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Turkish Teachers' Awareness About Dyslexia and The Problems Experienced By Students With Dyslexia in Turkish Education*

Fatih KANA, Hulusi GEÇGEL***, Pınar BAYRAKTAR****

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ABSTRACT

The aim of the study is Turkish teachers' awareness of dyslexia and the difficulties experienced by dyslexic students in teaching Turkish. The study was carried out with the phenomenology pattern, which is one of the qualitative research methods. In the study, the opinions of 9 Turkish teachers who worked in public and private schools affiliated with the Ministry of National Education and who encountered students with dyslexia were taken. The analysis of the data collected using the semi-structured teacher interview form was carried out using the descriptive analysis approach used in the analysis of qualitative data. In order to ensure the validity and reliability of the study, an interview form was created, and the opinion of a doctor's lecturer and a teacher who has received training on dyslexia was sought. The data obtained through the Semi Dec Structured Teacher Interview Form were evaluated by another expert besides the researcher and a great deal of similarity was observed between the comments of the two evaluators. Turkish teachers' awareness of dyslexia is low according to the results of the study, and it is understood that Turkish teachers do not consider themselves fully adequate for the education of students with dyslexia. In addition, students with dyslexia have problems in reading, writing, speaking, and listening in Turkish language teaching. Many problems students with dyslexia will experience in the academic field also negatively affect their social life and future lives. Teachers also have a great influence on the ability of dyslexic students to be diagnosed early, reducing and eliminating problems that students will experience.

Keywords: Dyslexia, reading, writing, speaking, listening

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1. INTRODUCTION

There are many learning disabilities that negatively affect the success of students. “Learning Difficulties” have been defined as dyscalculia, dysgraphia, dyslexia, and learning disability not otherwise specified (American Psychiatric Association, 2013). Learning difficulties manifest themselves in many areas such as listening, speaking, understanding, reading, writing. These learning difficulties are observed in different forms and intensities in each student. Some students have problems recognizing words while reading, others have problems speaking or expressing themselves in writing. In order to determine these problems experienced by students in advance and to take the necessary preventive measures and eliminate them when they arise, some interventions are carried out during the primary education period (İlker and Melekoğlu, 2017). Within the scope of these interventions, it is necessary to increase their knowledge, interest, and motivation in writing, give time to students while writing, and direct students to different writing styles (Graham, 2008).

Among language skills, reading and speaking are the most important communication tools that affect other skills. Both skills can be acquired later. It gets stronger and richer as it gains experience. It is expected that every person who does not have problems with systems that allow reading and speaking can speak and read. Despite these expectations, some individuals have

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a very difficult time learning to read even though they do not have a physiological problem. This difficulty experienced by individuals is called 'dyslexia' by scientists" (Balcı, 2017). Dyslexic children may lose their self-confidence when they fail in their school life due to the difficulties they experience, and as a result, they may have some problems in their social life. Dyslexic children who have problems with reading, writing, speaking, and listening can become pessimistic in the face of negative criticism from their families, peers, and teachers. The number of children with dyslexia in Turkey is quite large (Balcı, 2019). Because families and teachers do not have enough information about special learning disabilities, their students with these characteristics face many problems in our country (Salman, Özdemir, Salman and Özdemir, 2016). In order to prevent and minimize these problems, everyone who has responsibility for the child should have knowledge about dyslexia.

Reading ability is very important in school success as well as in everyday life. A student with advanced reading skills can express herself comfortably, become aware of the developments around her and participate in discussions about them. Reading is a skill that gives direction to a person's personality, develops the world of imagination and contributes to gaining different experiences (Beşgül, 2015). "Dyslexia is more often associated with reading. Individuals with dyslexia have difficulty encoding sounds and letters, confusing some letters, reading syllables by inverting them and reading by adding or removing syllables. Despite these general beliefs, since competence in the field of reading will also affect other language skills, the effects of dyslexia also manifest themselves in the areas of writing, speaking, and listening" (Balcı, 2019).

Students with these characteristics are supported by an Individualized Education Program in our country. It is important that individuals who need special education continue their education in the same institution together with their peers. The purpose of co-education is to ensure that the student can see himself as a member of the class and participate as much as possible in the work carried out by other students. When this can be achieved, the child will develop a positive self and feel valued (Kolburan and Erbay, 2015). Having developed a positive self, the child's communication skills will be strengthened, he will be able to find a place in society for himself. In addition, the child will try to overcome the problems he has experienced in education and public life. In this case, it is very important that all teachers have information about dyslexia and that they approach these children who are continuing their education within the scope of inclusive education with the right methods and techniques. The more knowledgeable and equipped teachers are about this, the more solutions they will find to the problems experienced by these students and teachers. For this reason, the opinions of teachers dealing with dyslexia education are important.

