TEACHERS' VIEWS ON THE METHODS USED IN TEACHING READING AND WRITING TO STUDENTS WITH LEARNING DISABILITY

Gamze Avcı & Başak Bağlama [b] *

ª Near East University, Atatürk Faculty of Education, North Cyprus
ᵇ Cyprus International University, Faculty of Education, Nicosia, North Cyprus

Abstract

Learning difficulties that negatively affect the academic performance of students can be seen in many areas such as listening, speaking, understanding, reading, writing and mathematics, and may progress differently for each student. It is very important for teachers to have sufficient knowledge, skills and proficiency in literacy teaching activities for students with learning disabilities. In this context, it is very crucial to reveal how the teaching in the current system is carried out and with what arrangements is made for students with learning disability. The aim of this study is to determine the opinions of teachers about the methods used in teaching reading and writing to students with learning difficulties. The study group of the research consists of 12 volunteer special education teachers working in Eskisehir province, affiliated to the Ministry of National Education in Turkey. Research data were collected with questions prepared using semi-structured interview technique. The opinions of the teachers about the methods, tools, activities, and evaluation processes they use for teaching reading and writing were collected for the study. In the research findings, it was determined that the teachers choose a method in teaching reading and writing by considering individual differences. The research findings were discussed within the framework of the relevant literature, and recommendations for practice and further research were presented.

Keywords: Learning disability; teaching reading, teaching writing.

*Corresponding author: Başak Bağlama. ORCID ID.: https://orcid.org/0000-0001-7982-8852
  E-mail: bbaglama@ciu.edu.tr

1. Introduction

Reading and writing is one of the important skills for students to express themselves and to ensure the continuity of life (Tok, Tok & Mazi, 2008). Reading is an active action that enables thinking, where letters turn into sound and understanding in a meaningful way (Sezgin & Akyol, 2015). Writing is an action consisting of mental, perceptual and motor skills (Akyol & Kodan, 2016). It is known that there are individual differences in learning these skills, and it would be a big mistake to want every student to learn at the same level. While expressing that reading skills have a very important place in our lives, it is seen that some students have difficulties in reading skills, they read slower than they should read while reading the text, and they have difficulties in reading accurately (Isler & Sahin, 2016; Roitsch et al., 2021).

Learning disability is expressed by defining difficulties in one or more areas including reading, mathematics and written expression skills (Lyon, Fletcher & Barnes, 2003). The definition of learning disability was first used by Samuel Kirk in the family interview in the 1960s to describe people who do not have problems in terms of mental functions but have academic difficulties. The definition of learning disability was first included in the US law (Individuals with Disabilities Education Act) in 1968. The definition of learning disabilities in Turkey in the 1975s was used in a regulation issued on special education (Kavale, Spaulding & Beam, 2009; Ilker & Melekoglu, 2017). There are three types of learning difficulties. These are dyslexia (reading difficulties), dysgraphia (writing difficulties) and dyscalculia (difficulties in mathematics). In the recent years, there has been an increase in the prevalence and number of scientific researches in the field of learning difficulties (Johnson, 2017).

It is considered that all students will achieve success in education when starting school. However, despite the absence of major problems, it is observed that students experience difficulties during school life. There are more than one reason for these difficulties in learning and school failures(Cikili, Deniz & Kaya, 2019). One of these difficulties may arise from learning difficulties. Primary education years constitute the source and basis of the academic field in the process of teaching reading and writing (Basar & Gurbuz, 2020). Difficulties have arisen in the progress of reading and writing skills of 15% - 20% of the children receiving education in primary education. Even if children who have difficulties in teaching reading and writing are subject to the same education as their peers in the classroom, they follow their peers behind in terms of reading and writing skills (Turkmenoglu & Bastug, 2017).

Studies on learning difficulties have also found that majority of the students with learning difficulties have difficulties in repeating letters and numbers and cannot match letters (Kuder, 2017; Akcamete & Gokbulut, 2018). Reading education methods were used to cope with difficulties, and it tried to provide these students to learn by simplifying the teaching of sounds and letters with different applications. According to the results of many reading studies, it was examined that the effectiveness of which method is better in its aspects rather than which method is better (Yangin & Sidekli, 2016; Kumas & Ergul, 2017). It is observed that students

who have difficulties in writing also have difficulties in grammar, punctuation, and dominant hand skills. It has been stated that the students who have difficulties in the reading field have difficulties in adding, inverting, skipping, understanding the text they read, sorting events in the text they read, recognizing the people in the text, identifying the main idea, analyzing, separating the event in the story whether it is a dream / reality and summarizing what they read (Gersten & Baker, 2001).

