Research Article

The effect of audio texts on reading comprehension skills of individuals with mild mental disability

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Article Info	Abstract
	Reading is a complex skill that requires understanding and thinking. While some of the individuals who need special education have reading skills, they may experience difficulties in comprehension and interpretation skills. The purpose of this research; The aim of this study is to investigate whether audio texts affect the reading comprehension skills of high school students with mild intellectual disability. It was designed according to the action research pattern, one of the qualitative research models. "Criteria Sampling" method, one of the purposive sampling methods, was used to determine the study group of the research. In this study, the reading comprehension inventory was used as a data collection tool. Content analysis technique was used in the analysis of the data. According to the findings of the study, it was determined that the texts given aloud contributed to the students' reading comprehension levels.

To cite this article

Introduction

"Reading; It is the process of constructing meaning, based on effective communication between the author and the reader, in which prior knowledge is used, carried out in an organized environment in line with an appropriate method and purpose" (Akyol, 2006, p.1). "Reading is an active process in which an individual creates new meanings by integrating their prior knowledge with the information in the text" (Güneş, 2009, p.3). Reading skill is an activity that has an important role in knowledge acquisition processes such as vocabulary learning, grammar, culture and country knowledge in foreign language lessons. In this activity, it is seen that receiving and understanding information is at the forefront rather than producing (Act. Göçerler & Asutay, 2016).

Along with the first literacy studies in the first year, Turkish lessons in the following classes have a very important function in improving the reading comprehension and written expression skills of the students. Behaviors to be acquired by students in line with the objectives set in the Turkish lesson are determined in the Primary Education 1-5 Turkish Program; course for convenience in practice; It is divided into learning areas as listening, speaking, reading, writing and visual reading-presentation. Especially, effective and efficient teaching of Turkish lessons has a great role in reaching the objectives and achievements of the lessons other than Turkish lessons. In addition to the importance of the

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aforementioned parts of the Turkish course, especially "reading and writing learning areas"; The sub-learning areas of reading and writing, especially as mentioned in the curriculum, are very important in terms of developing students' reading comprehension and written expression skills (Coşkun, 2010). According to Özsoy (1986); The real purpose of reading is to make sense of the text read properly. In summary, in order to be a good reader, it is necessary to analyze the read text correctly as well as to make sense of it appropriately. Reading comprehension is the basis of all disciplines and they have an important place in the development of the individual. When understanding is expressed as a process, it can be said that it consists of the stages of finding meaning, making sense and evaluating (Türkmen, 2001).

The realization of qualified reading skills is possible with the acquisition of sub-skills of word decoding and reading comprehension, which are the basic components of reading skills, and it is very important for individuals to acquire independent living skills as well as gaining knowledge from written texts, contributing to the social and personal characteristics of individuals. (Akyol, 2012). Although it is known that mentally retarded individuals show inadequacy in all academic skills, it is seen that mildly mentally retarded students have lower reading skills than expected from their intellectual age. It is expected that individuals with intellectual disabilities will be able to learn to read at the fourth-sixth grade level in line with appropriate academic experiences. It is seen that mentally handicapped individuals have difficulties in reading and reading comprehension, therefore the information in the course content is limited and many mentally handicapped individuals cannot reach the information they need by reading the materials. Their ability to find the information they need about the courses from textbooks and other reading materials and to expand the knowledge they have read is also limited compared to their peers. Mentally retarded individuals have to leave school due to inadequacy in their reading skills and fail in the proficiency exams they have to take in various periods (Sucuoğlu, 2010).

According to Sarı (2003), "The fact that the student with intellectual learning disability has learned to read and write contributes to his/her self-confidence and accordingly socialization, expands his/her environment, helps his/her mental and motor development, and also facilitates the life of the individual". While reading and reading comprehension are the keys to success in all areas of life, from the success of the individual in school to personal development, from success in business life to social and cultural development, studies conducted in our country show that the reading and reading comprehension levels of students who are affected by disability, as well as those with normal development, are significantly higher in education. not at the intended level.

There is a delay in acquiring literacy and reading comprehension skills in mentally handicapped students. The reading inadequacy of these students is mostly in the dimension of understanding what they read (Guzel-Özmen, 2001). This skill is seen as a prerequisite skill for acquiring many academic skills that affect the entire academic life of students. In a study that found a relationship between reading comprehension performance and academic success, it is not expected that students with reading comprehension inadequacy can be interested in different course topics, understand what they read from textbooks in these courses and perform successfully in the courses, and that a delay in reading comprehension skills affects the entire academic life of the students. It is stated that it can affect it negatively (Guzel, 1998).

