using the echo reading method. After each reading session, one fairy tale book was assigned as homework for the student to read at home with his parents.

By the end of the intervention, the student had read a total of 16 fairy tale books. At the beginning of each session, the student was asked to read the fairy tale book assigned as homework and the text read in the previous session once again. The student’s family was informed about the intervention process every two weeks.

Data Collection and Analysis

The audio recordings related to the student’s reading activities were analyzed using the REI, and the student’s reading errors, reading comprehension, and reading level were determined. The student was provided instruction with the echo reading method 4 hours per week and 32 hours over 8 weeks. Each session consisted of two lesson hours, each lasting 45 minutes. The instruction was delivered in 16 sessions held on different days of the week during 8 weeks.

For data analysis, the student’s initial reading level, the instructional process, and monitoring data were included. To achieve this, recordings taken during the students’ reading sessions were analyzed and scored according to the REI.

The student was initially instructed to read the given text aloud, and his oral reading errors were determined using the context and pronunciation scales in the REI. Subsequently, he was asked to answer a total of 6 reading comprehension questions about the text, three of which were simple comprehension questions and three of which were deep comprehension questions. The question scale of the REI was utilized to assess the student’s reading comprehension level. Percentage and frequency were employed in statistical calculations to determine the quantity of the student’s oral reading errors. The student’s progress levels in reading and comprehension skills were illustrated in column charts.

FINDINGS

In this section, the findings and interpretations regarding the effectiveness of the echo reading method in eliminating the oral reading errors of a fourth-grade primary school student who was experiencing reading difficulties and in improving his reading comprehension skills are presented.

1. Findings Regarding the Assessment of Reading and Comprehension Before the Intervention

The data pertaining to the student’s pre-intervention reading and reading comprehension abilities are presented in tables and figures.

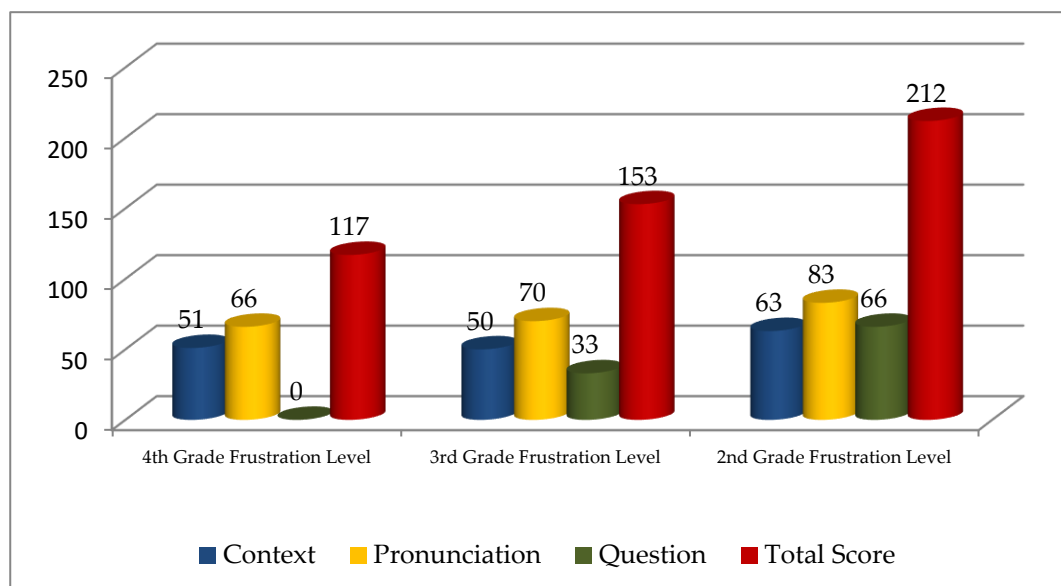


Figure 1. The student's Reading And Comprehension Level Before The Intervention

The student's reading and comprehension score was 117 as a result of his reading the text titled "The Junk Dealer and The Moneybags", which was taken from the fourth-grade Turkish language coursebook and consisted of 326 words. The evaluation revealed that the student obtained 0 points from the question scale, 66 points from the pronunciation scale, and 51 points from the context scale. The total score received by the student was 117. In this context, it can be stated that the student's reading and comprehension in a fourth-grade text was at the frustration level. The frustration level indicates that the student frequently makes reading errors and comprehends only a small portion of what is read.