Turkish teachers' knowledge about dyslexia and the problems of dyslexia students in Turkish education was determined by teacher interviews with this study. Teachers stated that they perceive the concept of dyslexia as a learning problem that individuals experience in all academic fields and that they do not consider themselves sufficient in the education of students with dyslexia. (Balcı, 2019). It is imperative for a good teacher to have knowledge about children who develop differently and to know the techniques for improving students' social skills. It is beneficial for both classroom teachers and branch teachers to take practical and interactive courses in these areas (Güngörmüş Özkardeş, 2012). In other studies on dyslexia, it has been understood that teachers have little knowledge about dyslexia, that these students have difficulties in their education and that they need to be educated in this field (Doğan, 2013; Deniz, 2019). It is seen that there are many studies in the literature on dyslexia (Avşar, & Cankaya, 2021; Çalıkoğlu, 2021; Görgün, & Balıkçı, 2021; Kızılaslan & Tunagür, 2021; Serter, 2021; Ulutaşdemir, Uzun, Kulakaç, Sarı, & Acar, 2021; Unal Akbulut ve Seçmen, 2021; Tatlı, 2021; Uysal, Karabayır, Torun, Fidan, & Sakallı, 2022).The importance of raising teachers' proficiency levels in this regard has been emphasized by revealing the lack of information about dyslexia of teachers and the difficulties experienced by students with dyslexia in their education. The aim of this research is Turkish teachers' knowledge about dyslexia and the problems experienced by dyslexic students in Turkish education. The sub-problems of the research are as follows:

1. What is the level of knowledge of Turkish teachers about dyslexia?
2. What is the level of the native language of Turkish teachers for the education of students with dyslexia?
3. What are the problems experienced by Turkish teachers in the field of listening /monitoring of students with dyslexia in their education?
4. What are the problems experienced by Turkish teachers in the education of dyslexic students in the field of language skills (Listening, reading, speech, writing)?

2. METHODOLOGY

In this part of the research, information about the research design, study group, data analysis, data collection tool, validity and reliability were given.

2.1. The Design of the Research

The research was conducted with a phenomenological design, one of the qualitative research methods. The phenomenological design focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding. In phenomenological research, data sources are individuals or groups who experience the phenomenon that the research focuses on and who can express or reflect this phenomenon (Yıldırım and Şimşek, 2018). In order to investigate the awareness of Turkish teachers about dyslexia and the difficulties experienced by dyslexic students in teaching Turkish, the phenomenology design, one of the qualitative research designs, was used in the research.

2.2. Participants

In the study, the opinions of 9 Turkish teachers who worked in public and private schools affiliated to the Ministry of National Education and who encountered students with dyslexia were taken. The teachers participating in the research were selected by simple random sampling method.

Table 1.
The Branch of the Teachers Participating in the Study, Their Education Status and Duration of Professional Service

Branch	Learning Status	Professional Service Time
Turkish	License	6
Turkish	License	11
Turkish	Master	12
Turkish	License	13
Turkish	Master	14
Turkish	License	16
Turkish	License	17
Turkish	License	18
Turkish	License	24

When Table 1 is examined, it is seen that the professional service period of the participants is between 6 years and 24 years, and 2 teachers are graduate and 7 teachers are undergraduate.

2.3. Analysis of the Data

The analysis of the data collected through the semi-structured teacher interview form was carried out using the descriptive analysis approach used in the analysis of qualitative data. In descriptive analysis, data are evaluated and interpreted according to predetermined themes. The data can be organized within the scope of the themes arising in line with the research questions and can also be presented by considering the questions used in the observation processes (Yıldırım and Şimşek, 2018). In the research, the answers given by the researcher to the questions were included under the related questions through direct quotation. Then, the answers given to the questions were interpreted.

2.4. Data Collection Process

Turkish teachers' opinions about dyslexia and the problems experienced by dyslexic students in teaching Turkish were used as a data collection tool in order to reveal the "Semi-Structured Teacher Interview Form" developed by the researcher. Expert opinion was sought on the validity of the interview form. The content of the questions was reviewed and their suitability for the subproblem was examined for the validity of the scope. The interview form consists of 4 open-ended questions.

1. What is dyslexia for you? Did you know about dyslexia before?
2. Can you identify the dyslexic students in your grade? (How was your first student with dyslexia, how did you find out that your student was dyslexic? etc.) Do you think there are certain methods and techniques to recognize these students? Please explain.
3. Do you think you are sufficient for the education of students with dyslexia, please indicate the reasons. What competencies do you think teachers should have for the education of students with dyslexia?
4. What are the problems experienced by Turkish teachers in the education of dyslexic students in the field of language skills (Listening, reading, speech, writing)?

2.5. Validity and Reliability

In order to ensure the validity and reliability of the research, the opinions of a doctor lecturer and a teacher who received training on dyslexia were sought while the interview form was being created. The form was rearranged in line with the opinions received. The data obtained through the semi-structured teacher interview form were evaluated by another expert besides the researcher, and a great deal of similarity was observed between the comments of the two evaluators.

2.6. Ethics Committee Permission

Ethics committee approval was obtained for this study from Çanakkale Onekiz Mart University Graduate School of Education Graduate Education Institute Ethics Committee (Decision Date: 25.02.2021, Number: 04/20)

3. FINDINGS

In this part of the research, the data obtained in accordance with the research subproblems were analyzed.

3.1. Turkish Teachers' Level of Knowledge about Dyslexia

The information on Turkish teachers' dyslexia is given in Table 2 and Table 3.

Table 2.
Turkish Teachers' Knowledge about Dyslexia

Codes	f
I have known about dyslexia before.	6
I didn't know what dyslexia was until I met my student.	2
I've heard about what dyslexia is, but I didn't really know.	1

When Table 2 is examined, 6 Turkish teachers participating in the research have previously learned about dyslexia; 2 teachers stated that they did not know what dyslexia was until they met the student, and 1 teacher stated that they did not know exactly what dyslexia was.

