
READING ENVIRONMENT AND FLUENT READING SKILLS

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Abstract (eng)

Reading skills, which are among the other language skills, play a vital role for an individual in adapting them into his daily life. Reading should not be interpreted as recognizing merely the letters, the word and articulating them. In addition to understanding what is written, being able to read fluently is also one of the skills that need to be developed in reading teaching. The aim of this research is to determine the role of the reading environment on fluent reading skills. 24 students who were enrolled in the third and fourth grades of a primary school in the center of Bartin participated in the study. The demographic features of the students such as gender, class, possession of technological tools (computer, tablet, smart phone, etc.), and duration of use of technological tools were identified using a personal information form. As a result, after giving a number of variation of texts suggestions were made to support the use of electronic media in schools and improve reading skills by supporting the use of technological tools.

Abstract (rus)

Навыки чтения, которые входят в число других языковых навыков, играют для человека жизненно важную роль в адаптации их к повседневной жизни. Чтение не следует понимать как просто узнавание букв, слова и их артикуляцию. В дополнение к пониманию того, что написано, способность бегло читать также является одним из навыков, которые необходимо развивать при обучении чтению. Целью данного исследования является определение роли среды чтения в навыках беглого чтения. В исследовании приняли участие 24 ученика, обучающихся в третьем и четвертом классах начальной школы в центре Бартина. Демографические характеристики учащихся, такие как пол, класс, владение техническими средствами (компьютер, планшет, смартфон и т. д.), а также продолжительность использования технических средств, были определены с помощью формы личной информации. В результате после предоставления ряда вариантов текстов были внесены предложения по поддержке использования электронных средств массовой информации в школах и улучшению навыков чтения путем поддержки использования технологических инструментов.

Abstract (turk)

Diğer dil becerileri arasında yer alan okuma becerisi, bireyin günlük yaşamına uyum sağlamasında önemli bir rol oynamaktadır. Okumak sadece harfleri, kelimeleri tanımak ve telaffuz etmek olarak yorumlanmamalıdır. Okuma öğretiminde yazılanları anlamının yanı sıra akıcı okuyabilmek de geliştirilmesi gereken becerilerden biridir. Bu araştırmanın amacı, okuma ortamının akıcı okuma becerisi üzerindeki rolünü belirlemektir. Araştırmaya Bartın merkezde bulunan bir ilköğretim okulunun 3. ve 4. sınıfına devam eden 24 öğrenci katılmıştır. Öğrencilerin cinsiyet, sınıf, teknolojik araçlara (bilgisayar, tablet, akıllı telefon vb.) sahip olma durumu, teknolojik araçları kullanım süreleri gibi demografik özellikleri kişisel bilgi formu kullanılarak belirlenmiştir. Sonuç olarak çeşitli metinler verilerek okullarda elektronik ortam kullanımının desteklenmesi ve teknolojik araçların kullanımı desteklenerek okuma becerilerinin geliştirilmesi için önerilerde bulunulmuştur.

Keywords: screen reading, paper reading, fluent reading skills.

INTRODUCTION

Language abilities play a significant role in how people think, comprehend those around them, and express themselves. Hearing in the womb is the first step in language learning. When a youngster opens his eyes to the world, he learns the names of things by putting what he hears and sees together. By employing the words, he has already learnt, the child improves his speaking abilities. When a child joins school, reading and writing skills are added to their listening and speaking abilities, which are among the crucial communication skills that emerge throughout infancy. After this stage, reading proficiency has an impact on a person's life as one of the fundamental abilities that facilitate learning, because reading skill plays an active role in the adaptation of the individual to daily life.

Reading speed and technology

According to Akyol (2013), reading is a dynamic process that involves the reader and author interacting with each other in order to make sense of what is being read. Reading, which is a process in which prior knowledge and information from the text are integrated and re-interpreted, is made up of several different processes involving our eyes, ears, and brain, including perceiving, vocalizing, interpreting, and structuring in the mind, according to Gunes (2013). Reading includes the interaction between the reader's prior knowledge and the printed word (Yusthi, 2014). The shapes that the eye sees on paper are first given meaning in the brain on the basis of letters and then words, and then they can be vocalized. There are many factors that affect this complex process, such as the structure of the language, frequently used letters, whether the words are in the text, and the meaning of the text. For example, according to Gunes (2003, p. 44-45), short and simple sentences are learned better

