

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**THE EFFECT OF SUSTAINED SILENT READING ON DYSLEXIC
STUDENTS' READING COMPREHENSION IN ELT**

MASTER'S THESIS

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**Department of English Language and Literature
English Language and Literature Program**

SEPTEMBER, 2021

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SEPTEMBER, 2021

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DECLARATION

I hereby declare that all information in this thesis document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required these rules and conduct, I have fully cited and referenced all material and results, which are not original to this thesis.

Aseel ABU-KESHK



FOREWORD

I am very grateful to my thesis supervisor Asst. Prof. Eyyüp Yaşar Kürüm who was kind enough to provide me with valuable suggestions, and for his priceless guidance. This thesis would not have been possible to write without your help.

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First and foremost, I am dedicating this work to my parents. I am very much thankful for your continuing support to complete this work and the amazing chances you have given me over the years.

To whom I wish with longing to see their bright future, God willing, my dear brothers Basel and Ahmad, and my sister Maria.

I had promised to make my grandparents proud by the achievement of this academic goal and I hope that I have fulfilled that promise.

My special thanks goes to my beloved relatives who along the way believed in me and for their untiring love, I am grateful to you for your prayers.

Finally, I am dedicating this work to my favorite people who have meant and continue to mean so much to me. Although they are no longer in this world, their memories continue to regulate my life.

September, 2021

Aseel Talat Hafez ABU-KESHK

THE EFFECT OF SUSTAINED SILENT READING ON DYSLEXIC STUDENTS' READING COMPREHENSION IN ELT

ABSTRACT

In this study, the researcher investigated the effect of sustained silent reading on the comprehension performance of learners with dyslexia (LD). This reading program provides students with a chance to choose and read books silently for a specified period of time. The mixed-method used in the study includes a survey which is made up of open-ended questions and Likert-scale questions to examine the group of 40 dyslexic English students. The survey results show that SSR affects students' attitudes in terms of increasing sophistication because of the self-selection of reading materials, and increasing acceptance and enjoyment of reading. In investigating the effects of the SSR method on the EFL students' reading performance the results show that the reading performance is improved. The participants were divided into two groups; the first group included 20 students (experimental group), and the second group contained 20 students (control group). As this study is conducted to compare the students' reading comprehension before and after treatment, the treatment included a sustained silent reading program. Multiple choice test was used for data collection, it was used to achieve the objective and to measure students' reading competence. Compared to the control group, a significant difference in the reading comprehension performance of the experimental group students was found out. The researcher found that there is an increase in dyslexic students' reading performance as the number of factors in their reading difficulties was lower. The researcher predicted that EFL students in both groups recognized the importance of participation in daily sustained silent reading.

Keywords: Dyslexia, EFL, Sustained Silent Reading.

SÜREKLİ SESSİZ OKUMANIN DİSLEKSİK ÖĞRENCİLERİN İNGİLİZCE ÖĞRETİMİNDE OKUDUĞUNU ANLAMALARINA ETKİSİ

ÖZET

Bu çalışmada araştırmacı, sürekli sessiz okumanın disleksi (Öğrenme Güçlüğü) olan öğrencilerin anlama performansı üzerindeki etkisini araştırmış. Bu okuma programı, öğrencilere belirli bir süre boyunca kitap seçme ve sessiz bir şekilde okuma şansı sağlamaktadır. Araştırmada kullanılan karma yöntem, 40 adet disleksik İngilizce öğrencisinden oluşan gruba incelemek için açık uçlu sorulardan ve Likert tarzı sorulardan oluşan bir anketi içermektedir. Anket sonuçları, SSR'nin, okuma materyallerini kendi kendine seçmesi ve okumanın kabulünü ve zevkini arttırması nedeniyle öğrencilerin karmaşıklığını artırma açısından tutumlarını etkilediğini göstermektedir. SSR yönteminin EFL öğrencilerinin okuma performansı üzerindeki etkilerini araştırırken, sonuçlar okuma performansının arttığını göstermektedir. Çalışma örneklemini iki gruba ayırmıştır; birinci grup 20 disleksi öğrenciyi (deney grubu) ve ikinci grup 20 disleksi öğrenciyi (kontrol grubu) içermektedir. Bu çalışma, öğrencilerin uygulama öncesi ve sonrası okuduklarını anlamalarını karşılaştırmak için yapıldığından dolayı, sürekli bir sessiz okuma programı dahil edilmiştir. Veri toplama aracı olarak çoktan seçmeli bir okuma testi kullanılmıştır. Çalışmadan elde edilen bulgulara göre deney grubu öğrencilerinin okuduğunu anlama performanslarında kontrol grubuna göre anlamlı bir farklılık ortaya çıkmıştır. Araştırmacı, okuma güçlüklerindeki faktör sayısı daha düşük olduğu için disleksik öğrencilerin okuma performansında artış olduğunu bulmuştur. Araştırmacı, her iki gruptaki EFL (Yabancı Dil Olarak İngilizce) öğrencilerinin günlük olarak sürekli sessiz okumaya katılımın önemini fark ettiklerini ön görmektedir.

Anahtar Kelimeler: Disleksi, EFL, Sürekli Sessiz Okuma.

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ABBREVIATIONS

EFL : English as a foreign language

LD : Learners with Dyslexia

NCAE: National Council for Agricultural Education

SSR : Sustained Silent Reading

TEYL : Teaching English to Young Learners

TPR : Total Physical Response

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I. INTRODUCTION

In this age of globalization, struggling to learn a foreign language has become an eminent issue in daily communication. All over the world in many countries, people learn both their national language and a second or foreign language in spoken and written forms. Reading which is a lifelong skill improves by continuous practice. Sustained silent reading (SSR) is thought to be an important source for reading fluency, knowledge of language systems, vocabulary growth, and the structure building system, especially for dyslexic learners. Krashen (2004) states that when students are free to choose their reading materials they become more engaged so their knowledge and vocabulary increase. Moreover, SSR offers strategies to increase students' reading comprehension. It is based on the assumption that the more a student reads, the more quickly and better she or he will be able to understand and comprehend what she or he is reading (Krashen, 2004).

According to Potter and Wetherell (1987), the duration of a sustained silent reading program is 15 minutes per day. It frees students' minds to make reading enjoyable based on their own selection of materials. In this study, the researcher allowed students of experimental group to choose their reading material. Throughout the process, students needed to view SSR as a process where they would have total control. Students' interests in a book or specific topic can be a strong motivator to achieve the goal. Potter and Wetherell (1987), agree with the idea that motivation is one of the most effective ways which ensure that learners work hard in their reading progress. Whether students have learning difficulties or not they need help and guide to make them enjoy learning and use it as a motivation to keep being on task.

The reading skills grow as well as interests are developed by students who involve in the SSR, because this program frees learner's minds to make them enjoy reading that they select on their own. On the other hand, these students still need a sustained period of time and help in their learning progress to reading silently. During sustained silent reading progress, a timer is used because learners are required to read for 15 minutes, so the teacher and students can concentrate on their

reading. It was suggested that it will be better for students if the progress starts with a short period of sustained silent reading so they can succeed more, and then the amount of time can be increased as learners become more proficient at SSR.

A study by Chua (2008) found that SSR creates a relaxed atmosphere where the students enjoy reading. For many learners especially students with dyslexia, SSR is a low-stress approach to reading. In general, dyslexia is a common learning difficulty that affects language skills such as reading, spelling, writing, pronunciation skills. It is known that students with dyslexia, at first, have trouble reading accurately and fluently, which affects writing too as it has to do with spelling and pronunciation. Also, dyslexic students face some problems such as memorizing, reading quickly, and organizing spoken or written language.

In learning English as a second language (L2), dyslexic students also face a set of difficulties which are: remembering how to spell new words, memorizing vocabulary, and matching letters to sounds. However, Tabrizi (2007) claims that dyslexic learners are doing well in practical work, such as making things, drawing, and inventing. Because of this, these learners need to be taught by an explicit and systematic method to develop word recognition skills by structured practice. SSR is a method to help these learners become autonomous as it doesn't depend on the teacher's correction or outside direction. Oliver (1970) suggested that SSR affects students' attitudes in terms of increasing sophistication because of the self-selection of reading materials, increasing attention span, and improving self-discipline while increasing the acceptance and enjoyment of reading.

Finally, learners of foreign languages may draw on their previous knowledge or schemata, mostly if the source language and the target language contain many similarities. Earlier views of successful learning strategies that are used by dyslexic students and more recent social constructivist research may merge in the form of some pedagogical advice: teachers pay attention to what might indeed be very common strategies for effective and successful learning across contexts and cultures, but they also need to be ever mindful of student's needs, as well as cultural contexts of learning, should be taken into consideration.

A. Statement of Significance

Dyslexia is characterized by disabilities or difficulties with fluent word recognition and by poor decoding abilities or spelling. The researcher explored students' attitudes towards reading, which can be affected by learning styles as "affective, cognitive, and physiological affections that are measured of how learners comprehend and respond to the learning settings" (Keefe, 1979: 4). Nonetheless, there may also be psychological factors such as the learner's recognition of the distance between the mother tongue and the second language that may play the main role in reading difficulty (Nuttal, 1996).

B. Statement of Purpose & Problem

The purpose of this study is divided into two parts. The first purpose is to measure the changes in dyslexic students' attitudes towards reading performance. The second purpose is to explore the idea that applying Sustained Silent Reading over eight weeks will improve learner's reading performance. This study gives examples of specific techniques and strategies that are appropriate and effective for students to encourage them to read more. Due to this study, now the researcher is able to know the reading skills that students with learning difficulties should possess and to identify the extent to which dyslexic students possess these skills.