> *"It is a developmental specific learning disability seen in academic skills such as reading, writing, and mathematics. Yes there was." (MHS 24)*

> *"Dyslexia, in my opinion, is a person's learning difficulties. I've heard of dyslexia before, but I didn't know exactly what it was until I met my first student." (MHS 18)*

> *"Dyslexia is a learning disability, not a mental retardation or learning disability. I knew beforehand." (MHS 17)*

> *"Dyslexia is a learning disability. Although the person has a normal intelligence level, reading and writing etc. experiencing learning problems in areas. I knew I had a student with dyslexia before." (MHS 16)*

> *"It is a type of specific learning disability that we might call having cognitive difficulties in learning to read, spell, write, and mathematical operations. Since I have had a few dyslexic students before, I have information, although it is not detailed." (MHS 14)*

> *"Dyslexia is a learning disability. I have prior knowledge." (MHS 13)*

> *"Dyslexia is a difficulty in language skills, especially reading. I didn't know about dyslexia until I met a student with dyslexia. After meeting my student, I learned about dyslexia with the guidance of the guidance unit and my parents and my own efforts." (MHS 12)*

> *"Dyslexia, for me, is a learning disability in the field of language and mathematics. I knew about dyslexia before. Since our guidance teacher was our student with dyslexia, he was knowledgeable about the subject and would frequently meet with us and inform us. Our parents used to attend the meetings we held from time to time." (MHS 11)*

> *"Yes, I had heard of it, but frankly, I didn't know exactly what it was. For me, it is a reading disability. In short, I can say that the letters are mixed up and as a result, the words are expressed incorrectly." (MHS 6)*

Teachers who participated in the research generally stated that dyslexia is a learning disability.

Table 3.
Turkish Teachers' Definitions of Dyslexia

Codes	f
Learning disabilities are seen in skills such as reading, writing, mathematics	3
Learning disabilities	3
Learning disorder	1
Reading difficulties	1
Difficulties in language skills	1

When Table 3 is examined, it is seen that 2 teachers can define dyslexia fully, 3 teachers define it as learning disability, other teachers define it as learning disability, reading disability and language skills. The opinions of the participants on the issue are as follows:

> *"It is a developmental special learning disability seen in academic skills such as reading, writing, mathematics. Yes, there was." (Duration of Professional Service 24 Years- MHS 24)*

> *"Dyslexia is a learning disability experienced by a person according to me. I've heard of dyslexia before, but I didn't know exactly what it was until I met my first student." (Duration of Professional Service 18 Years- MHS 18)*

"Dyslexia is a learning disorder, not a mental retardation or learning disability. I had some prior knowledge." (Duration of Professional Service 17 Years- MHS 17)

"Dyslexia is a learning disability. Although a person has a normal level of intelligence, they can read, write, etc. this is because he has learning problems in the fields. I had information that I had a student with dyslexia before." (Duration of Professional Service 16 Years- MHS 16)

"It is a kind of specific learning disability that we can call having cognitive difficulties in learning reading, spelling, writing and math operations. I have information, although not in detail, because I have had several dyslectic students before." (Duration of Professional Service 14 Years- MHS 14)

"Dyslexia is a learning disability. I have prior knowledge." (Duration of Professional Service 13 Years- MHS 13)

"Dyslexia is a difficulty in language skills, especially reading. I had no knowledge of dyslexia until I came across a student with dyslexia. After meeting my student, I learned about dyslexia through the guidance unit and my parent's information, and my own efforts." (Duration of Professional Service 12 Years- MHS 12)

According to me, dyslexia is a learning disability experienced in the field of language and mathematics. I've known about dyslexia before. Since our guidance counselor was a student with dyslexia, she had information about the subject and would often meet with us and inform us. Our parents also attended our meetings from time to time. (Duration of Professional Service 11 Years-MHS 11)

"Yes, I had heard of it, but frankly I didn't quite know what it was. To me, it is a reading difficulty. I can briefly say that the location of the letters is confusing, and as a result, the words are expressed incorrectly." (Duration of Professional Service 6 Years- MHS 6)

When we look at the answers given by the participants, it is seen that the teachers have a descriptive level of knowledge about dyslexia, but they do not have detailed information, and some teachers do not even hear about dyslexia until they meet a student with dyslexia. It is seen that teachers have access to information about dyslexia after encountering students with dyslexia.

3.2. Turkish Teachers' Level of Diagnosis of Dyslexia

In order to determine the level of Turkish teachers' ability to recognize dyslexia, the participants were asked "Can you identify students with dyslexia in your class? (How was your first dyslexic student, how did you know that your student had dyslexia? etc.). The answers to the question " are as in Table 4.

Table 4.
Turkish Teachers' Level of Diagnosis of Dyslexia

Codes	**f**
I can recognize it.	1
I can recognize it a lot.	2
I can be partially recognized based on my first experience.	6

When Table 4 was examined, Turkish teachers stated that they could recognize dyslexia (f=1), recognize it to a large extent (f=2) and partially recognize it based on first experience (f=6). The opinions of the participants on the issue are as follows:

"I think I can recognize it largely. My first dyslexia student was extremely sensitive, timid, and quite diligent, but despite this effort, he was not an academically successful child. He didn't want to come to school. He was confusing words, letters, and sounds, had difficulty following the instructions given, and had difficulty sorting words into letters or syllables. In short, he could not read correctly and write correctly. One of his main problems was his inability to organize. I think that the most effective way to diagnose these children in schools is through classroom teachers getting to know their students well. Such students should be noticed in elementary school." (MHS 24)

"I have encountered two dyslexic students so far. One had a report by RAM, and the other had a diagnosis from a doctor. So when I met two of my students, they both had a diagnosis. Of course, if I encounter a student who has not been diagnosed, I will have an idea based on my experience, but I cannot fully recognize a student with dyslexia, because I do not have any expertise in this." (MHS 18)