Nowadays, thanks to the smart boards used in classrooms, classrooms or seminar rooms, the basis of listening-supported text-reading activities, which are done easily and in different ways, with internet and DVD support, is based on this method. Based on this determination, it is seen that the types of literature that will contribute to the development of technology-supported text reading-understanding, interpretation and production processes, whose roots date back to the end of the 19th century, have been supported by audio files in terms of the diversity of reading activities in foreign language classes, especially since the mid-90s. Listening books or, in other words, audio books can be given as examples (Göçerler & Asutay, 2016).

Research Problem

The problem of the research; Do audio texts affect the reading comprehension skills of students with intellectual disabilities?

Based on the research problem, the main purpose of this study is to investigate whether audio texts affect the reading comprehension skills of high school students with mild intellectual disability.

Method

Research Design

The pattern of this research is the action research design, which is one of the qualitative research models. The collected data were analyzed with content analysis techniques, one of the data analysis techniques of qualitative research. According to Şencan (2005; 257), action research is a research method conducted on a limited number of individuals, units, departments or institutions. Shencan; He compared case research with action research and stated that the most significant difference between the two is the role of the researcher in the process. This role of the researcher; While being an observer or evaluator in case studies, in addition to the observer and evaluator role of the researcher who conducts action research; being the person who personally administers the change, experiment, intervention, or test. In this respect, some authors in the literature use the term "Participative Action Research" for this type of research. In participatory action research, a new plan, method, procedure, application or technology is tried. The researcher is the person who measures, implements and participates in the process. Action research is the reporting of a study in which the joint work of researcher and practitioner researchers is developed, analyzed and re-developed in order to investigate how to improve the learning quality of children or the development process of children in an education system (January, 2019; 6).

Study Group

In this research, "criterion sampling" method, one of the purposive sampling methods of qualitative research, was used in the formation of the study group. Within the scope of the research, a total of 20 students were studied. 20 students (n=20) were divided into two groups and questions were presented to 10 students after reading the classical text. The other 10 students were presented with audio and visual texts and then questions were given. The texts were prepared in two types as narrative and informative. A total of 10 texts were applied, 5 narrative and 5 informative. The same texts were given to both groups. In the beginning, performance was taken over the texts to determine the level.

While selecting the students, it was determined that they had the same diagnosis, the same academic level, their reading comprehension levels were close to each other, they were in the same school, and they were at high school level. Descriptive information about the study group is given in Table 1.

Table 1. *Descriptive Information on the Study Group*

Groups	Reading Group with Classical Text	Reading Group with Audio Text
Female	4	7
Male	6	3
Total	10	10

When Table 1 is examined, 8 of the students included in the research are male and 11 are female students.

Data Collection Tools

Reading Comprehension Skills Test

A total of 10 (5 narrative and 5 informative) texts and their questions and the "Reading Comprehension Skills Test" were used to evaluate the answers. Reading Comprehension Skills Achievement Test; The answers of each student to the "Practice Texts" were determined with the help of this form. With this scale, reading comprehension skills of reading and writing group students were measured at three levels: Level 1: It consists of questions whose answers are in the text. Scoring of Level 1 questions is classified with "simple comprehension" test questions and scored as follows: Scoring for literal comprehension: "0" points if no answer or incorrect, "2" points if fully correct. Level 2: It consists of questions whose answers are outside the text.Level 3: It consists of questions with intertextual answers. Level 2 and level 3 questions were classified as "deep understanding" and scored as follows: Scoring for deep understanding: "0" point if there is no answer, "1" point if partially correct, "2" point if it is close to correct but lacking, "3" point if fully correct.

The reading scores of the students were classified at the levels of literal comprehension and deep comprehension, for each of them at the levels of "anxiety level, teaching level and independent reading" and their comprehension percentages were found. Accordingly, the percentage of comprehension was calculated as "Percentage of Understanding = Score from

correct answer/Total score x 100". The classification of students according to the percentage of points is as follows: Between 0-50%: Anxiety Level, between 51-90%: Education Level, between 91-100%: Independent Reading Level (Ekwall and Shanker 1988: cited in Akyol 2006: 90) . For example, if the student scored 12 for literal comprehension and the full score was 16; 12/16 x 100= 75%. This student's reading comprehension level was expressed as being at the teaching level.