Due to the challenges faced by the student during reading and the frequency of reading errors, a text from a lower grade (3rd grade) was determined. After reading the text titled "Uncle Scarpin", which consisted of 292 words and was taken from the third-grade Turkish language coursebook, the reading and comprehension score of the student was found to be 153. According to the REI, the student received 50 points from the context scale, 70 points from the pronunciation scale, and 33 points from the question scale. As the total score received by the student was below 180, his reading and comprehension level was regarded at the frustration level for the third-grade level.

Since the student made a significant number of oral reading errors at the third-grade level, a text from an even lower grade (2nd grade) was provided. After reading the text titled "The Little Penguin", which consisted of 292 words and was selected from the second-grade Turkish language coursebook, the student's reading and comprehension score was found to be 212. According to the REI, the student received 66 points from the question scale, 83 points from the pronunciation scale, and 63 points from the context scale. The assessment revealed that the student's reading and comprehension level was at the instructional level because the total score received was above 180 and below 240.

Table 1: Time Allocated For Reading The Texts, Number Of Oral Reading Errors, Reading Comprehension Level And Oral Reading Level Before The Intervention

Grade Level	Title of the Text	Number of Words	Time Allocated	Oral Reading Errors	Reading Comprehension Level	Oral Reading Level
4 th Grade	The Junk Dealer and The Moneybags	326	11 ^m 25 ^s	138	0%	Frustration Level
3 th Grade	Uncle Scarpin	292	10 ^m 44 ^s	154	33%	Frustration Level
2 th Grade	The Little Penguin	244	7 ^m 46 ^s	87	66%	Instructional Level

The student's oral reading skills were assessed using the REI. As per Table 1, the student read the fourth-grade text titled "The Junk Dealer and The Moneybags", consisting of 326 words, in 11 minutes and 25 seconds. During the reading, he made 138 errors. According to the REI, the comprehension level based on the reading comprehension questions was found to be 0%. Therefore, his oral reading level was considered to be at the frustration level.

The student read the third-grade text titled “Uncle Scarpin”, consisting of 292 words, in 10 minutes and 44 seconds. During the reading, he made 154 errors. His comprehension level was 33%, and his oral reading level was considered to be at the frustration level.

The student read the second-grade text titled “The Little Penguin”, consisting of 244 words, in 7 minutes and 46 seconds. During the reading, he made 87 errors. His comprehension level was 66%, and his oral reading level was determined to be at the instructional level. Hence, it was decided to start the intervention employing the echo reading method with the texts from the second-grade level. Accordingly, the student’s oral reading proficiency can be claimed to be at the second-grade level despite being a fourth-grade student.