"My dyslexic student in my class was having a mess expressing himself verbally and in writing. He was often confused, which made him tired. He was getting some things wrong. He was running late while writing, he misspelled some words because he confused the letters (for example, a with d). I think I can partially recognize students with dyslexia. Of course, these students can be easily identified by using inventory or tests that will be applied by experts." (MHS 17)

"I may. Although he has very normal communication skills in everyday life, it seems that words change places when reading, he has difficulty understanding questions, he often stutters when reading, and the places and directions of the letters are different when they are written. There are definitely special methods that people who are experts in this field use to get to know these children." (MHS16)

"In particular, my student was missing letters or exhibiting incorrect reading and writing behavior in his reading and writing skills. He was lagging behind in the class academically and socially because he could not read and write fluently and completely. In particular, repetitive deficiencies or spelling errors in notebook notes and exam papers can be a clue in identifying dyslectic students." (MHS 14)

"I have only been a dyslexic student in my class once in my professional life. My student had difficulty pronouncing words when talking, also writes slower than his peers when writing, and especially confused the letters "p" and "b", "d" and "b". Based on my first experience, I can more easily notice a student with dyslexia who I will encounter from now on." (MHS 13)

"I can't literally recognize students with dyslexia, but I notice the language problems that my student is experiencing. I can transfer my experiences with my student to the guidance unit about diagnosing these students. I was informed by the guidance unit before starting classes with my first student. That is why I acted from the first moment, knowing the state of my student. There are definitely special methods and a number of techniques to identify these students. It will be more correct for people who are professionals in this matter to make a diagnosis." (MHS 12)

As far as I know, there are some symptoms characteristic of dyslexia, but I think that these symptoms may vary depending on the student. So although I can largely recognize these students, I literally may not be able to do so. My first dyslexic student was very cold and reluctant to go to school. He had great perturbations in every work he did. With the support of our guidance counselor, the dedication of the teachers, and the cooperation of the parents, we have made very good progress with our students. I think that there are definitely special methods to identify these students, but I don't know these methods. (MHS 11)

"It can be difficult to diagnose a dyslexic student immediately at first sight. However, it can be understood if a text-reading study is performed during the lesson. When I was reading to my first student, he was mixing letters together and reading with incorrect expressions. As such, he had the fear and anxiety of misreading and sometimes he could abstain." (MHS 6)

When the responses of the participants are examined, it is understood that the teachers do not consider themselves to be fully adequate in terms of diagnosing dyslexia to a large extent. Teachers have given answers that they can partially recognize their dyslexic students from now on through their experiences gained after encountering their first dyslexic students.

3.3. Turkish Teachers' Level of Competence for the Education of Students with Dyslexia

The opinions of Turkish teachers about the skills that teachers should have in order to understand the level of proficiency for the education of students with dyslexia and for the education of students with dyslexia are as follows:

Table 5.
Turkish Teachers' Competencies for the Education of Students with Dyslexia

Codes	f
I think I'm enough.	1
I think I'm partially enough.	3
I don't think I'm enough.	5

When examined Table 5, Turkish teachers consider themselves to be sufficient and partially sufficient for the education of students with dyslexia. There are also Turkish teachers who do not consider themselves sufficient in this regard.

Table 6.
Competencies of Teachers Related to Dyslexia According to Turkish Teachers

Codes	f
How to become a teacher trained in dyslexia	8
Becoming a researcher	2
Don't be friendly	2
Be patient	2
The ability of empathy to be strong	1

According to Table 6, Turkish teachers express that teachers who will provide education about dyslexia should be educated, investigative, friendly, patient, and have a strong empathy ability. The opinions of the participants on the issue are as follows:

"I think yes. I have received a lot of training from specialists in the business on this topic. I am also the mother of a child with dyslexia.

I think that teachers who have students with dyslexia should especially be researchers, empathetic, self-renewing, developing, patient, loving and friendly.

During a training session I attended, I will not go through what an expert psychiatrist said about this without sharing it with you here. The first and most important feature that you will look for in your child's teacher should be a "friendly face". "Even if my father is, if he is sullen, it will be difficult for me to establish a healthy bond between him and Dec." (MHS 24)

"I think that there are definitely special methods used in the education of students with dyslexia, but I don't have a deep knowledge of these methods. All teachers should have information about the education of inclusion students or students with learning disabilities, because every teacher will definitely encounter such students." (MHS 18)

"No, I don't think I'm quite enough. I think it is necessary that these teachers are educated, that they can accurately identify this learning disorder." (MHS 17)

"I don't think so. Although there is special attention in the classroom environment, there may be situations when we can't get enough of the level or speed of the student. Although individual-specific annual lesson plans are prepared, students with dyslexia can remain more passive in classroom activities. It is necessary for the teacher to have a good understanding of the student's level and qualifications and to direct the student correctly." (MHS 16)

"This is a topic that requires special expertise. In particular, teachers in all branches of the Ministry of Education should be given informative lectures on general learning disorders by providing in-service training on dyslexia or at universities' faculties of education to teachers in all branches." (MHS 14)

"I don't think I'm good enough. Because it requires a different field and specialization. To be able to notice students with dyslexia, seminars on dyslexia can be given to teachers." (MHS 13)

"I cannot say that I am literally adequate in terms of the education of students with dyslexia who are included in inclusive education in my school, because there are certainly various methods to be used for the education of these students. I don't master these methods because I don't have an education in this subject. I have tried to conduct my lessons with my student through my efforts and with the support of our guidance counselors. However, if I had received an education related to this in my undergraduate education or professional life, my approach to my student would have been more professional." (MHS 12)