Many methods have been used in teaching reading and writing since the invention of writing (Kasapoglu, 2010). Celenk (2002) divided the methods used in teaching reading and writing into titles as alphabet, sound, syllable, word, sentence and mixed methods. The most preferred sentence methods in teaching reading and writing in Turkey are synthesis, mixed and sound based sentence methods. As a result of research, scientists have come up with many methods such as sound, word, letter, sentence, syllable and story in accordance with the development areas of students related to teaching reading and writing (Coskun & Gec, 2018; Döngel, 2009). It is seen that there are positive outcomes when appropriate methods are used in teaching reading and writing of students with learning difficulties. Therefore, teachers of students with learning disability have an important role in the implementation of these teaching methods to improve reading and writing skills of these students.

When the literature is examined, it is seen that there is a limited number of studies on the views of special education teachers on the methods used to teach reading and writing to students with learning difficulties. For this reason, the aim of the study was to determine teachers' views on the methods used in teaching reading and writing of students with learning disabilities. Teaching reading and writing has an important place in the education of students with learning difficulties. It is believed that getting the views of special education teachers in teaching reading and writing to students with learning difficulties is important for teachers to convey their thoughts on this issue. It is also considered that the views of teachers working in the field of special education about the teaching of reading and writing of students with learning difficulties will contribute to the future research and practices.

2. Method

2.1. Research model

In this study, semi-structured interview technique which is one of the qualitative research methods was used in order to determine the teachers' opinions about the methods used in teaching reading and writing skills to students with learning difficulties. Semi-structured interviews are frequently preferred by researchers because of their certain standard and flexibility. Tests based on writing and filling are frequently preferred by researchers because they eliminate the limitations in questionnaires and help to obtain in-depth information on a particular subject. Semi-structured interviews are neither as rigid as fully structured, nor as flexible as unstructured interviews. Semi-structured interview technique was used in this study

because it provides flexibility to researchers (Yildirim & Simsek, 2013). Semi-structured interviews involve a series of open-ended questions based on the subject area that the researcher wishes to illuminate. In the semi-structured interview technique, the researcher prepares an interview form containing the questions he planned to ask in advance and systematically asks the questions to the participants, but the participants are given enough freedom to go into the details. While asking the questions, the interviewer makes additional explanations to the interviewee about additional questions when necessary. The most important convenience provided by the semi-structured interview technique to the researcher is that it provides more systematic and comparable information since the interview is carried out depending on the pre-prepared interview form.

2.2. Study group

It was aimed to reach special education teachers who graduated from the special education field of universities and work in Eskisehir as the study group of the research. A total number of 12 special education teachers working in official institutions affiliated to the Turkish Ministry of Education voluntarily participated in the study. Of the 12 teachers participating in the study, 7 are female teachers and 5 are male teachers. When the age ranges of teachers are examined, it is seen that there is 1 teacher under the age of 30, 5 teachers in the age range 31-40, 1 teacher in the age range 41-50 and 5 teachers in the age range above 51. Of the teachers participating in the study, 4 are university graduates, 5 are post graduates, and 3 are doctoral graduates. It is observed that the tenure of teachers participating in the study varies. It is seen that there is 1 teacher whose total working time is in the range of 1-2 years. It is seen that there are 2 teachers in the range of 3-5 years in total working time. It is seen that there are 3 teachers with a total working period of 6-10 years. It is seen that there are 6 teachers with a total working time of 11 or more. Considering the number of seminars / courses attended by teachers on learning difficulties, it is seen that there are 2 teachers who did not attend the seminar / course. It is seen that there are 6 teachers participating in the seminar / course in the range of 1-5, 2 teachers in the seminar / course in the range of 6-10 and 2 teachers in the seminar / course above 11.