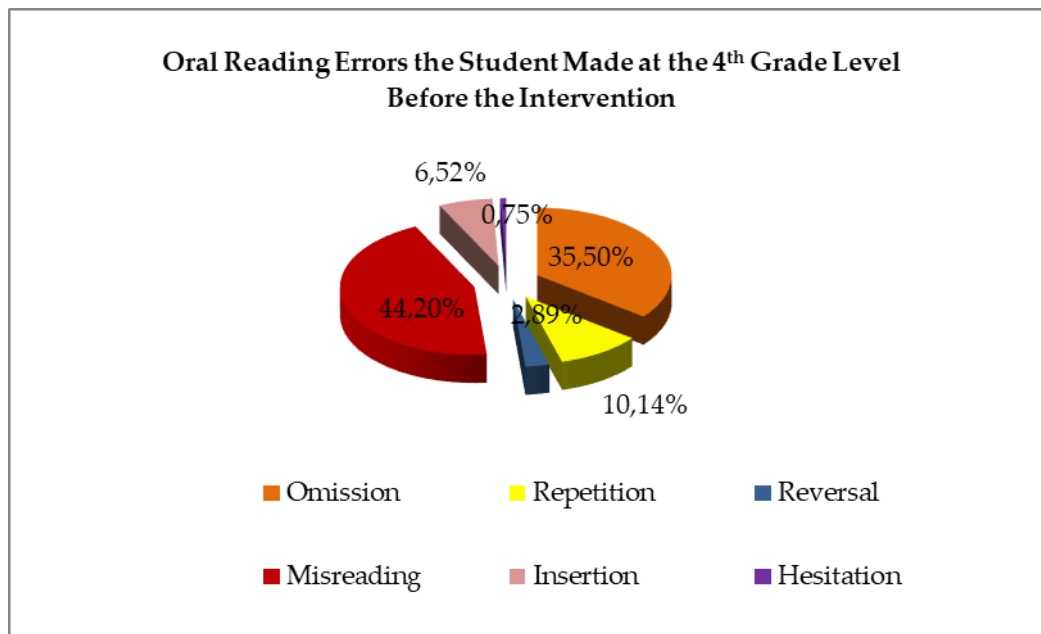


Figure 2: Rate Of The Student’s Oral Reading Errors At The 4th Grade Level

The student’s oral reading errors while reading the fourth-grade level text were categorized into 6 groups which were insertion, omission, reversal, repetition, hesitation, and misreading. In total, the student made 138 errors while reading the 326-word text titled “The Junk Dealer and The Moneybags” from the fourth-grade Turkish language coursebook. The most frequent type of oral reading error was misreading, accounting for 44.20% of total errors. Following that, the student made omission errors at a rate of 35.50%, repetition at 10.14%, insertion at 6.52%, reversal at 2.89%, and hesitation at 0.75%.