than long and relatively more complex sentences. Gunes (2000, p. 244) states that short and simple words are preferred in daily newspapers, the average word length is five letters in newspaper articles, the average number of letters used in scientific articles is around eight-nine, the reader's reading speed is high in a text consisting of short words, while it is low in a text consisting of eight-10 letter words. It is impossible for reading that is so complex and affected by many variables not to be affected by the environment (paper or screen), where the text is present (Basaran, 2014). It is important to comprehend reading as more than merely sounding out the words and letters. Fluency in reading is another talent that needs to be fostered in reading instruction in addition to the ability to comprehend written materials. Fluent reading involves reading aloud, paying attention to punctuation, emphasis, and intonation, avoiding word repetition and backtracking, avoiding syllables, and focusing on meaning units (Akyol, 2006). Given all of these factors, reading ability development is a lifelong process rather than a process that occurs only during the school years. Reading is now based not just on paper but also on the screens of many different technical gadgets, thanks to the effective use of technology in all aspects of our life. As the contents employed with these tools are electronic and transmitted to the user via a screen, the idea of "screen reading," as defined by Gunes (2009), has emerged. Screen reading alters the reader's reading objectives, processes, methods, eye movements, comprehension level, and mental organization abilities (Gunes, 2016). When the studies are examined, there are reading difficulties in screen reading that occur in proportion to the length of the text (Rukanci & Anameric, 2003), students think that reading on the screen will harm their eye health (Bodomo et al., 2003; Ozturk & Can, 2013) and that it is difficult to read on the screen (Chu, 2003), and they do not like to read long texts on the screen (Gunter, 2005). In the study conducted by Aydemir and Ozturk (2012), screen reading motivation levels of primary school 5th grade students were examined. The results showed that students who read from the screen scored significantly lower on both the reading motivation scale and the sub-dimensions of perception of difficulty in reading, reading proficiency, effort/recognition of reading, and social aspects of reading compared to students using printed text. Li et al. (2019) determined in their study that the reader view offered by web browsers increased the reading speed by 5% and increased the visual appeal significantly. When all of this is considered, reading from a screen differs from reading from a paper. Changes in the reading interface that readers are exposed to cause changes in reading ability (Slezak-Swiat, 2019). Today, it is important to learn reading abilities from screens in addition to those for reading on paper. Indeed, the use of electronic tools in educational environments is increasingly widespread. The complex structure of computers has enabled it to gather more features together than other educational technologies used in educational environments (Yilmaz & Horzum,

2005). Therefore, technological tools have become one of the indispensable elements of the educational environments and have led to changes there (Isik, 2019). Technological tools have not only changed educational environments but have also played a role in the development of individuals in educational environments and in being individuals who adapt themselves to today's circumstances. Therefore, readings made with technological tools have come to the forefront. The aim of this research is to determine the role of the reading environment on fluent reading skills. In this respect, the current study investigates the correct reading rates, reading speeds, and prosodic readings of the texts-on paper and screen-read by the students. It was determined that the number of correct words, accuracy rates of reading and prosodic reading skills of the students did not differ according to paper or screen reading and gender. While the number of words accurately read and prosodic reading abilities of the children vary, favouring the fourth graders in both paper reading and screen reading, the accuracy rates of reading only vary in paper reading. The number of accurate words, reading accuracy rates, and prosodic reading abilities of the students are unaffected by whether they own a computer, tablet, or smart-phone. While the number of correct words and accuracy rates of reading of the students differed according to the computer usage time in screen reading, no difference was determined in reading from paper. The duration of having a computer does not affect the prosodic reading skills of the students. While the number of words that students read correctly differ according to the duration they have a tablet computer in paper reading, the accuracy rates of reading and prosodic reading skills do not differ according to it.

CONCLUSION

People today make unconscious screen readings as a result of the widespread usage of technology. The skills in this area are also developing unconsciously as a result of these unconsciously performed tasks. The development of screen reading abilities is particularly important given the use of technological tools in educational settings for communication, information acquisition, and instruction, because the development of screen reading skills will provide an effective and efficient education in educational environments where technological tools are used. With this study, the fluent reading skills of primary school students in reading on paper and screen have been evaluated. In this sense, it is thought that the research will be beneficial in terms of shedding light on future research, the design of educational environments, the use of technological tools in education and the development of educational materials for these technological tools.

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