I am doing my best to educate my dyslexic student, but I don't think I am doing enough literally. Since my student is an integration student, he shares the same educational environment with his other friends in the classroom environment. Although I practice BEP, I may not be able to devote as much time to this student as necessary and always realize his needs. For the education of these students, all teachers must have knowledge about the subject, so the teacher should know well what to do. In order to obtain information, support should be obtained from the guidance units. In addition, I think that these children should be approached more specifically. (MHS 11)

"Obviously I don't think I've had enough of too much. Because we were not given an education in this field at the university. In addition, I didn't come across a study after the in-service application. I also didn't come across any training on this somewhere outside. I was just researching online when I came across such a student in the first year of my profession. But I still don't think I know the process well enough to be able to help him." (MHS 6)

When Table 6 is examined and according to the answers of the participants, it is understood that only one teacher considers himself sufficient in the education of students with dyslexia, while other teachers do not consider themselves fully adequate in this regard. The teacher who considers himself sufficient in this regard explained the reason for his qualification as the training he received from experts in this regard. In addition, the teacher who considers herself to be adequate, has also stated that she has mastered the subject a lot due to the fact that she is the mother of a student with dyslexia. According to the study, the Turkish teacher, for the training of teachers in student dyslexic qualifications that need to be found are given in the following way: to have sufficient knowledge and training about dyslexia, researcher empathy, strong, self-healing and nurturing, patience, loving and smiling faces... The most emphasized competence by teachers is the need to have training on the subject. Participants emphasized that they should receive training on the subject during their undergraduate education and the importance of in-service training they will receive during their duties.

When Table 6 is examined and according to the answers of the participants, it is understood that only one teacher considers himself sufficient in the education of students with dyslexia, and the other teachers do not see themselves fully competent in this subject. The teacher, who considers himself/herself sufficient in this subject, explained the reason for the qualification as

the training he received from the experts on this subject. In addition, the teacher who considers himself/herself sufficient, stated that she has a great command of the subject because she is the mother of a dyslexic student. According to the Turkish teachers who participated in the research, the competencies that teachers should have for the education of students with dyslexia are as follows: Having sufficient knowledge and education about dyslexia, being a researcher, having strong empathy skills, self-renewing and improving, patient, loving and smiling face. The most emphasized competence by teachers is the need to have training on the subject. Participants emphasized that they should receive training on the subject during their undergraduate education and the importance of in-service training they will receive during their duties.

3.4. Turkish Teachers' Problems Related to Reading Skills of Students with Dyslexia

In order to identify the problems experienced by Turkish teachers about the reading skills of their dyslexic students, the participants were asked "What do you think are the problems experienced by your dyslexic student about his reading skills? (Is he reading slowly or is he reading fast? etc.)" The answers to the question are as in Table 7.

Table 7.
Turkish Teachers' Problems Related to Reading Skills of Students with Dyslexia

Codes	**f**
He reads slowly.	8
It reads incorrectly and skipping lines.	8
He's shuffling the letters.	4
He is reluctant to study reading.	4
October doesn't read attachments or makes up attachments. Octobersn't read attachments or makes up attachments.	3
He does not pay attention to punctuation marks.	2
He's having trouble pronouncing some words.	2
Reading it's hard for you to understand.	2
He's spelling it out.	1
He can stutter.	1

When Table 7 is examined, according to the teachers participating in the research, the most common problem faced by students with dyslexia regarding their reading skills is that students read slowly, incorrectly and skipping lines. Apart from these, significant problems are that students with dyslexia confuse letters, do not read suffixes, and students are reluctant and shy in reading activities due to the difficulties they experience. All opinions of the participants on this subject are as follows:

> *"He reads slowly. He reads words by spelling, incorrectly and skipping. October reads by fitting the suffixes at the end of words and the words at the end of sentences. He often skips lines while reading." (MHS 24)*
>
> *"My student with dyslexia reads slowly, hangs out a lot while reading and shuffles letters. He does not read Octoberixes, he can skip some letters, skip lines and read without paying attention to punctuation marks." (MHS 18)*
>
> *"My student reads slowly, even reads incorrectly, and can complete a word by making flashbacks, so he doesn't even want to read it." (MHS 17)*
>
> *"He reads slowly, incorrectly and incompletely, he can stutter from time to time." (MHS 16)*
>
> *"He reads slowly, reads some words incompletely, and has trouble pronouncing some words. He is very reluctant to study reading because he has trouble reading." (MHS 14)*
>
> *"My student hangs out a lot while reading and reads letters incorrectly, and his reading speed is slow. He has difficulty understanding his reading. However, he can understand short texts better when someone else reads them." (MHS 13)*
>
> *"My student was having serious problems with reading. October often confused the letters a lot and often did not read the suffixes on the words. The reading speed was also quite low. He also often did word repetitions. Because of these troubles, he also remained shy in his studies of reading. When he was supported and his motivation was increased, his reading effort was increasing." (MHS 12)*
>
> *I find it a little difficult to involve my dyslexic student in reading studies, he is shy about it. He often hangs out while reading and skips lines, he can even skip a few lines. He reads the words wrong, and where he can't read, he makes up another word instead. He cannot pay attention to punctuation, emphasis, and intonation. (MHS 11)*
>
> *"My student was stuck and reading slowly most of the time because the location and order of the letters were confused with this problem caused by a center of the brain." (MHS 6)*

Teachers stated that students with dyslexia generally read slowly and skip lines, mixing letters. They stated that they had problems with punctuation, pronunciation, and reading comprehension.