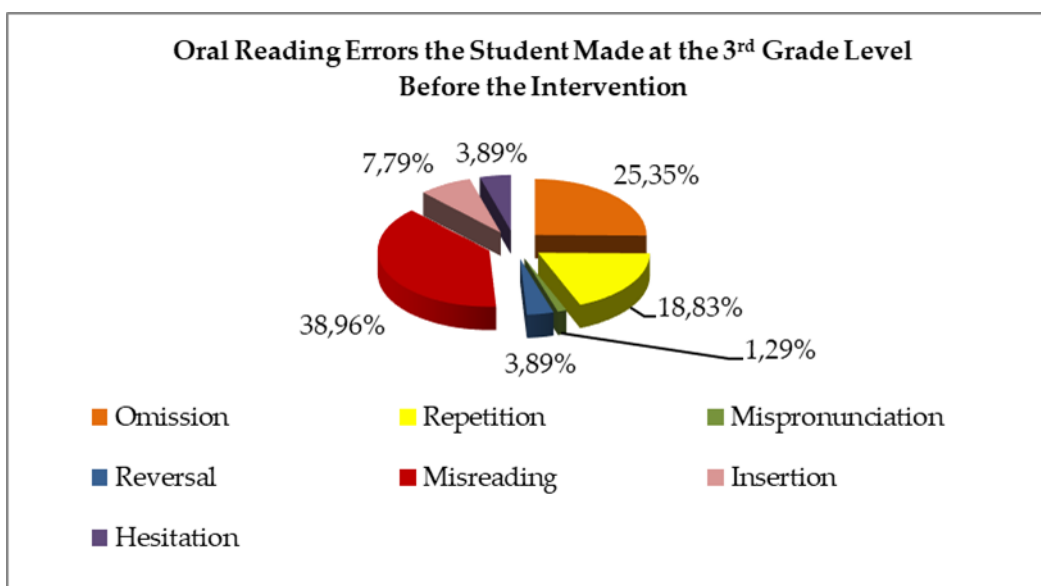


Figure 3: Rate Of The Student’s Oral Reading Errors At The 3rd Grade Level

The student's oral reading errors while reading the third-grade level text were categorized into 7 groups which were insertion, omission, reversal, repetition, hesitation, mispronunciation, and misreading. The student made a total of 154 oral reading errors while reading the 292-word text "Uncle Scarpin" from the third-grade Turkish language coursebook. The most frequent type of error was misreading, accounting for 38.96% of the errors. This was followed by omission at 25.35%, repetition at 18.83%, insertion at 7.79%, reversal at 3.89%, hesitation at 3.89%, and mispronunciation at 1.29%.

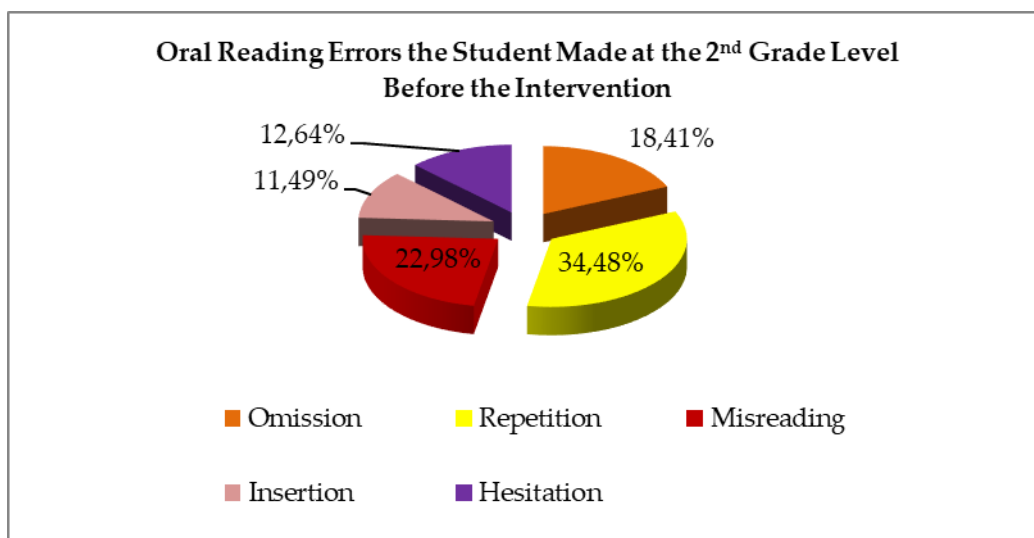


Figure 4: Rate Of The Student's Oral Reading Errors At The 2nd Grade Level

The student's oral reading errors while reading the second-grade level text were categorized into 5 groups which were insertion, omission, repetition, hesitation, and misreading. The student made a total of 87 oral reading errors while reading the 244-word text "The Little Penguin" from the second-grade Turkish language coursebook. The most frequent type of error was repetition, accounting for 34.48% of the errors. This was followed by misreading at 22.98%, omission at 18.41%, hesitation at 12.64%, and insertion at 11.49%.

Findings Regarding the Assessment of Reading and Comprehension After the Intervention

Following an 8-week individual instructional process involving 32 hours of the echo reading method, the post-intervention data regarding the student's reading and comprehension are presented in tables and figures.