2.3. Data collection tool

Interview questions were prepared by examining the literature and studies in accordance with the semi-structured interview technique, and the opinions of 5 experts from the field (4 from special education, 1 Turkish language expert) were consulted. With the feedback from the experts, the interview questions were rearranged and finalized.

2.4. Validity and reliability

As a validity study in the study, five expert opinions were taken for the interview form. The research findings obtained in line with this interview form were found to be significant considering the environment in which the data were collected. Definitions have also been made depending on this environment. It has been ensured that these concepts are formed as a meaningful whole. It has been observed that the obtained findings are compatible with the previously created conceptual framework. In the study, three of the sound recordings were chosen randomly for the reliability study. An expert's help was received for three sound recordings and they were listened to by an expert and transcribed. Analyzes made by the researcher and the expert were compared, and consistency was achieved between the two people.

2.5. Data collection

In this study, in which the semi-structured interview technique was used, the views of special education teachers were consulted about the literacy learning of students with special needs. An interview form covering 12 questions developed by researchers and shaped by expert opinions was prepared for the data. Appropriate days and hours have been determined for teachers and researchers. A written document was created by taking an audio recording and without any changes. Interviews with teachers lasted between 30 and 59 minutes.

2.6. Data analysis

In order to examine the study in depth, it was analyzed by content analysis technique, one of the descriptive research methods. The answers given by the teachers were recorded and then transcribed by the researchers. The answers given by the teachers are shown in the tables. The analyzed data is completed by coding, determining themes, organizing codes and themes, and interpreting the findings by defining them.

3. Results

3.1. Teachers' views on methods used in teaching reading and writing to students with learning disabilities

Teachers were asked about the methods they used to teach reading and writing to students with learning disabilities. The findings expressed by the teachers are included in Table 1.

Table 1. Methods used in teaching reading and writing to students with learning disabilities

Methods used in teaching reading and writing	n
Sound-based sentence method	11
Syllable method	6
Word method	6
Sound method	5
Letter method	4
Mixed method	4
Story method	4
Sentence method	4

When Table 1 is examined, 8 different themes were created regarding the methods used for students with learning difficulties in line with the answers given by 12 teachers. It was concluded that the method most used by teachers in teaching reading and writing of students with learning difficulties was the sound-based sentence method.

Sample quotations from teacher opinions are given below:

"Since the sound-based sentence method is preferred in schools, I have to act with that method. I start with it, but I define a strategy for a child with learning difficulties to learn to read and write." (Teacher 1)

"It varies according to the individual characteristics and needs of the child. It is not very healthy to use a single method, so I apply it in an eclectic program. So I can use all the methods." (Teacher 2)

"Let me give an example from my own students. I use the voice method in reading and writing in one of my students. This method seems to be useful for my student." (Teacher 5)

"I mostly use the sound-based sentence method. Because this method is used for reading and writing in our school." (Teacher 6)

"I usually use the sound-based sentence method, but if it is not suitable for the student, I do not use this method. Until now, I used it because it is the most suitable method for my students with learning difficulties." (Teacher 11)

3.2. Teachers' views regarding the most important factor in determining the method of teaching reading and writing for students with learning disabilities

Teachers were asked questions about what is the most important factor in determining the teaching method of teaching reading and writing to students with learning disabilities. Findings expressed by the teachers are included in Table 2.

Table 2. The most important factors in determining the reading and writing instruction method of students with learning disabilities

Factors in determining the reading and writing method	n
Student's requirement	12
Individualized education program	3
Teacher's experience	3
Report from the guidance research center	1
Curriculum	1

When Table 2 is analyzed in line with the responses of 12 special education teachers, it was observed that all 12 special education teachers stated that the most important factor in determining the teaching method of teaching reading and writing of students with learning difficulties is the need of the student. It was determined that the least given answer in teaching reading and writing method was according to the report from the guidance research center and according to the curriculum.

Sample quotations from teacher views are given below:

"It would be more accurate to determine the needs of the student according to what the student needs and what deficiencies there are." (Teacher 12)

"I decide according to the student's requirement. I do not consider any of the other factors. Because none of them are suitable for teaching children to read and write. I have experienced this trouble a lot. That's why I decide according to direct student needs." (Teacher 9)

"Unfortunately, the reports coming from the guidance research are not very guiding. What has been done before, usually after I took the assessment of the child and interviewed the family? After talking about these, I proceed in line with what the student needs." (Teacher 3)

"I only consider the student's need; I cannot say that I take into account other factors." (Teacher 2)

3.3. Teachers' views regarding the tools used in teaching reading and writing to students with learning disabilities

Teachers were asked questions about the tools and materials they use in teaching reading and writing to students with learning disabilities. The findings expressed by the teachers are included in Table 3.