C. Research Questions

The study aims to answer the following questions:

- What is the effect of Sustained Silent Reading on students' attitudes towards reading?
- Compared to control group students' reading comprehension, how does SSR affect experimental group students' reading comprehension?

D. Definition of Dyslexia

The definition of dyslexia was developed by the International Dyslexia Association (2003), in terms of three points. First, dyslexia has a neurobiological origin. Second, dyslexia is related to word decoding level. According to Glazzard

(2012), dyslexia is synonymous with word-level reading disability. Third, reading difficulties are unexpected, so dyslexia can't be applied to learners who don't receive adequate instruction in reading. Finally, the problems with reading with word decoding can be the main reason for the reading comprehension problems, and for the limited growth in vocabulary and schemata. Thus, students who have problems with word recognition may have poor spelling, reading comprehension, and handwriting.

E. Dyslexia and Reading

As dyslexia is identified within the category of "specific learning disability" it means that dyslexia is involved in using language, spoken or written, or even in understanding it. Van Manen (1997), suggests a visual processing approach that is related to reading and dyslexia. He has suggested that reading skills can be influenced by eye movements. Also, Ingesson (2007) has expanded that tracking issues can cause some reading problems as well. A tracking issue is when the reader's eyes move across the specific page of a book to attempt to extract meaning. As a result, learners who have this kind of problem are more likely to be at risk for reading problems.

Sanacore (2000), suggests that in normal learning development the reading becomes more mediated by left hemisphere processes as well as more linguistically complex. However, some learners instead of using shifting strategies which can decrease the level of the development of left hemisphere strategies, tend to use right hemisphere strategies. Besides difficulties in reading and in acquiring literacy, dyslexic learners also struggle when learning a second language (Ferrance, 2002).

F. Independent Reading

A major goal of any reading program for learners is to encourage and enable them to read independently and to motivate them to want to read a variety of texts (Schatschneider & Torgesen, 2004). In some schools, independent reading (also known as "extensive reading" or "sustained silent reading") is so important that time is set aside for all children and their teachers to read, in what is referred to as DEAR (Drop Everything and Read) time (Claxton, 2009). Students need time to read and to

choose materials from a class library or reading center that contains a variety of print and digital texts to read alone, with a partner (buddy reading), or while listening to an audio version of the text. Listening to someone read a text aloud, while they follow along silently, can be a good activity for struggling readers, but it is also engaging for good readers, who like to hear what a story sounds like when read fluently.

The sustained silent reading program which is a supplemental reading program provides learners with a chance to choose books and silently read them for a specific time may be the key to success as an independent reader. However, there are students whose fluency is not developed, as a result, they have a hard time keeping up with reading expectations, so they start avoiding reading because of fear of failure. The results of avoiding reading are having less exposure to vocabulary and ideas in books, especially dyslexic students may lose intellectual as well as academic ground. Moreover, when dyslexic students read, they usually demonstrate a different pattern, for example, to compensate for the under-activation in the back left hemisphere which is responsible for reading and language processing they use longer pathways in the right hemisphere. Thus, students with dyslexia need more time to read and to achieve fluency because of the difficulty of recognizing words.

G. Definition of the Keywords

Dyslexia: it is a learning difficulty that is characterized by difficulties with reading fluency or word recognition which affects spelling and writing.

EFL: English as a foreign language that is studied by nonnative speakers who live in a non-English-speaking environment.

Sustained Silent Reading (SSR): It refers to a reading method that is applied at schools where the students read whatever they like every day for 15-20 minutes to increase their reading comprehension. SSR is a low-stress approach in which students have total control and there is no checking by a teacher.

II. LITERATURE REVIEW

A. Background of the Study

During the previous decades, full classrooms have been the standard of the education of dyslexic learners that affect academic and functional skills including the ability to perform four different language skills. According to Riddick (2006), dyslexic learners can learn to read in their first language, but they have a lack of input or exposure to spoken and written English as a foreign or second language, which affects the development of English literacy and skills. Augustyniak, Murphy, and Phillips (2005) suggested that student's learning difficulties appear to be based on a more complicated set of vocabulary acquisition than other kinds of language items. It matches Chomsky's idea about the level of adequacy in the study of language "principled basis, independent of any specific language, for the selection of the descriptively acceptable words of L2" (Chomsky, 1964:63).

For a long time, researchers and pedagogues' studies have been focused more on oral skills (listening and speaking) than reading. For example, the Army Specialized Teaching Program was developed during World II in the United States where people were needed to learn a foreign language for military purposes, and they used oral skills more than receptive skills. Thus, reading was ignored and considered a passive skill.

On the other hand, the interest of educational researchers increased in the second half of the twentieth century, and they tried to focus on reading as a method of mental activities to manage and solve problems, issue judgments, and critical thinking, in addition to the listening skill that accompanies the reading process. Decoding and converting written letters into spoken sounds does not exceed the fact that the reader performs an automatic process, so reading is not a simple and easy process as it appears at first glance, but rather a complex process in which different powers, senses and skills enter, and the individual's experience and intelligence are of great importance in the reading process.

Most English learning programs focus on oral activities until the children have learned to read and write in their language, or at least have enough oral English language development to build on for literacy. There will be beginning reading or writing activities such as using flashcards to match key vocabulary from the story with pictures or putting labels on pictures or drawings to support the story, but it will usually be the teacher who does the actual reading aloud (of a story or poem or other text) and also the writing of what children say on the board, though children will be encouraged to join in at predictable places. Trying to learn reading is difficult and complex enough in a language the learner with dyslexia already knows; so learning to read in another language is even more difficult. On the other hand, when sufficient English language developments exist, most of the reading strategies in student's L1 will transfer to L2 or L3 (Scarborough, 1990). All students, whether they are first- or second-language readers, go through the same five initial literacy steps: 1. Awareness and exploration 2. Experimenting with reading 3. Early reading 4. Transitional reading 5. Conventional reading.

B. Reading Disorder

Parker & Paradis (1986), addressed that learning difficulties are linked to academic achievement, dyslexic students' knowledge of L2 words might not include an understanding of the way that words can be modified. As Brumfit (1992) pointed out, the context itself in which words of the second language occur defines different meanings which are referred to those words with so many grammatical forms. However, Henry La (1999) noticed that a lot of straightforward presentations of different foreign words are included clear visual clues for meaning, and when language learners are asked to divide and categorize words that help them to think about what they learn so that they can use them in their L2 reading activities.

It has been found that 70-90% of learners who are identified as having a learning disability have reading difficulties (U.S. Department of Education, 2007). Figure 1 shows the numbers of students who have learning disabilities and the age group is (12-17 years). So under the category of SLD, 56% of the students who receive special education are aged 12-17 years, whereas only 33% represent the total special education population whose age is between 6 and 11 years old.

Number of students who have learning difficulties: by age group 1996-2006

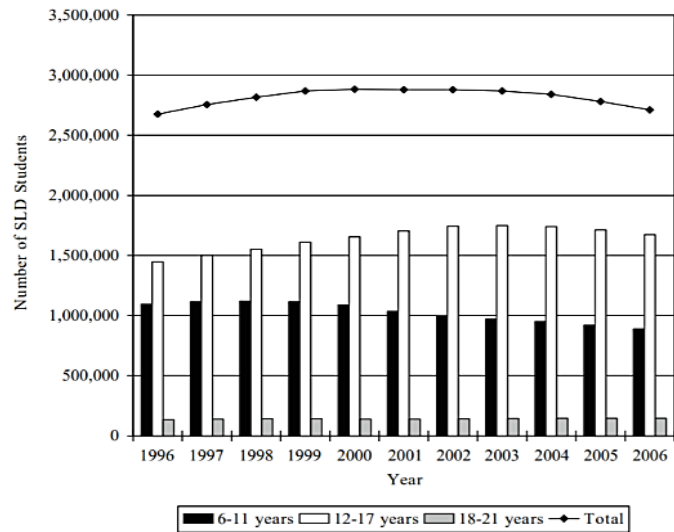


Figure 1 Number of students who have learning difficulties by age group from 1996-2006

Source: (U.S. Department of education, 2007)

C. Gender

According to figure 1 (category of specific learning disability), 66% of the 13-17-year-old learners and 67% of the 6 to 12-year-old students who receive special education are boys (U.S. Department of education, 2007). Some researchers believe that the reason school populations include more boys than girls is due to the presence of reading problems but due to behavioral issues. Therefore, educators should set some criteria to measure reading progress as well as pay more attention to behaviors that make it more for a boy to be indicated, for example (externalizing behaviors), and less for a female student to be referred, for example, “internalizing behaviors”, even that a girl struggles with improving the reading at the same degree as a boy.

D. Specific Language Impairment:

Since dyslexia is considered a language disorder, it has been found that reading impairment is one of the most common disabilities among students. Also, Juel and Leavell (1988), found that students who have specific language impairment usually have reading comprehension difficulties, while those who have phonological impairment have dyslexia. Based on that, the Table 1 below shows what type of

dyslexia the participating students have.

Table 1 Types of dyslexia

Type	Description	Number of students
<i>Surface dyslexia</i>	Lexical impairment: -Can read phonetically -Can decode nonsense words	12
<i>Phonological dyslexia</i>	Sub lexical impairment: -Can read learned words -Can't decode nonsense words	8

During the treatment, the school provided the researcher with a file showing the students who have any of these types of dyslexia. Some students have surface dyslexia which refers to those learners who can read nonsense words accurately and decode them. However, those students read irregularly spelled words in a wrong way by using phonics rules that they have learned to sound out (e.g., reading “isolation” as “is olation”). The other type of dyslexia that is phonological dyslexia which makes students be able to read words, but unable to decode nonsense words.