3.5. Turkish Teachers' Problems Related to Writing Skills of Students with Dyslexia

In order to identify the problems experienced by Turkish teachers about the writing skills of their dyslexic students. The participants were asked, "What do you think are the problems experienced by your dyslexic student about their writing skills?" The answers to the question are as in Table 8.

Table 8.
Turkish Teachers' Problems Related to Writing Skills of Students with Dyslexia

Codes	f
He writes words and letters incorrectly.	9
He writes some letters backward.	5
It does not leave appropriate gaps between words and letters Dec	5
He's using the notebook incorrectly.	4
He doesn't use punctuation marks.	4
He does not pay attention to the spelling rules.	4
He writes slowly.	2
He's having trouble writing down what he thinks.	2
Handwriting is difficult to read.	1

When Table 8 is examined, the most common problem faced by teachers regarding the writing skills of students with dyslexia is that students misspell some letters, write some words incorrectly, and write some letters backwards. Apart from these, students' leaving inappropriate spaces between letters and words in their writing, not being able to use their notebooks properly, writing slowly, having difficulties in expressing what they think in written form, and difficult reading of their writings are other problems experienced by teachers. All the opinions of the participants on this issue are as follows:

> *"First of all, he is using the notebook incorrectly. He can't follow the writing line. He can't Decipher the proper spacing between words. He's always using an eraser because he thinks he's writing wrong, and the notebook is full of holes. It's confusing where the letters are, and it's missing or reversed." (MHS 24)*

> *"My dyslexic student has a hard time writing. He mixes up letters a lot, doesn't write some of the letters in the word, and doesn't use the dots of the dotted letters. He has a hard time typing following the line. When writing a word, it opens a lot between the letters, that is, writes the letters too far from each other. He also has difficulty using punctuation marks in spelling rules. Sometimes he can use obvious signs such as periods and commas." (MHS 18)*

> *"He encodes letters incorrectly due to a learning disorder, he can leave letters missing, and he can write capital letters backward. His words are very scattered, so it seems that they are individual letters, rather than a word. He also cannot pay attention to the rules of spelling and the use of punctuation marks." (MHS 17)*

> *"He is quite slow about creating meaningful text. He does not use punctuation marks in his writings, there are a lot of spelling mistakes. He can mix letters and change the directions of letters while writing." (MHS 16)*

> *"I see that words and syllables are written incompletely. It cannot provide the page layout when you type. He can write letters backward and mixes uppercase and lowercase letters in the word. He cannot pay attention to spelling rules and punctuation marks." (MHS 14)*

> *"He writes slowly. He can skip letters when writing words. he mixes the letters "p" and "b" with the letters "d" and "b". He can reverse the letter "E". He has difficulty writing down what he thinks." (MHS 13)*

> *"My student often made letter mistakes when writing, as well as when reading. Sometimes the letters could remain as open as the Dec Deciphered words. The sizes of the letters were also not balanced. Using colored paper in exams could be supportive of writing." (MHS 12)*

> *It is difficult to understand and read the article of my dyslexic student. He also has problems with the use of notebooks. He writes words very disjointedly. There are a lot of letter errors and omissions. He mixes up similar letters, and he can write backward. There is usually no Decency of meaning in0020what he writes. It's better when you write short sentences. (MHS 11)*

> *I was also experiencing problems related to writing, such as missing or overwriting the letters in the word, changing the location of the letters, and sometimes writing the letters incorrectly. (MHS 6)*

The teachers stated that they had difficulties because of the students' misrecognition of words and letters; They state that students make mistakes such as punctuation and spelling mistakes.

3.6. Turkish Teachers' Problems Related to Speaking Skills of Students with Dyslexia

In order to identify the problems experienced by Turkish teachers about the speech skills of their dyslexic students, the participants were asked, “What do you think are the problems experienced by your dyslexic student about his/her speaking skills? The answers to the question "are as in Table 9.

Table 9.
Turkish Teachers' Problems Related to Speaking Skills of Students with Dyslexia

Codes	f
He can hang out when he's talking, he can't speak fluently.	5
He is timid and anxious about speaking.	4
He has problems with articulation and pronunciation.	4
He has difficulty expressing his thoughts verbally.	3
He walks away from the topic while talking.	3
He talks slowly.	2
He stutters when he gets excited.	1
He talks fast.	1
He can't give long speeches.	1

When Table 9 is examined, the main problems experienced by teachers regarding the speaking skills of students with dyslexia are that the students cannot speak fluently, are shy about speaking, have high levels of anxiety, have difficulties in pronouncing some words, and have articulation problems. Difficulty in expressing their thoughts verbally, staying away from the subject, stuttering when excited, not being able to make long speeches, speaking slowly and quickly are other problems reported by teachers. All opinions of the participants on this subject are as follows:

> *"He has a problem with articulation. He does not want to take a lot of promises for fear of saying something wrong. He can't express his thoughts very well by talking." (MHS 24)*
>
> *“My dyslexic student can express himself by speaking when the necessary time is given. Of course, he has a hard time speaking in public. Sometimes the anxiety level becomes high and he can hang out in their conversation and repeat the same word. I also see that he says some letters more dominant and mixes them up from time to time. For example, he can use the letter “s” instead of the letter “z” when talking." (MHS 18)*
>
> *"He cannot make long statements, and he had difficulty explaining some statements, he may have pauses during his speech. In fact, he even broke off from the topic during his conversations and could tell different things. He can also misunderstand the questions asked and talk about different things when answering them." (MHS 17)*
>
> *“He stutters when he gets too excited." (MHS 16)*
>
> *"He has a hard time picking up the topic in his conversations and speaking fluently. Sometimes he can get out of the desired topic. This situation also attracts the attention of his friends when the topic is very scattered in their conversations. In this case, he is also ridiculed socially and can be subjected to verbal bullying." (MHS 14)*
>
> *"He talks slowly. He has difficulty pronouncing some long words. She is very shy about attending speaking events." (MHS 13)*
>
> *“I can't say that my student has had great difficulties with speaking. It's just that the pace of conversation was a little slow. From time to time, he could also say some letters more dominant." (MHS 12)*
>
> *When I observe them in their daily conversations, they don't have serious problems, but when they make planned conversations, they have difficulty collecting sentences, speaking within a plan, and when they can't fully convey what they think, the topic can fall apart. He can also have words that he hangs out with, and his speech is not very fluent. (MHS 11)*
>
> *“His speech was Decaying fluency occasionally and he was talking a little fast." (MHS 6)*

It is seen that the most common difficulties experienced by students with dyslexia are stuttering while speaking, inability to speak fluently, articulation and pronunciation problems, inability to express their thoughts verbally, and distance from the subject while speaking.

3.7. Turkish Teachers' Problems Related to Listening Skills of Students with Dyslexia

In order to identify the problems experienced by Turkish teachers about the listening skills of their dyslexic students, the participants were asked, "What do you think are the problems experienced by your dyslexic student about his listening skills?" The answers to the question are as in Table 10.

Table 10.
Turkish Teachers' Problems Related to Listening Skills of Students with Dyslexia

Codes	f
He has a hard time conveying what he understands from what he listens to.	5
He cannot focus for a long time and is distracted.	4
He's having trouble taking notes of what he's listening to.	1
He understands what he is listening to better when he is given a private reading.	1

When Table 10 examined, the most common problem experienced by Turkish teachers is that students with dyslexia have difficulty communicating what they understand from what they are listening to, and their attention and attention are distracted during long-term listening. It is observed that the problems experienced by students with dyslexia in their listening skills are less than in their reading, writing, and speaking skills. All the opinions of the participants on this issue are as follows:

"He has a problem with focus and attention when listening for a long time." (MHS 24)

"My student does not have much trouble listening, his understanding of what he is listening to is better than his reading comprehension, but he still finds it difficult to convey his conclusions from what he is listening to." (MHS 18)

"He can't listen for too long, he breaks off from the narration quickly, his interest dissipates." (MHS 17)

"He expresses well what he understands from what he is listening to, but his comments about what he is listening to may be incomplete or inadequate." (MHS 16)

"There are a lot of places in auditory learning that he cannot understand. He can get distracted while listening. I see you're having a hard time taking notes of what you're listening to." (MHS 14)

"He can't concentrate his attention, so he can't fully perceive what he's listening to. He sometimes has a hard time conveying what he understands from what he listens to." (MHS 13)

"My student had no shortage of listening space. Even when the texts were read by someone else, the comprehension level was increasing. His success was increasing when he also received reader support in the exams." (MHS 12)

As long as it's not too long, there's not much trouble listening. He has trouble understanding and conveying what he is listening to. (MHS 11)

"I wasn't having a problem with his listening ability." (MHS 6)

When the Turkish teachers participating in the study were asked what they wanted to add about the subject, the following answers were obtained:

"Despite the fact that "Dyslexia" is a more serious issue than in previous years, the measures taken are unfortunately not enough. Many in the community and teachers think that these children have mental disabilities. They are very lucky if they have a relevant and knowledgeable class teacher in elementary school, but this process becomes more difficult and exhausting with the introduction of different teachers into each lesson in middle school and high school, exhausting the family and student. Students are therefore moving away from school and therefore from education. I would also like to congratulate you and wish you success for this special work you have done and the work you have shown." (MHS 24)

"I would like to get an education related to dyslexia. I think it is important for teachers to have information about the education of such special students." (MHS 18)

"I think it is very important that the coordinated conduct of family, school, and expert support in the detection of dyslexia is carried out. Thanks." (MHS 17)

"I believe that the school PDR service and management will inform all teachers more about BEP and that providing training through in-service seminars will produce a more utilitarian solution to the issue." (MHS 14)

"I think that teachers need special education to be more effective in the education of these students. Of course, we have inclusion students in our schools and we prepare Individualized Education Plans for them, but I think that our students should be more sensitive in their education. Every teacher is quite likely to encounter these students, but most teachers also learn about dyslexia after encountering these students. However, teachers should have the necessary information without encountering these students with their language training or the training they will receive in their professional lives." (MHS 12)

I think that individuals with dyslexia are really special and I see that they have abilities in different areas. A student of mine with dyslexia is very talented in the field of painting and is currently studying fine arts. These children are able to show themselves when they are given the opportunity. That is why I think that the necessary importance should be given to special children in our education system and that all teachers should be aware of this issue. Thank you. (MHS 11)

"He should take a closer look at the students who are experiencing this situation. First of all, we should immediately discover such students so that we can avoid any psychological trauma that may occur. We should motivate them as much as possible and remind them that this is not a deficiency, but a situation that can be corrected, and only if they go on it, they can turn this situation into a positive one." (MHS 6)

When the responses of teachers are examined, the opinion that teachers agree on is that teachers should be educated and knowledgeable about dyslexia and that the necessary importance should be given to these students. It is also obvious that students with dyslexia can prove themselves in the fields in which they are talented thanks to the training they will receive with the necessary precision.