Table 3. Tools and materials used in teaching reading and writing to students with learning difficulties

Materials used in teaching reading and writing	n
Books on literacy	12
Match cards	10
Syllable books	7
Event narration cards	6
Ranking cards	6

Looking at Table 3 in line with the answers given by 12 special education teachers, it is seen that the most used tools and materials used by teachers in teaching reading and writing of students with learning disabilities are books on literacy with 12 responses.

Sample quotations from teacher views are given below:

"I use literacy books, sound and syllable cards. We cannot always find tools, so I produce materials for the purpose as much as possible." (Teacher 7)

"I think it is appropriate to use all the tools and materials together; it is not right to be dependent on one material." (Teacher 8)

"I use all the things listed here according to the needs of the children. Apart from that, I develop materials myself according to the strategy that the child needs and I use them. So I don't have a single tool. Frankly, I transform and use everything according to the child's needs." (Teacher 2)

3.4. Teachers' views regarding how to understand whether the reading - writing instruction method preferred for students with learning disabilities is effective

Teachers were asked questions about how they understood whether the reading and writing teaching method they preferred for students with learning difficulties was effective. The findings expressed by the teachers are included in Table 4.

Table 4. Effectiveness of the reading and writing teaching method preferred for students with learning difficulties

The effectiveness of the method used in teaching reading and writing	n
Making observation	11
Criterion dependent measurement tools	11
Keeping time	7
Asking for answers by asking questions	7

Looking at Table 4 in line with the answers given by 12 special education teachers, it is understood that the most used method in teaching reading and writing to students with learning difficulties is making observations and using criterion-dependent measurement tools with 11 responses.

Sample quotations from teacher views are given below:

"I use criteria tools. I also get evaluations from time to time. So, as I said, I can sometimes look at its speed because I use an Eclectic program. Actually, I use all methods. It can change from the initial stage to the later stages." (Teacher 1)

"I use the inventory presented in the certificate program. In the meantime, if the student has problems with attention and perception, I put into use different activities in the trainings I have received. I'm trying to complete the deficiencies in this direction." (Teacher 6)

"I'm making observations. Apart from that, there are evaluation inventories I got from seminars. We have a reading and writing assessment inventory for children with learning difficulties." (Teacher 5)

3.5. Teachers' views regarding activities performed by students with learning difficulties to develop reading habits

Teachers were asked questions about the activities that students with learning disabilities do to develop reading habits. Findings expressed by the teachers are included in Table 5.

Table 5. Activities for improving the reading habit of students with learning difficulties

Activities for improving the reading habit of students with learning difficulties	n
Simple storybook reading exercises	12
Studies to explain the texts he/she reads	12
Studies to ask questions about the text they read	12
Interpreting the pictures in the story	9
Periodic reading studies	9

Among the 12 special education teachers in teaching reading and writing of students with learning difficulties, it was observed that reading simple storybooks, explaining the text they read, and asking questions about the text they read were used the most. It is observed that the teachers studied for the least amount of time, reading and interpreting the pictures in the story.

Sample quotations from teacher views are given below:

"I make students read simple story books, I have them explain the texts they read, I ask questions from the text they read, I want answers." (Teacher 4)
"As we act according to the needs of the child, we make the child make a picture, do a reading exercise, ask questions from the text he reads and ask them to explain; so we use all the activities." (Teacher 12)
"I use all the activities, but I do the reading activities with peer teaching. I assign a student who can read and write well as a teacher. The student I assign to corrects his friend's mistakes while reading." (Teacher 7)
"I use all of the activities. Simple reading studies are very important. Sometimes children can also have behavioral problems. There may be children who cannot sit still and work comfortably. These students stroll and take the book. The child can practice reading aloud by walking in the corridor." (Teacher 2)

3.6. Teachers' views regarding activities performed to develop writing habits for students with learning disabilities

Teachers were asked questions about the activities that students with learning disabilities do to develop writing habits. Findings expressed by the teachers are included in Table 6.