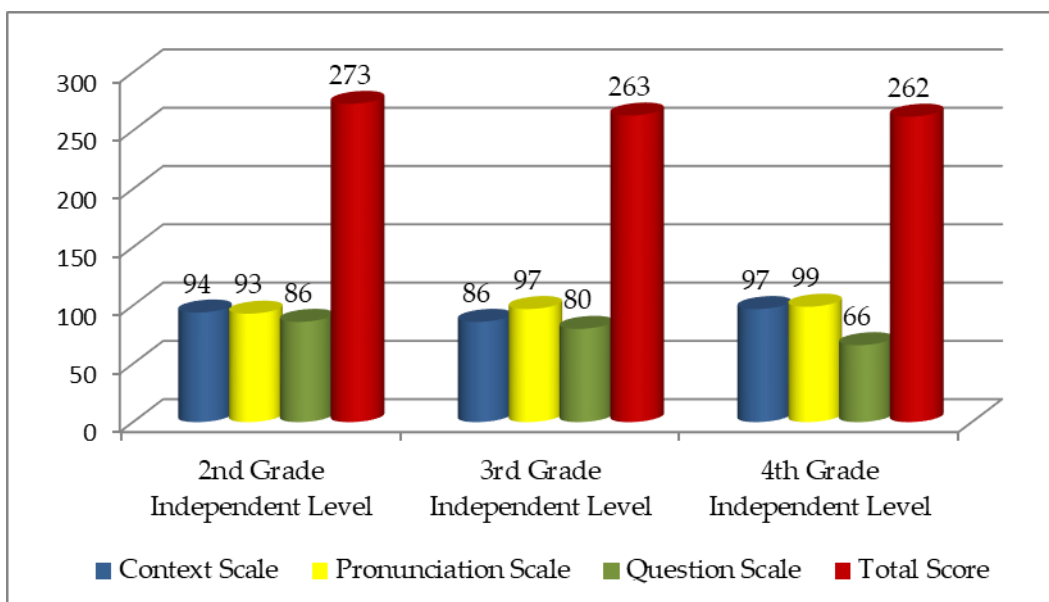


Figure 5: The Student's Reading And Comprehension Level After The Intervention

Upon evaluating the student using the REI after reading the second-grade level text "The Cracked Bucket", consisting of 181 words, the student's reading and comprehension score was found to be 273. This score covered 94 points from the context scale, 93 points from the pronunciation scale, and 86 points from the

question scale. According to the REI, it is evident that the student's reading level advanced to the second-grade independent level after 32 hours of instruction.

The reading and comprehension score received from the text "The Kid Who Dislikes Night", which consisted of 265 words and was selected from the third-grade Turkish language coursebook, by the student was 263. This score was comprised of 86 points from the context scale, 97 points from the pronunciation scale, and 80 points from the question scale. Based on this score, it was determined that the student's reading level progressed to the third-grade independent level.

Assessment of the student's reading the text "The Little Mouse and The Lion", which consisted of 476 words and selected from the fourth-grade Turkish language coursebook, revealed that the student received a total score of 262. This score included 97 points from the context scale, 99 points from the pronunciation scale, and 66 points from the question scale. This score showed that the student's reading level progressed to the fourth-grade independent level.

It can be stated that the second-grade instructional level of the student's reading prior to the intervention progressed to the fourth-grade independent level after 32 hours of individual instruction. Therefore, it can be stated that the echo reading method is beneficial in correcting oral reading errors and improving reading comprehension skills.

Table 2: Time Allocated For Reading The Texts, Number Of Oral Reading Errors, Reading Comprehension Level And Oral Reading Level After The Intervention

Grade Level	Title of the Text	Number of Words	Time Allocated	Oral Reading Errors	Reading Comprehension Level	Oral Reading Level
2 th Grade	The Cracked Bucket	181	3 ^m 31 ^s	20	86%	Independent Level
3 th Grade	The Kid Who Dislikes Night	265	5 ^m 41 ^s	24	80%	Independent Level
4 th Grade	The Little Mouse and The Lion	476	7 ^m 26 ^s	29	66%	Independent Level

At the end of the 8-week instructional period conducted using the echo reading method, the student's oral reading skills were evaluated through unfamiliar texts. According to Table 2, the student read a second-grade text titled "The Cracked Pot", consisting of 181 words, in 3 minutes and 31 seconds. During the reading, the student made 20 oral reading errors. Based on reading comprehension questions, the comprehension rate was found to be 86%. Consequently, the student's oral reading level was determined to be at the second-grade independent level.