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

In the study, important findings were obtained about the awareness levels of Turkish teachers about dyslexia and the problems experienced by dyslexic students in teaching Turkish. Educators' awareness of dyslexia is very important. Students with dyslexia are included in inclusive education in our country so that they can study together with their peers, but not enough recognition of learning disabilities in schools and insufficient awareness activities are important problems in the education of these children (Foundation for Children with Dyslexia and Dyslexia Learning Disabilities Association, 2019). It is seen that Turkish teachers participating in the research generally have knowledge about dyslexia. Similar to this study, Avcı and Beyhan (2022) stated in their research that teachers are knowledgeable and competent about dyslexia. Other studies also support the results of this research (Uluçınar Sağır and Bozgün, 2018; Balcı, 2019; Öztürk, 2019; Emre et al. 2020). Gwernan-Jones and Burden's (2010) study with pre-service teachers stated that pre-service teachers have a positive attitude towards dyslexia.

The teachers who participated in the study defined dyslexia as learning difficulties in skills such as reading, writing, mathematics, learning disabilities, learning disabilities, reading difficulties, and language skills. There is a linguistic problem in dyslexia (Flynn & Deering, 1989; Hultquist, 2008). According to Friedmann and Gvion (2001), individuals with dyslexia are affected by the orthographic structure of the word. Ogawa, Shibasaki, Isomura, and Masataka (2016) mentioned that Japanese dyslexics experience orthographic problems.

Turkish teachers think that they can recognize dyslexia after their first experience. Children with learning disabilities in our country are mostly sent to guidance research centers, and as a result of this report, it is important that the teachers who will conduct the educational and training activities of these students have information and information on the subject. Doğan (2013), researched dyslexia in Turkish and surveyed the classroom teacher and they do not have enough information on this issue, in addition, these students identify themselves and interviewed the teachers these students reached the conclusion that they don't see enough on what to do exactly. The opinions of the Turkish teachers participating in the study are that they cannot fully recognize dyslexic students and do not have enough information about it. It is extremely important that dyslexic students are diagnosed at an early stage and that the individual is referred to early intervention programs and necessary health and education services (Aslan, 2015). As a result of the evaluations of guidance research centers, it receives an inclusion report. The report received by these students will never be enough to solve problems and educate these students alone. Lyon and Weiser (2009) stated in their study that many teachers did not receive dyslexia training during their undergraduate years. Studies show that there are different brain-based applications to learn about dyslexia (Nicolson & Fawcett, 2013; Mills & Clarke, 2017; DeVries, 2019).

The role of teachers in the success of dyslexic students in their educational lives is very great. The Turkish teachers participating in the study believe that they do not have the necessary competencies for the education of students with dyslexia. However, it is very important that teachers know the special methods that they can use in the education of their students with learning disabilities and have the necessary knowledge and qualifications for the education of these students. If a child shows learning difficulties, the teacher should observe him very well, record his behavior and make instructional arrangements in the classroom. In-service training and seminars should be organized to increase the awareness of families in order to support the knowledge of teachers. It is thought that systematic and planned interventions will contribute to the continuation of these

students' education in the general education classroom (Foundation for Children with Dyslexia and Dyslexia Learning Disabilities Association, 2019).

According to the findings obtained as a result of the research, students with dyslexia have many problems in the areas of reading, writing, speaking, and listening in the teaching of Turkish. In order to solve and minimize these problems, it is very important that the teacher is well-equipped in this regard, is aware of the appropriate methods and techniques, and has a high level of ability to use these techniques. Balcı (2019) concluded that it is inevitable that teachers who do not have enough knowledge in their studies feel incomplete about this issue within their professions, and that teachers are not sufficiently informed about learning difficulties in general and dyslexia in particular during their higher education. The fact that teachers do not have sufficient knowledge in this field creates a perception of inadequacy in teachers. As can be seen from this study, teachers are not sufficiently knowledgeable about this issue and it is even understood that they acquire their knowledge through their own efforts and usually when they encounter a student with dyslexia. Seçkin Yılmaz and Sarı (2020) found in their research that students have problems with phonology, reading skills, and verbal language skills. Seçkin Yılmaz and Sarı (2020) found in their research that students have problems with phonology, reading skills, and verbal language skills. Students with dyslexia have difficulties in syntax skills (Cantiani et al., 2013; Cantiani et al., 2015) and sentence reevaluation (Moll, Hulme, Nag, & Snowling, 2013). Avsar and Cankaya (2021), on the other hand, stated in their study that dyslexia is not given enough importance in the family and society. Washburn et al. (2011) concluded in their research that teachers do not have the necessary knowledge to combat dyslexia. In his study, Ucgun (2013) stated that the Turkish teacher also has great tasks in determining learning difficulties and that children with such disorders can come to secondary school with a delay in detection. Dyslexic children experience serious problems during their educational life if they are not noticed at a very early stage of their educational life and their diagnosis cannot be made on time. The importance of undergraduate education for teachers and the training they will receive in their professional lives is great. As a result of these trainings, it is a fact that teachers who are equipped with sufficient knowledge on the subject can reduce the problems experienced by students with timely intervention and appropriate methods that they will use.

Research and Publication Ethics Statement

The paper is complied with research and publication ethics.

Ethics Committee Permission

Board name: Çanakkale Onekiz Mart University Graduate School of Education Graduate Education Institute Ethics Committee Decision Date: 25.02.2021 Number: 04/20

Contribution Rates of Authors to the Article

The authors equally contributed for the article.

Statement of Interest

The authors declare that there is no conflict of interest.

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