Table 6. Activities for improving the reading habit of students with learning difficulties

Activities to improve the writing habit	n
Paper cutting activities	12
Rounding activities	12
Activities to train motor skills	12
Dictation	8
Line work	8
Home activities	8
Play dough exercise	8
Painting exercise	8
Other writing activities	7
Use of technology	4

When Table 6 is examined, 10 different themes were determined regarding the activities carried out to develop writing habits in line with the answers given by the teachers. It has been determined that teachers mostly do activities for cutting paper, rolling and coaching their motor skills.

Sample quotations from teacher views are given below:

"First, I start with activities that support different motor skills according to the child's motor skills. I do ball handling exercises. 90% of children with dyslexia also have a vestibular problem. The lack of balance due to the vestibular effects also affects the transitions. There are different postures on the balance board, I make the postures a game and let the children do it. Lateralization must dominate. So it is necessary to reveal the dominant hand. It is not very healthy for children to use both right and left hands dominantly, one should be dominant." (Teacher 7)

"I use extra exercise programs to improve motor skills. Now, when there is a problem with hand-eye coordination and fine motor skills, we need to do exercises about it. Children have cutting, tearing, rolling skills. Looking at what we can do in practice with these children, and looking at the student's patience, attention, and time, perhaps we need hundreds of practices. But when I put this program into action, maybe I did thousands of exercises, it creates the effect that can get the result." (Teacher 1)

"I apply all. I use dictation, I also use line work, rolling activities, play dough, paper cutting, motor training activities, painting and technology when necessary. Besides, I use diary writing and poetry writing; of course, it is not very long. A few sentences a day are enough; the number of sentences can be increased later. I also use acrostic writing; it can be on a private subject or in a poem written in letters of child's name." (Teacher 6)

3.7. Teachers' views regarding people who have support in teaching reading and writing of students with learning disabilities

Teachers were asked questions about the people whom students with learning difficulties get support from in teaching reading and writing. Findings expressed by the teachers are included in table 7.

Table 7. Persons who receive support in teaching reading and writing of students with learning difficulties

People who receive support in teaching reading and writing	n
Family	11
Psychological counselor	9
Other branch teachers	7
Special education teachers	7
School administrators	6

According to the table, 6 themes related to the people who received support in teaching reading and writing in line with the answers given by the teachers were determined. It is seen that special education teachers receive family support with a maximum of 11 answers among students with learning difficulties in teaching reading and writing. It is observed that teachers receive little support from school administrators.

Sample quotations from teacher views are given below:

"I believe in teamwork. Clinical psychologists are definitely involved in psychological terms. Sometimes I support the organized work of social workers, special educators, and branch teachers to solve problems in the family." (Teacher 1)

"I support myself and get support from the family. If it is thought that there is a problem in reading and writing from a psychological perspective, I get help from psychiatry and direct the student there." (Teacher 7)

"I get support from the special education teacher at the school, as I cannot get much support from the family." (Teacher 5)

"Family, psychological counselor, school administrators, other branch teachers, special education teachers are all a team and interdisciplinary development of an individual must be interactive. It will be useful to get support from all of them." (Teacher 6)

3.8. Teachers' views regarding the assessment of reading and writing processes of students with learning disabilities

Teachers were asked questions regarding the evaluation of the reading and writing processes of students with learning disabilities. The answers and frequency distributions expressed by the teachers are included in Table 8.

Table 8. Evaluation of the reading and writing processes of students with learning difficulties

Evaluation of reading - writing processes	n
Observation	12
Performance in the lesson	12
Criterion dependent measurement tools	11
Homework	5

5 themes were created in line with the answers given by 12 special education teachers. It is observed that the special education teacher makes the most observation and evaluation according to the performance in the lesson in teaching reading and writing of students with learning difficulties.

