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INVESTIGATION OF THE VIEWS OF PRE-SERVICE TURKISH TEACHERS IN TERMS OF SPEED READING

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Abstract

The aim of this study is to reveal the views of pre-service Turkish teachers in terms of the speed reading. To that extent, case study design was adopted in the research. The study group consists of 85 3rd and 4th grade pre-service teachers from a state university in the West of Turkey. A semi-structured interview form was used as a data collection tool in the research. The descriptive analysis method was used in the data analysis of the research. Accordingly, speed reading is a requisite in Turkish teacher education. Most of the pre-service teachers consider speed reading as an essential ability. Some participants stated that they had a high concentration level when reading. The participants claim that speed reading will improve their exam performance, allow them to save time and, to read more books, and it will also contribute them in their future professions.

Keywords: Reading, speed reading, reading speed, pre-service Turkish teachers.

INTRODUCTION

Today, there is a great deal of information that needs to be accessed in an extremely limited time. Books, newspapers, magazines, articles, business-related reports, e-mails have become indispensable parts of daily life as well as the internet and social media. People need new methods that will help individuals to save time to spend for all these responsibilities in a 24-hour time slot, and one of these methods is speed reading. When speed reading is mentioned, biases come into people's mind and a reading type independent from comprehension is recalled. However, reading cannot be thought without comprehension. To better understand speed reading, it is necessary to know the concept of reading well first.

According to Gündüz and Şimşek (2011), reading is an activity of seeing, perceiving, understanding, and making sense of words, sentences or a text with all its elements. They do not mean basic reading, but functional reading, which enhances one's world of feeling and thought. In this respect, reading makes important contributions to the development of personality and the enrichment of individual and social life. Reading is an activity that enables knowledge, development, and fun. It consists of the functions of the brain such as vision, perception, vocalization, comprehension, and configuration. Harris and Sipay (1990, p. 10) describe reading as meaningfully interpreting the language of writing. Dökmen (1994, p. 15) states that reading is not all about seeing words and sentences, but that mental

activities must occur for reading to take place. Güneş (2009, p. 3) referred to reading as decoding writings. In addition to this statement, he expressed that reading is about capturing the generic meaning and so fronted silent reading. According to the constructivist educational approach applied in the Turkish language curriculum since 2005, reading has been treated as a process that improves mental structure.

According to the constructivist approach, reading is an active process in which the individual creates new meanings by integrating the information in the texts one reads with preliminary information and expands vocabulary. In this process, individuals explore, interpret and remake sense of the meaning of the writings. The process of reading is mental and complex. Accordingly, individuals use various mental processes such as sorting, classifying, associating, questioning, analysis-synthesis, evaluation. The information passed through these processes is re-interpreted with the preliminary information of the individual and subjected to a new process (Güneş, 2009, p. 3). Reading is the best way to manage the reading process. A good reader determines the important information in the text s/he reads, integrates the new information with his / her preliminary information, makes inferences, interprets and relates it to daily life (Ateş, Güray, Döğmeci, & Gürsoy, 2016). Individuals need to have high-level thinking skills to make inferences from the text (Özdemir & Kiroğlu, 2019).

Gündüz and Şimşek (2011:145-161) define speed reading as a text length and a type of visual reading that can be done in unit time. Arıcı (2012) defines speed reading as reading many words in a given time. According to Ruşen (2006), speed reading increases the level of comprehension of individuals by the number of words they read. Maviş (2006: 73) describes reading speed as the duration of reading by understanding a text and states that reading speed is determined by the reader's purpose, comprehension strength, the difficulty level of the subject and material. Speed reading is known in society as the number of words an individual reading in a minute. In the constructivist approach, speed reading is the research, discovery, interpretation, re-interpretation of lines, which are called writing, and their configuration in the mind. Speed reading is not a simple form of reading, but a process that works as a mental process by understanding (Güneş, 2009, p. 5). Research on speed reading (Akçamete, 1989; Dökmen, 1994; Tazebay, 1997; Avcıoğlu, 2000; Coşkun, 2002; Dedebali, 2008; Karadağ, Keskin, & Arı, 2019) focused on the number of words read by the individual. Richadeau, Gauquelin, and Gauquelin (1990, p. 39-40) express that our eyes move forward by making leaps and pauses on the text.