E. Importance of Sustained Silent Reading

The research on sustained silent reading programs since the 1950s and 1970s has shown that students' reading comprehension is increased as well as their attitudes towards reading are improved. Stephen Krashen states that throughout the world, the sustained silent reading program has worked for both foreign language students and English second language learners, so he suggested including such a program in educational settings such as normal classroom curriculum. According to Krashen (2004), Sustained Silent Reading is neither a comprehensive reading program nor a literature study, it is a supplementary activity. So, if free reading is interesting and comprehensible, vocabulary growth will be excellent. Krashen's L2 acquisition theory addresses that a 95-98%-word recognition level is necessary for vocabulary acquisition and comprehensible input.

In addition, Krashen (1974) found that when learners discuss their reading with parents it helps learners to practice the reading comprehension strategies, develop the dialogue, and to draw conclusions. He noted that during the learning process some acquired skills and strategies help make reading more comprehensible for students when taught early. Moreover, R.McCracken (1971) established some

rules to be followed in the SSR program, the rules are: the teacher must read, each student must read silently, learners should have a chance to choose their reading material, and a timer is used. Thus, Allington (1975), states that the SSR process should provide students with the time, and a chance to practice reading. Also, Benedict (1982) noted that usually teachers were successful in monitoring reading activities when they give students time to read so students will be able to determine their reading purpose and set their own pace.

Eckman (1977) suggested that there is a discrepancy between the teacher's teaching style and the learning style of the students. Byram's findings (2012) concluded different kinds of learning difficulties that those students might face, such as writing words, spelling, and how to pronounce and remember them. Researchers have shown that it is enough for students with dyslexia to run across new L2 vocabularies to understand their meaning and how they function in sentences, in terms of; collocations, and lexical chunks as well as practice and commit them to memory (Piaget and Chomsky 2004; Simmons et al. 1990).

These ability beliefs are affected by social comparison processes and prior achievement (Rawson, 1968). Therefore, evaluating students' participation in reading activities shouldn't involve any complex mental processing which can be an effective way to help those learners to improve their learning skills. As well as Walter & Young (2006) supported this evaluation in terms that it should not depend on learners' performance or behaviors that affect their learning process or a lack of chances for acquisition because it can be a reason for lack of motivation which is another problem that English teachers must contend. Thus, different construction is required, as the classroom contains students with different inspirations.

F. Sustained Silent Reading Strategies

To increase dyslexic students' reading comprehension and to help them achieve their full potential in the classroom, some reading strategies that were devised by Krashen (2004) can be applied in the SSR program, such as:

- Providing students with decodable books because it is full of single and closed syllable words so decoding becomes easier.
- Increasing a chance to apply SSR at schools: this program builds speed,

confidence, and accuracy so the level of fluency can be increased.

- Setting students up for success

Abrahamsson and Hyltenstam (2009) found that by applying the SSR method at schools a student's growing capacity will be defined by his or her ability to comprehend and understand new text and lexicon. Thus, schools can play an important role to help dyslexic learners succeed, for example, they can be given extra time to complete specific tasks and help them with taking notes to achieve learning goals.

Students differ in their reading strategies, largely based on where they are in their literacy development. Some learners are "code breakers", who can decode each symbol; some are "text analysts", who understand that the text needs a critical analysis; while others are "meaning makers", who try to discover meaning from the text; some are "text users", who understand that all of the texts have different purposes (Dominelli & Campling, 2002). Teachers need to help their learners, especially the older ones, to vary their reading strategies based on their purposes for reading and the nature of the text and become strategic users of these various approaches to reading. Some reading strategies include:

- Guessing: by looking at the reading title, pictures, or cover of the story, students can predict what might come next in a reading text.
- Observing: determining whether learner's reading makes sense, and if not, re-reading it to make him understand.
- Making connections to what a learner already knows.
- While reading questions: to predict the next parts of a reading passage.
- Skimming: students read to get the general idea of a reading text.
- Scanning: when students read to find specific information such as answers, names, or dates.
- Distinguishing between different ideas according to important and less important information.
- For better comprehension learners can use context clues by looking at the context (different words, the pictures, the place in the sentence, and

punctuation).

- Retelling: after the reading text being read, students retell it by their own words.
- Forming images or visualizing: to facilitate comprehension, forming images and pictures about what has been read and taught is important.

G. Approaches to Teaching Reading

When learners with different educational levels read, they unconsciously activate both top-down processing (their knowledge of different meanings) and bottom-up processing (their knowledge about the language). There is an ongoing debate about the reading process; Do educators have to start teaching students meaning and context, and then start with analyzing smaller language units? Or should educators guide their learners to discover the relationship between written letters and their sounds to move easily to larger units of the language? Certainly, many researchers conclude that they need to do both (Maughan et al., 1985, McGee et al., 1992, Rutter et al., 1976).

In the reading classes, teachers usually start with context and new vocabularies by relating them to students' lives. Teachers can start the lesson by explaining and pronouncing new words, for example with animal sounds or rhymes, and connect them to the units of a text. This step helps learners of a foreign language to comprehend the text. In addition to that, L2 learners have to learn and understand sound-letter correlations; that the initial sound of rabbit and rainbow is the same, and it is presented by the letter (r), and that different words that begin with the same letter for example *rose* are pronounced with the same initial sound, so students can decode different words which begins with the same letter. Thus, language learners should know what these words mean; rabbit, rainbow, and rose. Otherwise, they skip new unknown words which makes a text meaningless even if they re-read it many times, so phonics should be done in a meaningful context.

H. Reading Assessment

Assessment of reading tasks should match the tasks used in instruction. They should also match how readers read. The assessment should be authentic

(McCracken, 1969). If we want to assess how well children can skim a text for its central theme or scan it to find a specific piece of information (such as a date, the name of a character or person, or a place), then the assessment task needs to require the children to use these same processes. In designing reading assessment activities, text selection is also important. The texts should motivate the children to read, be written at the children's reading level, and be relevant. Besides stories, which are enjoyable and central to TEYL (Teaching English to Young Learners), texts can also include greeting cards, charts, poems, emails, or any other text that has been used in teaching.

Assessing reading, like assessing listening, is indirect, since it involves the use of actions, speaking, or writing (Humphrey, 2002). Reading assessment tasks can include:

- Circling the right sound or word
- Sorting words into categories
- Matching pictures with words, phrases, or sentences
- Matching dialogs with pictures or names of characters
- Reading and coloring or labeling a diagram or picture
- Filling in words
- Rearranging letters in words or words in sentences
- Rearranging phrases or sentences of a known story or text
- Completing sentences
- Following written directions
- Answering T/F, multiple-choice, or WH-questions
- Predicting what comes next
- Finding specific information (scanning)
- Getting the main idea (skimming)
- Using context clues to guess the meaning of unknown words
- Filling in a graphic organizer (chart, table diagram, etc.)

- Completing a cloze passage
- Retelling (parts of) a story

There are also several informal ways of observing children's reading: during story-time, during shared reading, during oral reading, or when they are reading independently. During these times, as well, it is possible to ask children questions to determine what reading strategies they are using (and checking these off on a reading strategy checklist). For example: Are they predicting what is coming next? Do they sound out unfamiliar words? Do they re-read when they encounter a comprehension problem? Do they self-correct?

Questioning can also help determine children's vocabulary knowledge. Reading provides a meaningful context for assessing vocabulary. Children can be asked about the meaning of words in the text, and their progress can be monitored with a vocabulary checklist. During an oral reading, it is also possible to keep a "running record" of children's reading, noting the "miscues" or errors that they make (Hunt, 1970).

I. Is the Reading Skill Continuum a Cause of Dyslexia?

As dyslexia has to deal with IQ and reading achievement, there are arguments against dyslexia in terms of a) difficulty in differentiating between poor readers with high and low IQs, b) difficulties in phonological processing, c) response to reading intervention programs (Aranha, 1983). According to that, many studies have addressed that there are functional differences in the brains of students who have dyslexia and those identified as average readers. For example, performance on phonological tasks distinguishes poor and good readers from an early age.

J. Factors of Dyslexia

Genetics: Helmuth (2001) found that there is a relationship between reading problems and family membership. His study was looking at learning disorders and dyslexia and was followed up by direct genotypic studies. Moreover, Pennington Bender, Puck, Salbenblatt, and Robinson (1982) discovered that the reading and language problems in girls and boys with an extra X chromosome (47, XXY and 47, XXX). According to Boada (2002), the genes linked to normal reading skills are also

linked to dyslexia, hence, dyslexia would be considered a disease model. The multiple cognitive components of dyslexia are impacted by genetic predispositions (Raskind, 2000).

Neurobiological structures: Many studies try to find which parts of the dyslexic student’s brain are associated with reading. It has been found that good readers use different parts of the brain than dyslexic students. Dyslexic students’ fluency center is not developed so they tend to overuse the left frontal (phonological process) and right frontal (associated with executive functions and visual memory) areas of the brain. Other studies have found that when dyslexic learners receive treatment not only their reading skill improves but also their brain activation status becomes normal.

Environment: Stamovich (1986) noted that the lack of exposure to language plays an important role in reading difficulty even if the level of dyslexics is low. Besides, language development and phonological development could be affected by environmental factors. According to Oliver (1996), dyslexic students’ language can be interacting between the environment and genetics.

K. Early Identification of Dyslexia

Juel and Leavell (1988) observed students’ reading development during the first grade and they found that learners who were poor readers in first grade remained poor readers in fifth grade, too. Thus, those who are poor readers in the first classes continue to read poorly if signs of dyslexia are not noticed and treated immediately. Table 2 shows different signs and risk factors of dyslexia:

Table 2 Signs and Risk Factors of Dyslexia

Factor	Description
Letter knowledge deficits	Learning the alphabet is delayed which is a cause of reading deficits.
Oral language deficits	Speed articulation problems
Phonological knowledge deficits	Sound recognition problems
Global language deficits	Delays in multiple speeches

According to the table 2, learners have reading deficits because they learn the alphabet late which causes letter knowledge deficits. Also, students may have speed articulation problems due to oral language deficits, or delays in multiple speeches because of the global language deficits.