Sample quotations from teacher views are given below:

"Our observations are very important. In fact, I can say that we use all methods other than the exam." (Teacher 9)

"I often observe when children are doing activities. While the child is reading, I say to the student, "You read this second before, now you read for so many seconds", the child sets his goal there. When he sets his goal, he gains personal motivation in the child. When the child works, he sees that he is successful and his self-confidence develops." (Teacher 7)

"I understand only with criteria dependent measure tools." (Teacher 5)

"I can say that I used performance in class more; namely word reading time, word recognition time, syllable concatenation time, performance in class and criterion-dependent measurement tools more." (Teacher 8)

"I care about criterion-dependent testing and child's performance in the class." (Teacher 3)

3.9. Teachers' views regarding which characteristics they consider when choosing the tools and materials to teach reading and writing to students with learning disabilities

Teachers were asked questions about what characteristics they pay attention to while choosing the tools and materials they use in teaching reading and writing to students with learning difficulties. The answers given by the teachers and their frequency distributions are included in Table 9.

Table 9. Persons who receive support in teaching reading and writing of students with learning difficulties

Points to be considered when choosing teaching materials in teaching reading and writing	n
Being purposeful	8
Being useful	5
Being remarkable	4
Being simple and understandable	3
Low cost	1

When Table 9 is examined, 6 themes were created in line with the answers given by 12 special education teachers. It is seen that the special education teacher pays attention to the suitability of the tools and materials with a maximum of 8 answers among the students with learning difficulties in teaching reading and writing. It is seen that 12 teachers pay the least attention to the cost of the tools they use for reading and writing.

Sample quotations from teacher views are given below:

"I think the material should be purposeful. An attention-grabbing material can distract the student. So I can only say that purposeful material is required." (Teacher 10)
"First of all, I prefer it to be colorful and cute material. It also needs to be purposeful. I do not pay any attention to the cost in the following process. I use mind and intelligence games in the first 15 minutes of the lesson and I see its benefits." (Teacher 7)
"First of all, it is important that the tools are useful. Sometimes expensive materials can be thought of as much more functional, but that doesn't matter. The important thing is usability." (Teacher 4)
"Gadgets must have functionality. Individual needs and individual interests are also very important. In fact, you can use a material that you will never think of for the motivation of the child in the process of reading and writing. I would limit myself if I started out as only reading and writing material." (Teacher 1)
"I prefer those that cater to the needs of the student. Some need materials in an aural sense, some in a visual sense. I prefer a tool according to these needs." (Teacher 2)
3.10. Teachers' views regarding which characteristics they consider when choosing the tools and materials to teach reading and writing to students with learning disabilities
Teachers were asked questions about the most difficult subject in teaching reading and writing to students with learning disabilities. The answers given by the teachers and their frequency distributions are included in Table 10.

Table 10. The most difficult subjects in teaching reading and writing to students with learning difficulties

The most difficult subjects in teaching reading and writing	n
I have no difficulty	6
While doing group work	4
Trying to focus their attention	4
While teaching letters	3
While having an activity	3
While preparing an individualized education program	1
While doing writing studies	1

When Table 10 is examined, it is seen that 7 themes have been created in line with the answers given by 12 special education teachers. It was observed that special education teachers did not have difficulty in teaching reading and writing of students with learning difficulties with 6 responses. The least difficult subjects in teaching reading and writing were found to be IEP (Individualized Education Program) preparation and writing studies.

Sample quotations from teacher views are given below:

"When you make a good evaluation, when you use the inventory properly, identify the missing points well and set out to replace these missing points and choose the materials appropriate, you will not have any difficulty in any matter. There was no situation where I was struggling." (Teacher 6)

"The difficulty is this: if you know the reason, you eliminate the difficulty. You also need to know the weaknesses and strengths and weaknesses of the child you are starting to work with. You need to support the students to use and develop their strengths." (Teacher 1)

"When you do studies on visual memory, when you prepare the infrastructure for this and when you use methods that can sense, encode, use and transfer it to daily life by using the area of interest in your child, these problems are solved. For example, I have children preparing for the university entrance exam. It's actually easiest to teach them to deal with them using their strength." (Teacher 2).

3.11. Teachers views on teaching methods used in teaching reading-writing to students with learning disabilities

Teachers were asked questions about teaching methods used in teaching reading and writing to students with learning disabilities. The answers given by the teachers and their frequency distributions are included in Table 11.