Data Collection

In this study, students were first informed about the study and it was stated that this was a research and not a test, and they should not have performance anxiety in order to eliminate their anxiety. The research sessions were held in a quiet environment where there was no one other than the student and the researcher and the interview would not be interrupted by anyone else. students during the sessions. There was no time limit and the student was allowed to answer the questions without any worries. While the questions were being answered, the students were not given the opportunity to look at the questions. The activity steps in the data collection process are summarized in Table 2.

Table 2. *Implementation Process Activity Stages*

Sessions	Grous	Storytelling Text	Informative Text	f
Session 1	Classic Reading Group Audio Text Group	Kurabiye Hırsızı	Peri Bacaları	20
Session 2	Classic Reading Group Audio Text Group	Ayaz'ın Dedesi	Göç Destanı	20
Session 3	Classic Reading Group Audio Text Group	Bayrağımıza Altında	Barışa Giden Yol	20
Session 4	Classic Reading Group Audio Text Group	23 Nisan	Birlik Olmayınca	20
Session 5	Classic Reading Group Audio Text Group	Ana Yüreği	Eski Çağlardan Beri Dişlerimize Çok İyi Baktık	20

Data Analysis

Content analysis method, which is one of the qualitative research data analysis methods, was used in the analysis of the data obtained from the reading sessions conducted to collect data for this study. Content analysis is used in a wide variety of disciplines, including sociology, criminology, psychology, education, business, journalism, the arts, and political sciences. Regardless of where it is used, content analysis is basically a coding operation and data interpretation process (Bogdan & Biklen, 2007. Akt.Berg & Lune, 2019: 345).

Coding of data; The "C.S" code was used for the group that made classical reading and then answered the questions about the text. In addition, in order to hide student names, students were given numbers between 1 and 10 and as a result, codes similar to "C.S.1" were used. The "A.S" code was used for the group listening to the audio texts and reading them at the same time. Again, numbers were given in order not to reveal the names of the students in this group. Two types of texts were used in the research, and these text groups were coded with the code of "Storytelling Text H.E.M" and Informative Text "B.M".

The "Reading Comprehension Skills Scale" was used while the answers obtained were analyzed. The answers received were evaluated according to the scoring on the scale. The percentage of reading was calculated by calculating the sum of the scores. The test was applied at the literal level of comprehension and scoring was made accordingly. At the deep understanding level, open-ended questions were asked.

Results

In this section, the problem of the research is "Do audio texts affect the reading comprehension skills of high school students with intellectual disabilities?" Findings related to the question are given. Two groups of students were determined (10 students in total, 20 students each), and two types of reading texts, narrative text (Kurabiye Hırsız) and informative text (Pei Bacaları), were read to both groups in order to determine their reading comprehension skill levels before the application.

The levels of students who read by listening to the audio text evaluated according to the reading comprehension skill scale are summarized in Table 3.

Table 3. *Classification of Students' Reading Comprehension Skills Before Practice (Classical texting))*

(C.T)	Narrative text		Informative text	
Code	Simple Understanding	Deep Understanding	Simple Understanding	Deep Understanding
S.0.1	%100	%25	%66,6	%8,3
S.0.2	%87,5	%0	%66,6	%12,5
S.0.3	%62,5	%12,5	%66,6	%12,5
S.0.4	%87,5	%4,1	%66,6	%20,8
S.0.5	%75	%0	%83,3	%20,8
S.0.6	%50	%0	%50	%4,1
S.0.7	%75	%45	%83,3	%20,8
S.0.8	%62,5	%54	%83,3	%33,3
S.0.9	%75	%0	%50	%4,1
S.0.10	%50	%4,1	%33	%4,1

As seen in Table 3, students' reading comprehension levels measured by narrative text are at the "simple comprehension" level; 2 students are at anxiety level, 7 students at teaching level and 1 student at independent reading level; In the "deep understanding" step, which includes a problem solving approach by determining the main idea and a similar text creation work, one of the students was at the teaching level and the other at the "worry" level. According to the majority, students who read by listening to the text are generally at the teaching level in the "simple comprehension" level and at the anxiety level in the "deep comprehension" level in the narrative text field.

The reading comprehension levels of the students measured by the informative text are at the "simple comprehension" level; 2 students are at the anxiety level and 8 students are at the teaching level. In the "deep understanding" step, which includes the problem solving approach by determining the main idea, and the work of creating a similar text, all of the students are at the level of anxiety. According to the majority, students who read by listening to the text are at the instructional level in the "simple comprehension" level and at the anxiety level in the "deep comprehension" level in the informative text field.

The levels of students who read without any application evaluated according to the reading comprehension skill scale are summarized in Table 4.