The importance of early identification of learners who are at risk for reading disabilities can be led to the development of measures that are useful for those students to overshoot this risk.

Thus, student achievement can be affected positively because of early intervention. However, although of the effective interventions there will still students who struggle with learning to read. Frieden (2004), found that there is an increased risk of dropping out the school by students with poor reading skills. As a result, these dyslexic learners and other learners with different learning disabilities experience various difficulties in their lives such as relationships and health.

L. Left-Brain and Right-Brain Dominance

Sanacore (2000), suggests that in normal learning development the reading becomes more mediated by left hemisphere processes as well as more linguistically complex. However, some learners instead of using shifting strategies which can decrease the level of the development of left hemisphere strategies, tend to use right hemisphere strategies. Besides difficulties in reading and in acquiring literacy, dyslexic learners also struggle when learning a second language (Ferrance, 2002).

The right brain and left brain construct characterize useful learning strategies, according to L2 teaching and learning (Busher and James, 2012). The "neurological bimodality" phrase is used by Ryan (1994) to describe how language teaching methods have failed by appealing to left-brain processes. Krashen, Seliger, and Hartnett (1974) found that LB dominant second language students preferred a deductive approach to teaching, while RB dominant learners were more successful in inductive techniques. Vygotsky (1981) discovered that left-brain dominant L2 students are better at labeling, classification dealing, reorganizing the learned information, and separating words. Right brain dominant second language students are dealing better with generalizations, different reactions especially emotional ones, and different expressions.

M. Are IQ and Dyslexia Related?

Since the beginning of IQ discovery, dyslexia has been defined as a learning difficulty characterized by a contradiction between the learner's performance in

language skills and his/her general ability. IQ tests have been operationalized this contradiction, thus many researchers have discussed the importance of IQ's role in defining dyslexia. Siegel (1989) found different reasons for rejecting the use of IQ scores. First of all, she prevents evidence that IQ tests don't measure potential but different abilities, for example, motor abilities, expressive four language skills, and specific knowledge. Moreover, Siegel claims that IQ scores don't play a role in reading performance; many students with low IQ can read and learn new reading strategies, while others with low IQ do not learn to read.

Finally, Siegel argues that phonological processing may differ between poor reading learners with high and low IQ. Thus, she suggests that instead of using IQ tests in the definition of reading disabilities or dyslexia, specific language analyses should be used. She proposed some subtests such as "Vocabulary". The learners are given different words and asked to define them. The more a student produces general words and not specific attributes the higher marks he gets. For example, to get more points a student should define the cat as an animal instead of saying "it has got a mouth and four legs". Such a test measures student's ability to use a general word and find the right words to express different ideas.

On the other hand, Torgesen (1989) supports the idea that the definition of dyslexia should include the IQ test scores and argues that rule learning difficulties and phonological processing which are related to academic differences between students are not due to differences in learning ability. Therefore, it can be seen that the problem of the correlation between the intelligence measured by the IQ test and the concept of dyslexia has not been resolved. However, the concept of dyslexia which includes the role of IQ is just one facet of a much larger problem concerning the condition's relationship to other types of reading ability. This is a topic that the dyslexia culture is actively debating.

In any case, the part of IQ within the definition of dyslexia speaks to one perspective of a much more profound issue concerning the relationship of the condition to other shapes of perusing capacity. This issue is right now the subject of much talk about within the dyslexia community.

N. The Need to Conceptualize Difficulties With Reading and Writing

Learners with dyslexia need to understand why they are different from others in learning to read and write. Otherwise, their perception of these difficulties will be negative in terms of within-self factors such as being lazy. Research by Dweck (1999) describes how dyslexic learners understand intelligence impacts their motivation to study more. She defines intelligence in two ways; 1) intelligence which a person is born with, and 2) intelligence that is something that should be learned.

There are different arguments about intelligence, in terms of whether dyslexic students consider themselves unintelligent. As the views about intelligence can be changed, the attitude of the educational settings especially schools toward intelligence may play a positive role. The researcher noted that students benefited from small successes in learning, especially when they struggled to read. It was suggested that learners should be given effective instruction and strategies to help build their confidence. It could be achieved by having students make their own choice in what they want to read and chose their appropriate learning strategies. The student's confidence grows and the motivation becomes intrinsic when the struggling learner starts experiencing success. Teachers tend to help learners find value in their efforts as well as support them in their interests.

O. Teachers

Vygotsky (1986) claims that most of the teachers agree with the idea that reading is the result of communication between the reader and the text, achieved through top-down processing and simultaneous processing. Moreover, he concludes: for students who are not reading much and who have difficulty with learning to decode, the teacher's effort must be made to keep students motivated to read as well as for helping them not to fall behind in vocabulary concepts their listening comprehension must be kept up.

III. RESEARCH METHOD

A. Participants

This study included forty dyslexic English students from Huda International School in Istanbul, Turkey. The students were divided into control and experimental groups; each with 20 students. Twenty students were placed into a treatment program and 20 students from other classroom acted as the control group. Experimental group read for 15 minutes five times a week within the eight-week trial period. The participants of both groups were from the fourth and fifth grades that their ages ranged between 8-10. The level of English among the students was elementary and pre intermediate, depending on the school division of classes based on the levels of students.

B. The Instruments of the Study

According to Ferrance (2002), there are different methods that the reader can use to test reading ability, such as, cloze test, multiple choice question, open-ended questions, fill in the blanks, etc. In this study the researcher measured learners reading comprehension by giving them the multiple choice test which is made of ten items (Appendix 1). Miller & Smith (1985), addressed that such a test measures thinking skills, abilities, and knowledge. Thus, multiple-choice test is a recognition task because learners have to identify the correct answer. Multiple-choice items are used in both pre and post-tests instrument. Each item of the test includes three different options namely A, B, and C. Students had to choose the correct answer. The classification of the learners' scores is as follows:

Table 3 Score Identification

No.	Score	Category
1.	40-50	Very good
2.	30-39	Good
3.	20-29	Fair
4.	0-19	Fail

According to the Table 3, the classification of the students' scores depends on their scores that they had in pre-test and post-test. As the students were of different academic levels, the scores were different in both groups as shown in Tables 5 and 6.

In addition, in this study, the mixed method was used, including a survey which was made up of 10 open-ended questions and an attitude questionnaire to examine the group of 40 English students. To answer the second question of the research, the researcher made some procedures; before the silent reading process began, both groups had to answer the questionnaire questions to know what they think about reading. It was distributed among the students of different educational levels, and social backgrounds. It helped to recognize what students feel about the reading when they read inside and outside of school. While survey questions were asked for the experimental group whether their habits are changed or not due to the sustained silent reading method. Students were asked different questions about their reading attitudes and the SSR process after participating in post-task. It helped to see whether SSR played a role in changing students' attitudes about reading.

C. Techniques of Data Collection

Multiple choice test Appendix 1 was used for data collection for it was used to achieve the objective and to measure students' competence. The reading test was conducted twice.

1. Pre-test

Both control and experimental groups participated in the pre-test. This test helped to realize whether these two groups are equal in reading ability.

2. Treatment

After pre-test was given, the experimental group started SSR sessions. As this study is conducted to analyze and compare the dyslexic students' reading comprehension before and after treatment. Some rules for SSR time were set:

- Everyone must choose a book of his/her like to read.
- Everyone must read silently during SSR time.
- The teacher also reads a book during the SSR time.

The treatment included SSR procedure as follows: at the beginning of the first 15 minutes of each session, the students were reading silently. They read their self-chosen reading materials using the sustained silent reading method. They remained seated and were not allowed to leave the session.

The treatment period lasted for eight weeks. The participants were divided into two different classes. The experimental group participated in SSR and received the treatment, while control group had normal English lessons without SSR program.

Experimental group students reported their achieved work through weekly reports (appendix 6). As shown in the Table 4 each student must submit the report to the teacher at the end of each week after filling it out with the required information.

Table 4 Student's weekly reading report

Weekly Reading Log				
Name: Ahmed				
Title of book: Cheese night mares				
Day	Date	Starting page	Ending page	Notes
Monday	05.07.2021	10	12	-
Tuesday	06.07.2021	13	14	-
Wednesday	07.07.2021	15	18	-
Thursday	08.07.2021	19	21	-
Friday	09.07.2021	22	24	-
Total pages:				14

This is an example of a student report includes the read pages at the beginning of the program weeks. This report helps to track students' weekly achievement.

3. Post-test

After eight weeks of treatment, a similar test was given to experimental and control groups. The purpose of the post-test is to see students' results whether the method was effective or not. Also, experimental group was given the reading attitude survey.

The post-test measured the reading performance of the students to see if the treatment made any difference in the reading performance. The post-test included a text with different comprehension questions. Both groups were asked to answer the questions in 15-20 minutes. The post test was the same for both groups to find out whether the treatment helped students with dyslexia improve their reading. At the end of the study, the researcher was able to compare the reading performance of both groups. Finally, the survey questions were asked for the experimental group whether their habits are changed or not due to the sustained silent reading method. Students were asked different questions about their reading attitudes and the SSR process after participating in post-task.

IV. FINDINGS

A. Results from Pre-Post Tests

Both control and experimental groups participated in the pre-test. The pre-test included a text with different comprehension questions. Both groups were asked to answer the questions in 15-20 minutes. This test helped to realize whether these two groups are equal in reading ability. The Table 5 below shows students' scores in the pre-test.