Table 11. The most difficult subjects in teaching reading and writing to students with learning difficulties

Teaching methods and techniques used in teaching reading and writing	n
Errorless teaching methods	9
Educational game technique	5
Demonstration technique	5
Direct teaching	3
Drama method	2

When Table 11 is examined, 5 different themes have been created in line with the answers given by 12 special education teachers. It is observed that the teachers mostly used errorless teaching methods and drama technique the least.

Sample quotations from teacher views are given below:

"I use the correct teaching method. I teach the child directly. I teach the child how to learn. I use the technique of learning to learn. In addition, I make sure that the student learns strategy, which includes games and toys. There are many strategy games that he can touch and use, that he can use technologically, or written on paper. With these games, I enable the child to use strategy." (Teacher 6)

"I use simultaneous teaching, one of the errorless teaching methods. I think it provides more benefit for students with learning difficulties." (Teacher 11)

"I teach using direct teaching method." (Teacher 5)

"I mostly act with special training methods and techniques. Errorless teaching method is among these methods and techniques. The moment you tell a child who has learning difficulties the wrong answer to the question, the wrong answer remains in his mind. You can't change it again." (Teacher 2)

3.12. Teachers' views regarding the ways they follow when students with learning disabilities cannot proceed with the method they use in teaching reading – writing

Teachers were asked questions about the ways students with learning difficulties followed when they could not progress with the method they used in teaching reading and writing. The answers given by the teachers and their frequency distributions are included in Table 12.

Table 12. The method used in teaching reading and writing to students with learning difficulties and the ways followed when there is no progress

The method used in teaching reading and writing and the ways followed when there is no progress	n
Changing the method	11
Directing to psychologist and psychiatrist	2
Directing to support training	2
Following a suitable way for the student by searching scientific publications	1

According to the table, 5 different themes have been created in line with the answers of special education teachers. It is seen that special education teachers find a solution by changing the method when they do not see progress with the method they use with a maximum of 11 responses in teaching reading and writing among students with learning difficulties. It is seen that 1 teacher follows a suitable path for the student by searching scientific publications.

Sample quotations from teacher views are given below:
"I'm trying another method. For example, I could not finish the sound-based sentence method in one of my students. I switched to the syllable method and progressed to the syllable. Collaboration with the family is also important. If the child does not reinforce what he learned at school at home, the child cannot get efficiency in 1-2 hours from school." (Teacher 4)
"When the methods are used correctly, the child is already learning to learn. In addition, it is not possible not to observe progress, as it experiences special treatment in closer studies. Therefore, I do not encounter any problems. The child is already progressing by learning to learn." (Teacher 10)
"I'm trying all the methods one by one. If he's still not learning to read and write, there is a problem with this kid. I refer to the psychiatrist again because there is a problem in the evaluation." (Teacher 3)
"I direct the child to the Specialist, that is, the doctor. I want the child to first assess medically whether there is another problem, and not learning disability. I want the child to be evaluated psychologically. If nothing comes out of them afterwards, I investigate whether there are any other methods that are used today and which I do not know, and I try these methods to reach this child." (Teacher 1).

4. Discussion

This study was carried out to determine the teachers' views on the methods used in teaching reading and writing to students with learning disabilities. The results of the research are important for teachers to choose appropriate methods for students, evaluate them, make educational arrangements and adaptations. As a result of the research, it is seen that the teachers mostly used the sound-based sentence method. Teachers stated that they used other methods besides the sound-based sentence method according to the characteristics and needs of the students. In line with this result, according to the findings of the study conducted by Deliveli (2020) and Demirok and Akcam (2019), it is seen that teachers mostly use the sound-based sentence method in line with the findings of this research.

In the study, it was determined that the most important factor in determining the method used by teachers in teaching reading and writing of students with learning difficulties was according to the needs of the students. According to the findings of Sengül and Akcin (2010), it was determined that the teachers used methods according to the characteristics and levels of the students. It was understood that the reason for this was the selection of methods in accordance with the characteristics and needs of the student so that the method used had positive contributions to the student.

It is seen that teachers offer a wide range of tools and materials they use in teaching reading and writing to students with learning difficulties. It was determined that the most used tools and materials in the study were reading - writing books, syllable books and matching cards. In the study of Sengül and Akcin (2010), it is seen that the most used materials by teachers are first reading - writing books, event, sequencing and matching cards and syllable books. In line with these answers, it was concluded that reading, syllable books and matching cards are used by teachers because they have positive effects on students' teaching of reading and writing.