Kavcar, Oğuzkan, and Sever (1995) and Ruşen (2006) emphasize that eye training and visual perception are important in speed reading. Akyol (2007) emphasizes habits in speed reading, while Brook (1936) emphasizes that line length is important. Ruşen (2006, p. 49) states that the basis of reading is the individual's desire to acquire new knowledge or the idea that previous knowledge must be reinforced. In addition to speed of reading, it is also important to understand what is read (Tazebay, 1995; Güneş, 2000; Garland & Çalışkan 2004). When the post-graduate research on speed reading are examined (Dedebali, 2008; Bozan, 2012; Ciftcibasi, 2013; Kaçar, 2015; Soysal, 2015; Ilter, 2018; Torppa, Vasalampi, Eklund, Sulkunen, & Niemi, 2018; Astari, 2019; Babayiğit, 2019; Çelik, 2019; Mergen, 2019; Muñoz, Vejarano, & Vargas, 2019; Yurdakal, 2019; Bergmann, & Bristle, 2020; Durukan, 2020) many studies with secondary school and high school students were conducted. In contrary, no study was conducted at universities. In this respect, this study aims to determine the opinions of pre-service Turkish teachers about fast reading. For this purpose, answers to the following questions have been investigated in this study:

1. What is the reading speed of pre-service Turkish teachers?
2. What is the perception of pre-service Turkish teachers about their own level of reading?
3. What kind of activities do pre-service Turkish teachers intend to do about speed reading?
4. Is speed reading seen as a need for pre-service Turkish teachers?
5. What do pre-service Turkish teachers think about the articles that should be read in a short time?
6. What are the reading concentration levels of preservice Turkish teachers?

7. How is the relationship between preservice Turkish teacher reading speeds and comprehension levels?
8. What are the opinions of preservice Turkish teachers on speed reading?

METHOD

Research Design

The case study design was used in this research. The case study is expressed as an in-depth investigation and description of a current situation (Merriam, 2013, p. 40). In a case study, there is a case of an intensive study of an event about how and why questions are being answered in case studies. In the study, the opinions of the pre-service teachers about speed reading were examined which is one of the methods of reading skills included in the four basic language skills. When pre-service teachers start their profession following their graduation, they will give their students speed reading techniques and ask them to read and understand texts quickly. Getting their opinion on speed reading before they start their profession will allow them to experience awareness regarding this process.

Research Group

In the study, a simple random sampling method was used (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2014). In this study, 85 pre-service Turkish teachers who studied during the 2019-2020 academic year were selected as a sampling group.

Data Collection

A semi-structured interview form was presented to the students in the study. The interview form consists of questions which has been prepared by the researchers and reviewed by the faculty members who experts in their field. A semi-structured interview form was administered to the students after the interview questions were received from the field experts. In accordance with the feedback received from the student, the questions were revised and modified.

Data Analysis

The data in the study was obtained by interview form. Then, the codes were analyzed by considering categories. Descriptive analysis was used to evaluate interview forms. Descriptive analysis is the encoding of qualitative data based on a predetermined framework (Büyüköztürk et al., 2014, p. 240). The data obtained in the research were analyzed in accordance with the pre-determined themes.

Validity and Reliability of Research

To ensure the structural validity of the research, pre-service teachers with different grade point averages and different levels were included in the research. The data obtained in the study were analyzed by different researchers, ensuring that the findings and analyses were consistent with each other. To ensure the internal validity of the study, the data obtained from the study group were included in the findings section via extracts. The findings of the study were generalized to ensure the external validity. To ensure the internal reliability of the research, some other researchers examined and verified the data (Merriam, 2013).

Ethical Consideration

The permission of the Ethics Committee for the research was obtained by the resolution of the Social Sciences and Educational Sciences Ethics Committee at Çanakkale Onsekiz Mart University dated 16.04.2020 No. 03. Besides, the participants of the study declared that they participated voluntarily in the research.