Table 5 Students' pre-test scores

Experimental group			Control group		
Student	Score	Category	Student	Score	Group
1.	45	Very good	1.	40	Very good
2.	40	Very good	2.	40	Very good
3.	40	Very good	3.	35	Good
4.	35	Good	4.	35	Good
5.	35	Good	5.	35	Good
6.	30	Good	6.	35	Good
7.	30	Good	7.	30	Good
8.	30	Good	8.	25	Fair
9.	25	Fair	9.	25	Fair
10.	25	Fair	10.	25	Fair
11.	25	Fair	11.	20	Fair
12.	25	Fair	12.	20	Fair
13.	20	Fair	13.	20	Fair
14.	20	Fair	14.	15	Fail
15.	15	Fail	15.	15	Fail
16.	15	Fail	16.	15	Fail
17.	10	Fail	17.	10	Fail
18.	10	Fail	18.	10	Fail
19.	10	Fail	19.	10	Fail
20.	0	Fail	20.	10	Fail

According to the table above, there are differences between pre-test experimental group and pre-test control group. Therefore, the total pre-test score for each group is categorized in the graph below:

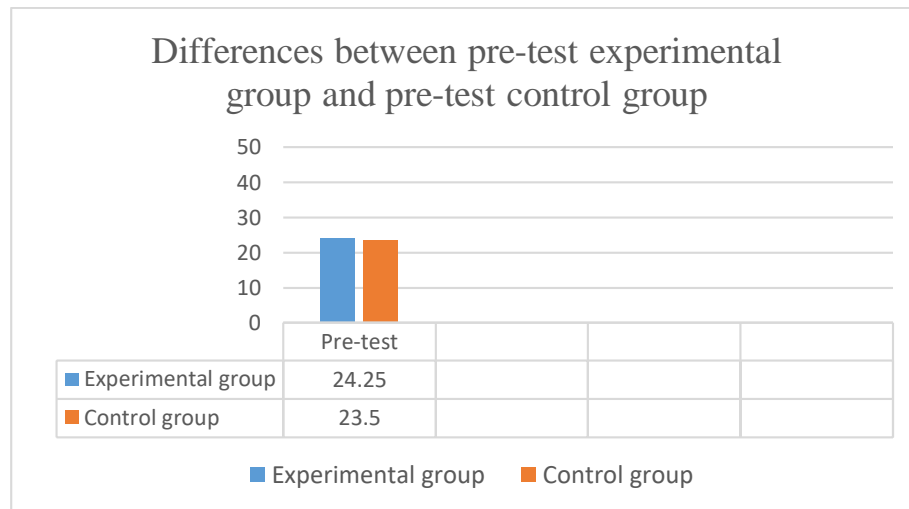


Figure 2 Differences between pre-test experimental group and pre-test control group

The chart above shows that there is not much difference between pre-test experimental group the blue one and the pre-test control group is the red one. Pre-test score of control group is 23.5, meanwhile experimental group’s score is 24.25, because of that the blue column is higher than the red one.

After completing the SSR sessions for 8 weeks, both groups underwent a final examination. The post-test scores for both groups are shown in the table below:

Table 6 Student’ post-test scores

Experimental group			Control group		
Student	Score	Category	Student	Score	Group
1.	50	Very good	1.	45	Very good
2.	50	Very good	2.	40	Very good
3.	45	Very good	3.	40	Very good
4.	45	Very good	4.	40	Very good
5.	45	Very good	5.	35	Good
6.	40	Very good	6.	35	Good
7.	35	Good	7.	30	Good
8.	35	Good	8.	30	Good
9.	35	Good	9.	30	Good
10.	30	Good	10.	25	Fair
11.	30	Good	11.	25	Fair
12.	30	Good	12.	20	Fair
13.	25	Fair	13.	20	Fail
14.	25	Fair	14.	20	Fair
15.	25	Fair	15.	20	Fair
16.	20	Fair	16.	15	Fail
17.	20	Fair	17.	15	Fail
18.	15	Fail	18.	15	Fail
19.	15	Fail	19.	10	Fail
20.	15	Fail	20.	0	Fail

After student's participation in pre-test and post-test, the results shown in the table above indicate that experimental group got more significant achievement and better scores than the control group who didn't receive the treatment. According to that, the Figure 3 below shows the differences between post-test control group and post-test experimental group.

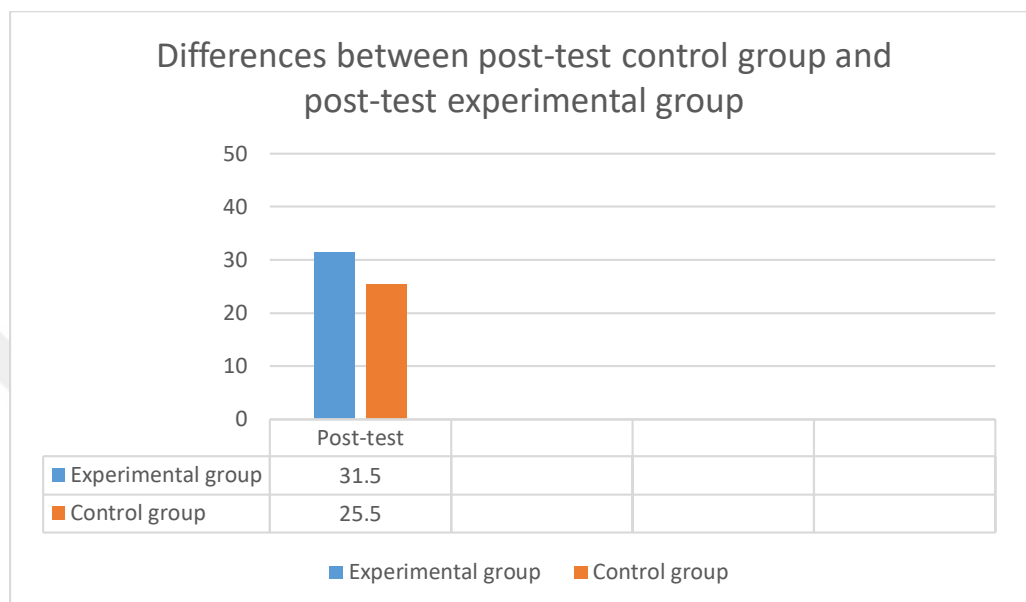


Figure 3 Differences between post-test control group and post-test experimental group.

The chart above shows that there are differences between post-test control group the red column and post-test experimental group which is the blue column. Post-test score of control group 25.5, meanwhile experimental group's score is 31.5. After the data was analysed, the researcher found that there was a significant effect of using SSR strategy on the students' reading ability. The Figure 4 shows the progress of students' ability after treatment.

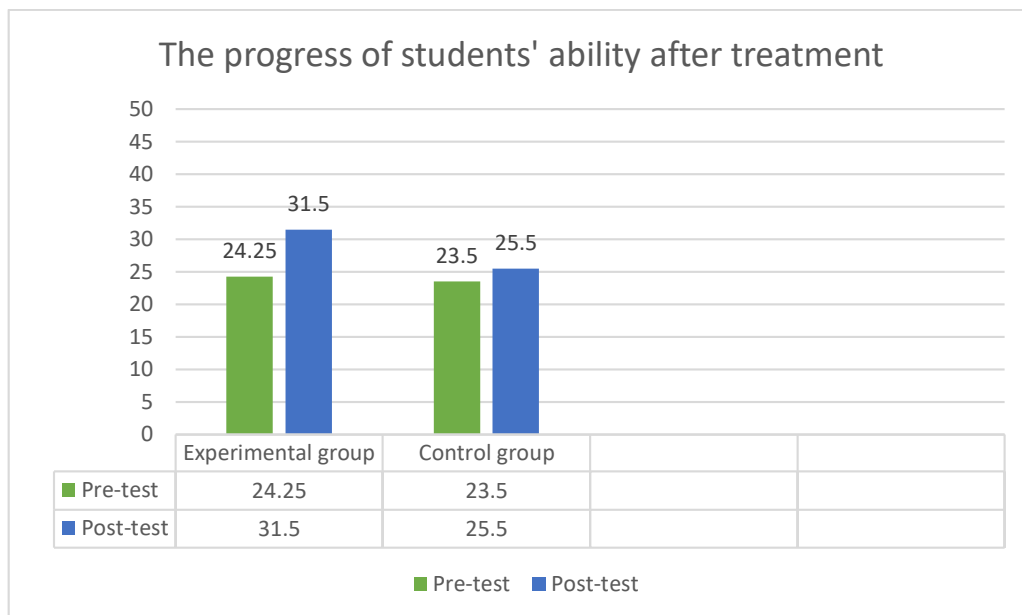


Figure 4 The progress of students' ability after treatment

According to the Figure 4, there are changes in learners' learning progress after treatment between two groups. Experimental group's score in pre-test is 24.25, meanwhile the pre-test of control group is 23.5. Post-test score in experimental group is 31.5, while in control group is 25.5. It means that the experimental group was rise than the control group.

Thus, the experimental group scored significantly better than the control group based on T-test results (Table 7).

Table 7 T-test Results

Measurement	Groups	N	Mean	SD	df	t	P
<i>Pre-test</i>	Experimental group	20	24.25	11.84			
	Control group	20	23.5	10.53	38	0.21	0.11
<i>Post-test</i>	Experimental group	20	31.5	11.60			
	Control group	20	25.5	11.69	38	1.62	0.06

The table 7 shows that, the mean score of experimental group in pre-test was (24.25) and the standard deviation SD of experimental group was (11.84), and the mean score of control group in pre-test was (23.5) and its SD was (10.53), with a p value of 0.11 ($p < 0.5$) which describes that there is no significant correlation. While the mean score of experimental group in post-test of was (31.5) and the SD of experimental group was (11.60), the mean score of control group in post-test was (25.5) and the SD was (11.69). As seen in the table, it can be concluded from both of

the tests; the experimental class gained the greater mean score than the control group. The results of the independent t-test show that there is statistically significant difference between post-test scores of experimental and control groups, $p= 0.06$.