According to the findings of the research, it was stated that teachers had difficulties in finding suitable equipment for students. Some of the teachers stated that they prepared and developed their own tools due to this inadequacy. In the study of Colak (2001), it was stated that the tools and materials used by teachers in teaching reading and writing were also inadequate. Accordingly, it is seen that teachers are inadequate in accessing tools and materials due to the insufficient production of materials for teaching reading and writing.

Teachers stated that they made observations and they used criterion-dependent measurement tools in teaching reading and writing for students with learning difficulties since they were effective. In the study of Sengül and Akcin (2010), it was stated that teachers made observations. It can be concluded that teachers use observation and criterion-dependent measurement tools to see whether they have positive contributions to students in teaching reading and writing.

It was determined that the teachers participating in the study preferred the activities of making explaining the text they read, reading simple story books, asking questions about the text they read, cutting paper, rolling, and motor skills coaching activities according to the characteristics and needs of the students with learning disabilities. In the study conducted by Demirok and Akcam (2019), it was stated that teachers preferred activities according to the development levels of the students. It can be concluded that the materials used in the teaching of reading and writing of students with learning difficulties are used due to the fact that teaching is more effective.

Most teachers participated in the present study stated that the materials and games used in teaching reading and writing of students with learning difficulties were beneficial in making progress. In the study of Sengül and Akcin (2010), it is seen that games are included in the teaching of reading and writing. Accordingly, it can be concluded that the use of materials and games are used to achieve permanent learning by ensuring that students have fun in the reading and writing processes. According to the findings of the study, most of the teachers stated that they are in cooperation with psychologists, psychological counselors, psychiatrists, school administrators, branch teachers and special education teachers, and especially with the families. In the study of Colak (2001), it was determined that teachers were in collaboration with other teachers and teachers shared information with each other. The reason for cooperation is to reduce the burden of responsibility of teachers, families and other people in the student's life, and thus, it enables the student to learn reading and writing more easily.

In the research, it was determined that the most used assessment method by teachers was observation and criterion dependent measurement tool. In the study of Sengül and Akcin (2010), observation was determined to be the most used evaluation method. It was concluded that observation and using criterion-dependent tools were preferred by teachers in order to make a more positive and useful evaluation for students. In the findings of the study, most of the teachers stated that they did not have difficulty while teaching students to read and write. It is concluded that when teaching reading and writing to students with learning difficulties, teachers do not have difficulty in mastering the characteristics and needs of the students.

Some teachers reported that students had attention and behavioral problems and they had difficulties in correcting students' behavior and concentrating students' attention. Acoording to Çolak (2001), some teachers stated that they did not have any problems during the application and that there were some problems in students' behavior, which negatively affected the teaching of reading and writing. According to this finding, it can be concluded that teachers do not have sufficient knowledge of solving students ' attention problems and behavior problems. With these findings, it was determined that the teachers mostly used errorless teaching techniques among methods and techniques. Errorless teaching is a teaching method useful for teaching students with special needs (Ozturk & Yikmis, 2020).

5. Conclusions

Choosing different methods and techniques according to the needs of the students makes teaching easier. When the teachers could not progress in the method they used, the most applied change was determined as method change. As Deliveli (2020) stated, it is recommended to teachers that it is necessary to change the method of adaptation and teaching, considering the characteristics of their students. Studies on this subject have emphasized the importance of introducing different methods to students so that the activities related to teaching can be functional (Ozak & Diken, 2010).

This study has important implications for further research and practices and in line with the findings obtained from the research, various recommendations can be provided. The number of studies testing the effectiveness of different methods, strategies and techniques in teaching reading and writing to individuals with learning difficulties can be increased. In this way, the methods to be used can be diversified and more alternatives can be found to address individual differences of students. In teaching reading and writing to individuals with learning difficulties, environments rich in literacy teaching materials can be provided and various programs can be created. Some theoretical and / or practical courses on various methods and techniques that can be used in teaching literacy especially for individuals with learning difficulties can be given. In the special education teacher training programs of universities. In-service training, courses or seminars regarding the use of technology in teaching literacy to individuals with learning difficulties can be organized to support the currency and diversity in these methods.

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