Table 4. *Classification of Reading Comprehension Skills of Students Before Practice (Audio texting))*

(A.T)	Narrative text		Informative text	
Codes	Deep Understanding	Simple Understanding	Deep Understanding	Simple Understanding
S.0.1	%50	%0	%16,6	%0
S.0.2	%25	%0	%33,3	%4,1
S.0.3	%50	%0	%16,6	%0
S.0.4	%37,5	%8,33	%16,6	%0
S.0.5	%87,5	%12,5	%50	%62,5
S.0.6	%25	%0	%33,3	%8,3
S.0.7	%62,5	%0	%50	%0
S.0.8	%62,5	%0	%16,6	%4,1
S.0.9	%87,5	%4,1	%50	%8,3
S.0.10	%33,3	%0	%33,3	%0

As can be seen in Table 4, the students' reading comprehension levels measured by the narrative text are at the "simple comprehension" level; 6 students are at anxiety level, 4 students are at teaching level; In the "deep understanding" step, which includes a problem-solving approach by identifying the main idea and a similar text creation work, all of the students were at the "worry" level. According to the majority, students who read without any intervention are generally at the level of anxiety in the "simple comprehension" level in the narrative text area, and at the level of anxiety in the "deep comprehension" level.

The reading comprehension levels of the students measured by the informative text are at the "simple comprehension" level; all students are at anxiety level. In the "deep understanding" step, which includes the problem solving approach by determining the main idea, and the work of creating a similar text, all of the students are at the level of anxiety.

According to the reading comprehension skill scale, the comprehension levels of the groups who read by listening to the text and whose reading comprehension skills were measured without any application are summarized in Table 5.

Table 5. *Classification of Students' Reading Comprehension Skills at the Beginning of Teaching*

Groups	Levels	Storytelling Text		Informative Text	
		Simple	Deep	Simple	Deep
Audio texting	Independent Reading	1	0	0	0
	Instruction	7	1	8	0
	Anxiety	2	9	2	10
Classical texting	Independent Reading	0	0	0	0
	Instruction	4	0	0	0
	Anxiety	6	10	10	10

As seen in Table 5, it was seen that the students whose reading comprehension levels were measured by classical reading without any application before the application were at the level of anxiety in both text types. It has been determined that the students who read by listening to the audio text are at the level of education in 2 areas and at the level of anxiety in 2 areas.

The levels of students who read by listening to the audio text, evaluated according to the reading comprehension skill scale after the application, are summarized in Table 6.

Table 6.

Table 6. *Post-Application Reading Comprehension Skills Classification of Students (A.T)*

(A.T)	Narrative text		Informative text	
Codes	Deep Understanding	Simple Understanding	Deep Understanding	Simple Understanding
S.0.1	%100	%41,6	%100	%16,6
S.0.2	%50	%4,1	%100	%8,3
S.0.3	%100	%4,1	%66,6	%0
S.0.4	%62,6	%12,5	%50	%8,3
S.0.5	%75	%58,3	%83,3	%37,5
S.0.6	%37,5	%0	%50	%4,1
S.0.7	%100	%54,1	%83,3	%20,8
S.0.8	%100	%58,3	%100	%54,16
S.0.9	%50	%0	%50,0	%20,8
S.0.10	%50	%4,1	%33	%4,1

As seen in Table 6, the reading comprehension levels of the students measured by the narrative text were at the "simple comprehension" level after the application; 4 students are at anxiety level, 2 students at teaching level and 4 students at independent reading level; In the "deep understanding" step, which includes the problem solving approach by determining the main idea and the work of creating a similar text, 3 of the students were at the education level and the others were at the "worry" level. It has been determined that there is a general increase in the "simple understanding" step according to the performance before the application. It has been determined that there is a general increase in the "deep understanding" step.

The reading comprehension levels of the students measured by the informative text are at the "simple comprehension" level; 4 students are at the anxiety level, 3 students are at the teaching level, and 3 students are at the independent reading level. In the "deep understanding" step, which includes the problem solving approach by identifying the main idea and the work of creating a similar text, 9 of the students are at the anxiety level and 1 at the teaching level. It has been determined that there is a general increase in the "simple understanding" step according to the performance before the application. It was determined that there was an increase in only one student in the "deep understanding" step.

Levels of students who read without any application evaluated according to the reading comprehension skill scale after the application. It is summarized in Table 7.