The pre-test and post-test means of both groups compared by using Independent samples t-test. After that, to see if the treatment caused a significant difference within the experimental group, the pre-test and post-test means were compared through a paired samples t-test, the results are shown in the Table 8:

Table 8 The results of paired samples t test (experimental group)

	Pre-test	Post-test
Mean	24.25	31.50
SD	11.84	11.59
SEM	2.46	2.59
N	20	20
t = 1.95		
df = 38		
Standard error of difference = 3.70		

The Table 8 displays that experimental group's post-test ($M= 31.50$, $SD = 11.59$, $n= 20$) was hypothesized to be greater than the pre-test ($M= 24.25$, $SD= 11.84$, $n=20$). This difference was significant, $t = 1.95$, $p = 0.017$. So the research data revealed a statistically significant relationship between two tests, because there is a difference between students' achievements in both tests. To sum up, based on the findings and the results of this study, which showed participants' results were higher after the treatment in experimental group using SSR method. To increase dyslexic learners' reading ability, it was beneficial to use SSR method for teaching reading.

As this study is conducted to analyze and compare the dyslexic learners' reading comprehension before and after treatment, the outcomes were analyzed to see if the SSR program has any effects on dyslexics' reading comprehension. There was a variation in reading speed among students, it is clear from Table 8 that some were quicker than others. However, learners' ability to speed read means that they double the rate of reading words per minute.

Table 9 Reading Assessment Checklist

Students	Name of the book	The number of read pages weekly at the beginning of SSR process.	The number of read pages weekly at the end of SSR process.
1.	Island of the blue dolphins	10	11
2.	Charlotte's web	8	10
3.	The 13 clocks	9	11
4.	Caddie Woodlawn	5	8
5.	Home of the brave	10	13
6.	The wheel in the school	11	13
7.	Wings of fire	7	10
8.	Six dots	10	11
9.	The little prince	8	10
10.	Cheese night mares	14	16
11.	Real friends	10	13
12.	The girl with the glass	10	12
13.	Liberty Potter	5	6
14.	Charlotte's Web	6	9
15.	Granddaddy's gift	9	13
16.	Rules	12	14
17.	Bobby baseball	10	14
18.	Socks	5	7
19.	Wonder	8	8
20.	The wasting time	9	10

According to the Table 8, at the beginning of SSR program, 15 minutes were not enough for some students to finish the two pages they were reading, but with progress this problem was not observed. Thus, the number of pages that a student reads is increased. Students start more concentrating on reading to understand it. With the passage of time, the speed of students in reading increased, so the number of pages read during a week increased. In addition, During the study period, the dyslexic students improved in acquiring some habits accompanying reading, such as the correct sitting during reading, and maintain an appropriate distance between their eyes and books.

B. Results of the Questionnaire Questions

In this study, the questionnaire which is made up of 10 open-ended questions to examine the group of 40 English students was used to know what they think about reading. In addition, it helped to recognize what students feel about the reading when they read inside and outside of school. Table 10 includes some students' answers from both groups:

Table 10 Students' Responses to the Questionnaire

1. How do you feel when your parents read stories for you?	
<ul style="list-style-type: none"> • Experimental group students: - Good - Very good - Happy - I feel happy because I love stories - Great. 	<ul style="list-style-type: none"> • Control group students: - Amazing - Not bad, - Very good, - Enjoyed, - I love listening to them it is interesting
2. How often do you spend your free time reading?	
<ul style="list-style-type: none"> - Rarely - Never - Once a week - 2 times in a week - Always 	<ul style="list-style-type: none"> - 3 times a week - Always - Not that much, - I do it a lot
3. How do you feel when you read for fun at home?	
<ul style="list-style-type: none"> - Amazing - Happy - I don't know - I don't read - I love reading - Good - My mom read for me 	<ul style="list-style-type: none"> - Excited - Not bad - Sometimes I enjoy reading - Wonderful and I love doing - Drama - Very good because I do it with my family so we happy.
4. Do you prefer reading at school or at home?	
<ul style="list-style-type: none"> - Home - Home and school - School. 	<ul style="list-style-type: none"> - Both - Sometimes at school and sometimes at home - I don't know - Maybe at school with my friends.
5. Which kinds of books do you read most?	
<ul style="list-style-type: none"> - Stories - Animal's books - About animals - Action - School books 	<ul style="list-style-type: none"> - About animals - Historical books - I can read anything - Stories - The books that school gives us.
6. How do you feel when you read to someone else?	
<ul style="list-style-type: none"> - I don't read - Good - Very happy - I do not know 	<ul style="list-style-type: none"> - Wonderful because I like when people listen to me - Bored - I love reading to my friends and they listen to me - I don't do it - I prefer to listen or read alone.
7. Do you like going to the bookstore?	
<ul style="list-style-type: none"> - Yes with my mom - No - Yup - I don't know - Yes with my family 	<ul style="list-style-type: none"> - Of course yes, - Unfortunately no - Yes especially to big bookstores - I think yes and buy different books - Yes

Table 10 (con) Students' Responses to the Questionnaire

8. Do you like reading after you finish your classwork?	
- No	- No
- At night yes	- Sometimes yes
- Maybe yes	- Yes so much
	- Not every day but sometimes yes.
9. Which book do you recommend me to read?	
- Animals	- Harry Potter
- Birds	- The big animal
- I don't know	- About the planets.
- Funny books	- Motivation books
- 50 interesting stories	- On the space it is about planets
10. What do you do to make the reading interesting?	
- Reading with my brother	- I watch films then read books or stories
- Online story	- Read different books with my family
- I read and look to pictures	- I read slowly and understand it.
	- I love books with pictures it makes reading interesting.

From the Table 10 it is clear that responses of students from both groups are very varied and encompass many options from their daily lives. Most of the answers depend on students' experiences with reading and how it is practiced in their lives.

C. Results from the Survey

An important result of this study is that the use of silent reading in the classroom played an important role in changing attitudes about reading. The attitude of the reading of the experimental group was increased when compared to the control group's attitude towards reading. Results from survey questions are shown in Table 11:

Table 11 The Results of Appendix 3

Statement	Percentage of experimental group students who agreed	Percentage of experimental group students who disagreed
It is important to see my friends participate in sustained silent reading.	75%	25%
I love telling others about what I have read.	90%	10%
It is important to have a large selection of books to choose from for sustained silent reading.	100%	0
Getting a book as a present motivates me to read.	75%	25%
Free reading teaches me a lot.	80%	20%
All the books are boring.	5%	95%
There are many books I hope to read.	50%	50%
During the school day should be a specific time for free reading.	80%	20%
Reading is not exciting.	25%	75%
I read better than my friends in my class.	70%	30%
SSR doesn't develop my reading skills.	20%	80%

As Table 11 displays, SSR affects students' attitudes in terms of increasing sophistication because of the self-selection of reading materials, increasing attention span, and improving self-discipline while increasing the acceptance and enjoyment of reading. In investigating the effects of the SSR method on the 20 EFL students' reading performance the results show that the reading performance is improved.

Table 12, Table 13, Table 14, and Table 15 below demonstrate the findings that most of the students of experimental group found that SSR gave them a chance to enjoy reading, motivate them to read, and improve their reading skills.

Table 12 Did SSR help experimental group students to enjoy reading?

	Yes	Neutral	No
Experimental group	80%	-	20%

Most of the students enjoyed SSR sessions and agreed with the idea that during the school day should be a specific time for free reading. 80% agreed that they liked sustained silent reading and they liked the idea that it was allowed to select their reading materials. While 20% of the participants did not enjoy sustained silent reading.

Table 13 Did SSR motivate students to read?

	Yes	Neutral	No
Experimental group	75%	-	25%

Most of the students strongly agreed that they were motivated to read and that students should be given more opportunities to participate in the SSR program. The remaining 25% formed the unmotivated group.

Table 14 Did a Sustained silent reading program increase learners' reading abilities?

	Yes	Neutral	No
Experimental group	80%	-	20%

80% of the participants were found that SSR give them a chance to recognize more words, comprehend better what they read, and helped them to read better. 20% of the students disagreed that SSR improved their reading abilities.

Table 15 Students' attitudes towards sustained silent reading

	Yes (positive)	Neutral	No (negative)
Experimental group	90%	-	10%

The researcher noted that almost 90% of the students while reading in an SSR session in class they felt more relaxed, comfortable, and confident. 10% of the participants remained the opposite.

D. Language development

When dyslexic learners of this study were allowed time to read silently, their positive attitudes towards reading are affected. In other words, when students started forming positive attitudes towards reading and learning materials that were used, they started experiencing more enjoyment in English class. Thus, the development of language skills depends on whether a student learns with interest or not. To achieve this goal, the participants selected texts of levels that are appropriate for developing vocabulary, and improving language competence. Most of the students found that SSR gave them a chance to read and comprehend better, as well as recognize more words.

E. Teaching Strategies for Students with Dyslexia

The International Dyslexia Association suggests some effective teaching strategies; a structured literacy approach can be applied by teachers who teach dyslexic learners. More specifically, teachers who follow this approach ensure that the learning and the teaching progress is systematic, which means that students who have dyslexia depend on the different kinds of materials that are presented to them in a logical order. Once learners start mastering the language skills, their confidence in learning new things increases.