The student read the third-grade text titled "The Kid Who Dislikes Night", consisting of 265 words, in 5 minutes and 41 seconds. During the reading, the student made 24 errors. The comprehension rate was determined to be 80%. Based on these findings, the student's third-grade oral reading level was considered to be at the independent level.

The student read the fourth-grade text titled "The Little Mouse and the Lion", consisting of 476 words, in 7 minutes and 26 seconds. During the reading, the student made 29 errors. The comprehension rate was 66%, and his oral reading level in the fourth-grade was determined to be at the independent level.

As a result of the 8-week instruction using the echo reading method, there was an increase in comprehension rate and a decrease in number of reading errors. The oral reading level also improved to the independent level in the second, third, and fourth grades.

Oral Reading Errors the Student Made at the 2nd Grade Level After the Intervention

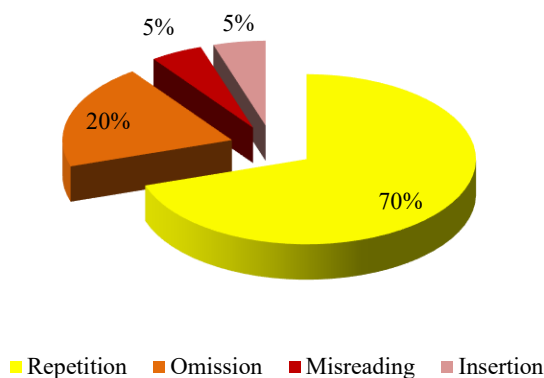


Figure 6: Rate Of The Student's Oral Reading Errors At The 2nd Grade Level

The errors made by the student were categorized into four groups which were omission, repetition, misreading, and insertion. In the text titled "The Cracked Pot", which consisted of 181 words and was selected from the second-grade Turkish language coursebook, the student made a total of 20 errors. The most frequent type of oral reading error, accounting for 70%, was repetition, followed by omission at 20%, insertion at 5%, and misreading at 5%.

Oral Reading Errors the Student Made at the 3rd Grade Level After the Intervention

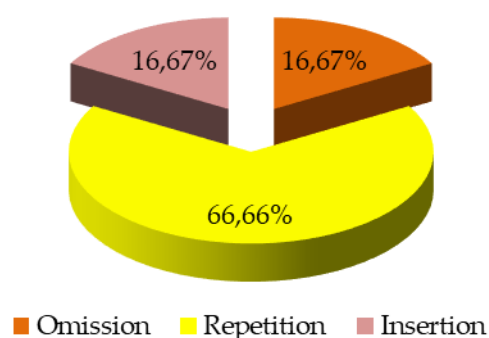


Figure 7: Rate Of The Student's Oral Reading Errors At The 3rd Grade Level

In the third-grade text titled "The Kid Who Dislikes Night", consisting of 265 words, the student made 24 oral reading errors. The most frequent type of error, accounting for 66.66%, was repetition, followed by omission at 16.67% and insertion at 16.67%.

Oral Reading Errors the Student Made at the 4th Grade Level After the Intervention

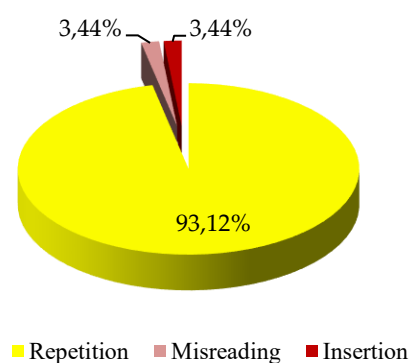


Figure 8: Rate Of The Student's Oral Reading Errors At The 4th Grade Level

In the fourth-grade text titled “The Little Mouse and the Lion”, consisting of 476 words, the student made 29 errors in total. 93.12% of these errors were repetition, 3.44% of them were misreading, and 3.44% of them were insertion.