Table 7. *Post-Application Reading Comprehension Skills Classification of Students (C.T)*

(C.T)	Narrative text		Informative text	
Codes	Deep Understanding	Simple Understanding	Deep Understanding	Simple Understanding
S.0.1	%50	%0	%33,3	%0
S.0.2	%50	%16,6	%16,6	%8,3
S.0.3	%50	%0	%8,3	%4,1
S.0.4	%25	%4,1	%50	%4,1
S.0.5	%87,5	%12,5	%50	%62,5
S.0.6	%16,6	%0	%33,3	%0
S.0.7	%75	%12,5	%83,3	%4,1
S.0.8	%50	%0	%50	%0
S.0.9	%87,5	%37,5	%100	%41,6
S.0.10	%25	%0	%33,3	%0

As seen in Table 7, students' reading comprehension levels measured by narrative text are at the "simple comprehension" level; 7 students are at anxiety level, 3 students are at teaching level; In the "deep understanding" step, which includes a problem-solving approach by identifying the main idea and a similar text creation work, all of the students were at the "worry" level. According to the performance obtained before the application, no increase was detected in the reading comprehension levels of the students who read without any intervention, neither in the "simple comprehension" level nor in the "deep comprehension" level.

The reading comprehension levels of the students measured by the informative text are at the "simple comprehension" level; 8 students are at anxiety level, 1 student is at teaching level, and 1 student is at independent reading level. In the "deep understanding" step, which includes the problem solving approach by determining the main idea, and the work of creating a similar text, all of the students are at the level of anxiety. According to the performance obtained before the application, it was not determined that there was a partial increase in the reading comprehension levels of the students who read without any intervention, only in the "simple comprehension" level, and there was no increase in the "deep comprehension" level.

Discussion, Conclusion and Recommendations

Within the scope of the research carried out to investigate whether audio texts affect the reading comprehension skills of high school students with mild intellectual disabilities; The students were divided into two groups (10+10) and they read without any application to one of these groups and their reading comprehension levels were determined. The other group was given the texts aloud and they were given the opportunity to read them at the same time. A total of 5 sessions were held with both groups. Two types of texts (story and informative) were read to the students and the "Reading Comprehension Test" was administered.

According to the findings, it was determined that the reading comprehension levels of the group that read by listening to the audio texts increased compared to the group that read without any practice. This result is consistent with many studies investigating the applications for reading comprehension skills of individuals with intellectual disabilities and those who do not show any developmental differences. In a study conducted by Gül (2019) with the aim of eliminating reading difficulties of primary school 4th grade students with reading difficulties with enriched teaching methods suitable for their learning style, the texts were given aloud and the student was asked to read at the same time. According to the results of the research, it was found that giving the texts aloud contributed positively to the student's reading comprehension skills.

Similarly, Sidekli (2010) conducted a study on improving reading and comprehension skills of primary school 5th grade students (action research), and various levels of "constructive reading and comprehension activities" were prepared to improve students' reading and comprehension skills. As a result of the research, it was determined that the activities contributed to the reading comprehension skills. According to the results of the research conducted by Duran and

Topbaşoğlu (2015) to determine the effect of the reading environments of narrative texts (from a printed or digital-interactive book) on reading comprehension and students′ opinions about digital-interactive books, the average score of students′ reading comprehension from a digital-interactive book is what they read from printed materials. Comprehension score was 1.2 points higher than the mean score. However, we cannot say that this difference is statistically significant. In the study, it was observed that students had a more positive attitude towards tablet computers rather than printed books.

Turhan (2016) examined the effects of multi-stimulus educational environments on students′ reading comprehension and written expression skills, and the results support this research. According to the results of the research, it can be said that Turkish lessons created by using multi-stimulus educational environments can contribute to the development of students′ reading comprehension and written expression skills.

Fidan and Akyol (2011) conducted a qualitative study aimed at improving the reading and comprehension skills of a student with mild mental learning disability, and the result of this study indirectly supported this study. They determined the effect of maturation of sound and shape association skills on reading and comprehension skills. Çınar (2019) examined the effectiveness of the strategy of listening to the paragraph beforehand in improving the reading and comprehension skills of students with intellectual disabilities, and as a result of the research, the reading comprehension and word recognition skills curriculum developed in line with the "Paragraph Earlier Listening Strategy" aimed at reading comprehension in all three students with intellectual disabilities. and word recognition skills, and that the students reached the level of free reading, which is the specified criterion. This result supports this research. In conclusion; Giving the text aloud has a positive effect on the reading comprehension skills of students with intellectual disabilities. This result shows that despite the inadequacy of the individual, different sensory pathways and making use of them are beneficial. It is important for educators working with individuals with intellectual disabilities to pave the way for students to be fed through other sensory channels. This affects the student's learning speed and helps him.

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