During the implementation of this study, the researcher observed that educators who teach dyslexic students work hard to create a comfortable classroom atmosphere where students can learn most effectively. Effective teachers teach and deliberately plan to make sure that dyslexic students feel comfortable in the classroom.

The classes that participated in this study, were created in an inclusive way that promotes a safer learning atmosphere for dyslexic learners. Thus, students with dyslexia can receive resources and adequate time to make the learning process effective as possible. As every student with learning difficulty master language skills and reading in a different way and timeline, it is very important to give them time to process learned information at their own pace. The researcher also encouraged students with dyslexia to make them feel more involved in their learning progress such as; providing additional engaging practice activities and using technology, these accommodations motivated and helped students to stay on task and achieve the learning goal. As a final point, in order to help dyslexic students to understand the lessons better, it was suggested that teachers should repeat directions, use simple and step-by-step instructions, and combine visual and verbal information.

F. Spelling

In general, it is known that students with dyslexia have difficulty not only in reading, drawing, and verbal expression but also in writing. The results of appendix 3 show dyslexic students' writing production which is mostly slanted. Written letters are often piled up on one side of the paper, or lined up like mirror images (figures 5, 6). Figures 5 and 6 below show dyslexic students' limited growth in vocabulary as

well.

Questionnaire

Instructions: Answer the following questions:

1. How do you feel when your parents read stories for you?
I feel happy because I love stories
2. How often do you spend your free time reading?
2 times in a week
3. How do you feel about reading at home?
good
4. Do you prefer reading at school or at home?
home
5. Which kinds of books do you read most?
about animals
6. How do you feel when you read to someone else?

7. Do you like going to the bookstore?
I don't know
8. Do you like reading after you finish your classwork?
at night yes
9. Which book do you recommend me to read?
Birds
10. What do you do to make the reading interesting?

Figure 5 1st Example of Dyslexic Student's Writing Style

Questionnaire

Instructions: Answer the following questions:

1. How do you feel when your parents read stories for you?

great

2. How often do you spend your free time reading?

always

3. How do you feel about reading at home?

my mom read for me

4. Do you prefer reading at school or at home?

School

5. Which kinds of books do you read most?

School books / action / stories

6. How do you feel when you read to someone else?

I do not know

7. Do you like going to the bookstore?

yes with my family

8. Do you like reading after you finish your classwork?

no

9. Which book do you recommend me to read?

So interesting stories

10. What do you do to make the reading interesting?

i read and look to pictures

Figure 6 2nd Example of Dyslexic Student's Writing Style

The researcher noted that dyslexic students' writing styles have many different characteristics. As a result, the difficulty in writing that dyslexic learners experience in multiple areas depends on working memory, transcription skills and executive function, all of which result in writing quality. To increase writing quality many studies suggest different strategies. For example, some strategies are used to improve spelling by using morphemes, and sound spellings. These developmental self-regulated strategies tend to increase overall writing quality in students with dyslexia.



V. DISCUSSION

The results of this study shows that the sustained silent reading method have a positive effect on achievement dyslexic learners' ability in reading. Such a method was designed for providing learners with a skill to solve and overcome the problems, so that they learn more and improve their reading.

McCracken (1971), indicates that students' achievements that they achieve through learning process in reading, depend on their capability to associate with texts and its components. Sustained silent reading method have influence on learners' reading habits even after they completed this program. It has also been found that SSR improves learner's average reading ability and comprehension.

After applying this study, the researcher found that there was a significant difference to the dyslexic learners' abilities in reading between the group of learners who were taught using sustained silent reading method (experimental group), and the learners who were taught without using SSR method (control group). The findings of the study indicate that the experimental group's outcomes and achievements are better than control group ones. To know and to realize the effect of sustained silent reading program in teaching learning, the researcher gave the participants a test, and in their test thought silent reading, the learners found more prior knowledge grows which in turn strengthens their ability to construct meaning.

To sum up, based on the findings and the results of this study, which showed participants' results were higher after the treatment in experimental group using SSR method. To increase dyslexic learners' reading ability, it was beneficial to use SSR method for teaching reading. Finally, the researcher asserted use sustained silent reading method was important to apply on teaching reading.

VI. CONCLUSION

It was interesting to understand how students with dyslexia behave towards reading, and to know the degree of their efficiency in this process while some factors had effects on it. Moore, Jones, and Miller (1980) assert that dyslexia is characterized by disabilities or difficulties with fluent word recognition and poor decoding abilities or spelling. A deficit in the phonological component of language is a cause of these difficulties which can impede the growth of the background knowledge and language items. Thus, dyslexic learners can't read clearly, they mix letters or words, such as:

- Deleting some letters, and adding others, for example reading “all” instead of “ball”.
- Inverting the letter positions of the word either in advance or delay, for example reading the word “gril” instead of “girl”.
- Repeating the same words.
- Delete some words or parts of the sentences.
- A weakness in distinguishing between letters.

Although the linguistic distance between English and participants' mother tongue, eliciting their attitudes towards English and consequently ascertaining their competence, showed that participants of this study know English no matter the level of proficiency. So to encourage students to become lifelong readers and to develop reading habits, it is suggested to apply sustained silent reading whenever it is available in an educational setting. It provides a strategy for students to increase their reading comprehension. As mentioned before effective English teachers create time for silent reading every day, which means that students will have a chance to respond to literature, so their reading and vocabulary skills will be improved.

English language learners know that stories begin with "Once upon a time". When learners start to hear and repeat these words, their set of understanding

immediately increases which helps them to guide their understanding of the reading text. Such understanding and background information are known as schemata. They guide learners to know how to make sense of what they read and of the world in general. Students become to know more about cultural traditions depending on the comprehended developed schemata that they remember. Thus, the units of reading task where language and content are integrated must be built to increase student's vocabulary and to develop their background knowledge.

Dan Slobin (1971, 1986, 1997), established that in all languages semantic learning depends on intellectual development, and that sequence of development is shaped more by semantic complexity than by structural complication. While Bloom (1976: 37) likewise noted that "people will acquire the information that they know". That is what is related to learners' acquisition of the language functions as well as the relationship between the forms of language and those functions.

On the other hand, learners still have many reading difficulties in their studies when they are faced with the problem of studying English. According to the National Council for Agricultural Education (NCAE) (2003), students' struggling process in reading activities is very important, as the NCAE (2003) described that struggling is a complex journey. Struggling readers try to disguise their reading abilities and their problems to comprehend what they read. Also, Austin (1962) described different categories of readers: "reluctant, powerful and proficient" (Austin, 1962:41).

As Gardner (2001) put it, "reading could be a method of deriving meaning from written symbols and relate it to oral language" (Rutter, 1978:20). During this study, the researcher observed that when the students were reading, they interacted with the text, bringing their knowledge of the world, of language, and of discourse or specific text types (a fairytale, newspaper article, poem, essay, or report) to what they read. Their understanding increased or lessened depending on their background knowledge, knowledge of the language, and their experience with discourse and text structure.

In investigating the effects of the SSR method on the 40 EFL students' reading performance the results show that the reading performance of 20 dyslexic students is improved. Additionally, the attitude towards reading of the experimental group was increased. As the researcher considered the student's performance in

reading tasks, it was shown that some dyslexic learners did well in reading tasks when they were provided with simple and clear instruction. Since the language skills such as grammar, writing essays, and speaking items were required, students with dyslexia started having problems and hard experiences in the learning progress. Abrahamsson and Hyltenstam (2009) found that by applying the SSR method at schools a student's growing capacity will be defined by his or her ability to comprehend and understand new text and lexicon. Thus, schools can play an important role to help dyslexic learners succeed, for example, they can be given extra time to complete specific tasks and help them with taking notes to achieve learning goals.

Researchers have studied the effectiveness of a silent reading program in different classrooms. To be able to read, a learner has to: 1) know the alphabet, 2) develop sight vocabulary to read fluently (with automaticity), 3) develop strategies to help with comprehension and fluency, 4) read texts that match his/her reading level and interests, and 5) engage in extensive reading (independent reading of a variety of texts).

As reading skill is developed through practice, L2 learners should use all appropriate reading strategies to identify which method will help them to achieve learning goals. Noland (1976) suggested that to increase the chances of success, students must know the reasons why they should read. When SSR is used correctly, the student's reading ability increases. Teacher's teaching strategies and student's choice of appropriate material that meets his or her comprehension level play an important role in SSR to be applied correctly (Crandall, 2000).

In conclusion, one of the most perplexing problems in learning strategies research is the multiplicity of each student's differences that attempts to construct a model or theory of second language acquisition. It seems that dyslexic students are different from one another in an infinite number of possible ways, for example, different precursors of dyslexia are considered as:

1) Reading ability and then phonological awareness:

In the last two decades, the relationship between reading ability and phonological awareness has received an incredible bargain of consideration (Singleton, 1988). Some aspects of phonological awareness consider as early

indicators of reading difficulty. These are: a) identifying words that start with the same sounds, b) deleting parts of the word and then pronouncing it, and c) counting the number of syllables in a word.

2) *First phonological coding in working memory then reading ability:*

Pronunciation of complex and new words considers as a phonological difficulty that affects reading performance. Phonological processing deficits are the causes of the difficulties of measuring tasks of verbal short-term memory (Catts, 1989).

3) *Lexical access of phonological coding and later reading ability:*

Learners who have problems with retrieving phonological information from memory are defined as “disnomic”. In addition, those learners face difficulties with Boston Naming Test. This test asks them to name different objects. These naming problems had been connected to troubles with a particular timing mechanism in dyslexia that could inhibit the capacity of dyslexics to obtain speedy processing.