DISCUSSION, CONCLUSION AND SUGGESTIONS

Based on the findings obtained from the research, the following conclusions were drawn: Y.C. made 87 oral reading errors during the initial assessment at the second-grade level. After the 32-hour instruction using the echo reading method, it was observed that the number of errors decreased to 20. The level of reading comprehension also increased from 66% to 86%. These values indicated that the reading level, which was at the instructional level in the initial assessment, reached the independent level after the intervention.

While Y.C. made 154 oral reading errors at the third-grade level before the intervention, the number of oral reading errors he made was 24 after the intervention. Y.C.’s comprehension level, which was 33% before the intervention, increased to 80% after the intervention, and assessments based on the REI revealed that the frustration reading level progressed to the independent reading level.

In the pre-intervention assessment for the fourth-grade level, Y.C. made 138 oral reading errors whereas this number decreased to 29 in the post-intervention assessment. In addition, his reading comprehension which was found to be 0% before the intervention increased to 66% after the intervention. Based on these data, it was concluded that Y.C.’s frustration reading level for the fourth-grade became independent after the intervention.

As a result of reading instruction enhanced through the echo reading method, there was an increase in the student’s reading comprehension and a decrease in his oral reading errors. Following the instruction, the student’s reading levels improved to the independent level across all grade levels. In this regard, it can be stated that significant progress in the student’s fluent reading skills was achieved through the echo reading method.

Some other researchers such as Çaycı and Demir (2006), Duran and Sezgin (2012), Akyol and Kodan (2016), Çankal (2018), and Ellis (2009) also conducted studies on the echo reading method. These studies consistently show that the strategy eliminates difficulties in reading and comprehension among students, reduces oral reading errors, and improves students’ reading skills.

There are a large number of studies supporting the positive impact of fluent reading strategies in the treatment of reading difficulties some of which are the studies conducted by Bass (2012), Duran and Sezgin (2012), Rasinski, Padak, Liner, and Sturtevant (1994), Faulhaber (2016), Yılmaz (2006), Akyol and Kodan (2016), Ellis (2009), Akyol and Sever (2017), and Kaman (2012).

The research findings indicated that the echo reading method eliminated the student’s reading difficulties, enhanced his reading comprehension skill, reduced his oral reading errors, and ultimately provided him with fluent reading skill.

The research revealed that along with the development of the student’s fluent reading skill, his reading comprehension skills also improved. This finding is consistent with the research results of Baştuğ and Keskin (2012), Baştuğ and Akyol (2012), Uyar (2015), and Dotson Shupe (2017). Fluent reading strategies have a positive impact on the treatment of reading difficulties. The improvement of a student’s fluent reading skill contributes to the comprehension level. The studies conducted by Yılmaz (2006), Akyol and Kodan (2016), Yılmaz and Kadan (2019), Yılmaz (2008), Therrien and Hughes (2008), Dağ (2010), Egmon (2008), Sidekli (2010), Sever and Akyol (2017), Kaman (2012), Sezgin and Akyol (2015), Şahin (2019), and Sirem (2020) similarly identified an improvement in students’ comprehension levels through the treatment of reading difficulties.

It can be asserted that students who develop fluent reading skills also experience improvement in their comprehension skills. In this context, a strong relationship can be considered between fluent reading skills and reading comprehension skills. Based on the results obtained from the research, it can be stated that the echo reading method is effective in the treatment of reading difficulties. Echo reading method can be used by teachers to improve students’ fluent reading skills. Teachers should be trained on how to apply the echo reading method, which is one of the methods used to eliminate reading difficulties. Failure in reading also negatively affects students’ success in other lessons. By the time the child starts third grade, he/she should have acquired fluent reading skills. For this reason, teachers in primary school should focus on reading skills not only in Turkish lessons but also in other lessons.

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