In general, children at risk of reading problems often have problems retrieving audio data from memory. These children usually have trouble finding words and can be portrayed as "dysnomia". Dyslexic students face difficulties on tests such as the Boston Naming Test, which asks them to say several common things. It has been suggested that these problems are caused by problems retrieving audio symbols of object names from memory. Moreover, the Rapid Automatic Naming (RAN) test showed that children with reading problems tend to appear slower to perform this task. These naming difficulties have been linked to precise timing mechanism problems in dyslexia that may prevent some dyslexics from achieving rapid treatment. The role of these vocal skills in predicting reading difficulties is important. An important consequence of this is that spoken language difficulties may serve as a valuable indicator of learning disabilities such as dyslexia.

Finally, Robert Burden and Marion Williams (1997), agree with the idea that motivation is considered as a state of cognitive arousal which provides different decisions to act, as a result of which there is multiple physical activities or sustained intellectual so that any student can accomplish a previously set goal (Williams and Burden, 1997). It becomes understandable for most of educators that reading proficiency is a serious educational concern, which can be improved through

sustained silent reading programs because its benefits are:

- All students can be involved in silent reading with different individual differences between them.
- Easier than reading aloud, because the reader in it is freed from the burden of concern for correct pronunciation.
- Increase the reader's reading speed while being aware of the meanings; because it is faster than reading aloud which requires focusing on tuning. It accustoms students to focus as it improves their observational accuracy.



VII. RECOMMENDATIONS

Although this research shows that Sustained Silent Reading provides a chance for students to engage in reading and increase their comprehension, this study only focused on the application of sustained silent reading in the classroom in the school and it was also possible to apply this type of reading at home to see its effect on students and obtain more comprehensive results. For example, the expected results of reading in the home environment could be also different from learner to learner and from home to home. Moreover, as the participants of this study were only from Huda International School, its results may not be generalized to other settings.

Further research is recommended by the researcher to investigate the effectiveness of other in-class reading programs on dyslexic student's reading comprehension (i.e. partner reading, extensive reading, and practicing reading using the total physical response method (TPR)). As the students with dyslexia face difficulties in expressing their thoughts, understanding the meaning of different words, comprehending the content of the text, and answering the comprehension questions related to the text, they can independently solve their problem by applying the TPR method. This method allows learners to start responding to basic commands that means it combines both physical movements and language. Thus, students recognize the language's structure by connecting meaning to the language.

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APPENDIX

APPENDIX 1 Pre-test

APPENDIX 2 Post-test

APPENDIX 3 Questionnaire

APPENDIX 4 Reading Attitude Survey

APPENDIX 5 Participants' Attendance List

APPENDIX 6 Weekly Reading Log

APPENDIX 7 Ethical Approval Form

Name: _____

Reading Test

Read the story. Then choose the best answer A, B, or C.



Dolphins Just Want to Have Fun

Dolphins are good swimmers. They have strong tails. Their strong tails push them through the water.

Dolphins can stay underwater for 15 minutes. Then they need to come up for air. They get air through a hole on the top of their heads.

Dolphins are very smart. They talk to each other using sounds like clicks, chirps, and whistles. They can learn tricks too.

What do dolphins do for fun?

They love to leap out of the water. It is great fun for them to jump and play.

1. What does the word "leap" mean?

- a. Swim
- b. Roll over
- c. Jump high

2. How do you know dolphins are smart?

- a. They can learn tricks
- b. They can swim
- c. They catch fish.

3. How long can a dolphin stay underwater before it needs air?

- a. 15 minutes
- b. 30 minutes
- c. 1 hour

4. How do dolphins talk to each other?

- a. They chirp.
- b. They click.
- c. Both are correct.

5. How does a dolphin get air?

- a. through its mouth
- b. using fins
- c. through a hole on its head

6. How do dolphins have fun?

- a. They swim.
- b. They jump and play.
- c. They click.

7. How does its tail help a dolphin swim?

- a. The tail gets fish out of the way.
- b. The tail helps the dolphin float.
- c. The tail pushes the dolphin through the water.

8. It is great fun for dolphins to jump and play.

- a. True
- b. False
- c. Not mentioned

9. They don't need to come up for air.

- a. True
- b. False
- c. Not mentioned

10. Dolphins are good swimmers.

- a. True
- b. False
- c. Not mentioned

APPENDIX 2 Post-test

Name: _____

Reading Test

Read and answer.

ROBOGAMES

RoboGames is a very important robot competition. People come to California, in the USA to compete in over 50 different competitions. There are firefighting robots, robots that play hockey and football, and even robots that do kung fu.

There are robot dogs, too. The robot dogs play football together, too. The robots are very clever. Some can climb stairs, do martial arts, and do breakdancing. They are carefully designed and made so that they can see, balance and find things on their own.

The robots are made of new materials and others are made of recycled materials. Not all of the robots are controlled by humans – most of them do it all on their own. They're amazing!



Choose the correct answer:

1. How many different competitions are there at RoboGames?
a. over 50 b. 0 c. 35
2. What can robots do?
a. only play hockey b. play hockey and football c. only play football
3. Robots are very clever, because.....
a. they can climb stairs, do martial arts, and do breakdancing.
b. they can do kung fu.
c. they are controlled by humans.
4. All of the robots are controlled by humans.
a. True b. False c. Not mentioned

- 5. Robots can balance and find things on their own, because.....**
 - a. They are made of new materials
 - b. They are made of recycled material
 - c. They are carefully made and designed

- 6. All of the robots are made of recycled materials.**
 - a. True
 - b. False
 - c. Not mentioned

- 7. There are robots that aren't controlled by humans.**
 - a. True
 - b. False
 - c. Not mentioned

- 8. The robot dogs can't play football.**
 - a. True
 - b. False
 - c. Not mentioned

- 9. California is in the**
 - a. France
 - b. Italy
 - c. USA

- 10. RoboGames is the**
 - a. largest robot competition
 - b. human activity
 - c. public examination

APPENDIX 3 Questionnaire

Instructions: Answer the following questions:

1. How do you feel when your parents read stories for you?

2. How often do you spend your free time reading?

3. How do you feel when you read for fun at home?

4. Do you prefer reading at school or at home?

5. Which kinds of books do you read most?

6. How do you feel when you read to someone else?

7. Do you like going to the bookstore?

8. Do you like reading after you finish your classwork?

9. Which book do you recommend me to read?

10. What do you do to make the reading interesting?



APPENDIX 4 Reading Attitude Survey

Instructions: Answer the following questions by marking **“A” if you agree,**
and **if you disagree mark “D”.**

	A / D
It is important to see my friends participate in sustained silent reading.	
I love telling others about what I have read.	
It is important to have a large selection of books to choose from for sustained silent reading.	
Getting a book as a present motivates me to read.	
Free reading teaches me a lot.	
All the books are boring.	
There are many books I hope to read.	
During the school day should be a specific time for free reading.	
Reading is not exciting.	
I read better than my friends in my class.	
SSR doesn't develop my reading skills.	

APPENDIX 5 Participants' Attendance List

(Experimental Group)

Students	1 st week	2 nd week	3 rd week	4 th week	5 th week	6 th week	7 th week	8 th week
A	✓	✓	✓	✓	✓	✓	✓	✓
B	✓	✓	✓	✓	✓	✓	✓	-
C	✓	✓	✓	✓	✓	✓	✓	✓
D	✓	✓	✓	✓	✓	✓	✓	✓
E	-	✓	✓	✓	✓	✓	✓	✓
F	✓	✓	✓	✓	✓	-	✓	✓
G	✓	✓	✓	✓	✓	✓	✓	✓
H	✓	✓	✓	✓	✓	✓	✓	✓
I	✓	✓	-	✓	✓	✓	✓	✓
J	✓	✓	✓	✓	✓	✓	✓	-
K	-	✓	-	✓	✓	✓	✓	✓
L	✓	✓	✓	-	-	-	✓	✓
M	-	✓	✓	✓	✓	✓	✓	✓
N	✓	✓	✓	✓	-	✓	✓	✓
O	✓	✓	✓	✓	✓	✓	✓	-
P	✓	✓	✓	✓	✓	✓	✓	✓
Q	✓	-	✓	✓	✓	✓	✓	-
R	✓	✓	✓	✓	✓	✓	-	✓
S	✓	✓	✓	✓	✓	✓	-	✓
T	✓	✓	✓	-	✓	✓	✓	✓

Appendix 6 Weekly Reading Log

Weekly Reading Log

Name: _____

Title of book: _____

Day	Date	Starting page	Ending page	Notes
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Total pages: _____

APPENDIX 7 Ethical Approval Form

Evrak Tarih ve Sayısı: 02.06.2021-13396



T.C.
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Sayın ASEEL TALAT HAFEZ ABU-KESHK ABU-KESHK

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 04.05.2021 tarihli ve 2021/05 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

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RESUME

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2015-2019 Istanbul Kultur University-English Language and Teaching Department

2019-2021 İstanbul Aydın University-Master's in English Language and Literature
Department

Work Experience:

2019-2021 Huda International School- English teacher

2019 Safir International School- Assistant of Principal

Languages:

-Arabic: Native Language

-Russian: Native Language

-English: Advanced

-Turkish: Intermediate

Skills:

-Communication skills, Ability to work with team, Planning and organization,
Self-motivation, Social media, Time management, and Creativity.

Conferences/ Courses:

- Dogus University : *Educational technologies conference.*
- Enka School : *21st Annual spring teachers' conference.*
- Istanbul Kultur University: *Child and education symposium.*
- Istanbul Kultur University: *How to become a professional teacher?*
- Istanbul Kultur University: *Creative drama workshop.*
- Istanbul Kultur University: *21st Century skills & foreign language learning.*
- Huda International Schools: *Teaching and learning online and classroom management.*
- Online Unlimited Educational Services: *Take ways for your tech toolbox at recharge.*