RESULTS

In this part of the study, the views of pre-service Turkish teachers in terms of speed reading were examined.

Speed Reading Competencies

Table 1. Opinions of pre-service Turkish teachers about their reading speed competency

Codes	*f* (79)
Yes, I consider my reading speed is sufficient.	45
No, I do not consider my reading speed is sufficient	30
I consider it is partly sufficient/ It could be a lit bit quicker/Average	10

When Table 1 was examined, it was seen that pre-service Turkish teachers (n=45) find their reading speed enough. In contrary, some students do not find their reading speeds enough (n=30), some others find their reading speed partially enough. Those who said, "Yes, I consider my reading speed sufficient." expressed their opinion as:

"Yes, I consider it is sufficient. For example, I can finish a novel book in average thickness. I do not have any problem with solving paragraph questions" (A12).

"I consider it is sufficient. When I start to read a book, I can finish it in a very short time. I did not have any difficulty in finishing the exams that I had in the past." (A15).

"I do not consider it is sufficient. I consider I can read neither quick or slow. I think that I have stabilized my reading skill as I can understand what I read" (A18).

"I consider my reading speed is sufficient because I can solve questions very quickly. The only problem with my reading is that I do not understand what I read. I mean, the questions that I solve after a quick reading are often wrong." (A25).

"I consider it is sufficient because I read for fun. As I read the books that I like, I have no intention to read them very quickly. Just opposite, I like reading them slowly, having fun." (A24).

Those who said "No, I do not consider my reading speed is sufficient." express their opinion as follows:

"I am not a good reader. I do not consider I am sufficient in that because it requires too many different texts." (A1).

"I do not consider it is sufficient for exams, but I am very comfortable when I am reading a novel. I feel nervous when I must compete in exams; therefore, I may not understand what I read. I am not concerned with how fast I read when I am reading books. I am engrossed in the book and forget about all the rest." (A22).

"I do not consider it is sufficient because I cannot understand what I am reading when I read fast. I spend time as much as necessary for reading rather than spending more. I do not have much time to go back when I am solving questions or reading book." (A23).

Those who said "I consider it is partly sufficient/it could be a little bit faster/average" expressed their opinion as:

"I consider my reading speed is at an average level. I consider my reading speed satisfactory when I am reading and having fun. However, I do not consider my reading speed is enough especially when I have to finish reading something in a very limited time." (A9).

"I consider it is partly sufficient although it is not too slow because human always wants to be faster no matter how fast they are. I also want to be faster." (A44).

Although pre-service teachers consider their reading speed enough, there are also pre-service teachers who do not see their reading speed enough.

The Level of Being Reader

Table 2. Opinions of pre-service teachers regarding being a reader no matter if they are a good or bad one

Codes	*f* (85)
I fell myself as a good reader.	53
I fell myself as a bad reader.	15
I fell myself as an average reader.	14
It changes based on time and condition.	1
I find it useless to put myself in a category.	2

When the table 2 was examined, pre-service Turkish teachers (n=53) express that they consider themselves to be good readers. Some pre-service teachers think of themselves as bad readers (n=15) and who think they are average readers (n=14). Some think it differs based on time and conditions if they are good or bad readers, and some do not put themselves in any category. Those who said I consider I am a good reader" expressed their opinions as follows:

"I am a good reader because I never give a break when I am reading. If I have started, I finish it. Then I immediately start a new book. I cannot stay away from books." (A3).

"I consider that I am slightly a good reader. The reason why I say "slightly" is that I cannot spare much time to reading. Except those, I can read long texts on various topics. There are news sources I keenly follow." (A22).

"I consider I am a good reader. There have been no exams which I took and failed to finish all the questions on time. My immediate friends also say that I read fast. In general, I am a good reader because I immediately buy or find a new book when I do not have any to read. I am very careful about finishing a book that I have started." (A36).

"I consider I am a good reader. The advantage that it brings about is that I am studying at the department. To be honest, I was the kind of person who liked reading before I started to study at this department." (A44).

Those who said "I consider I am a bad reader" expressed their opinions as:

"I am generally a bad reader. It is not a habit for me to read. The books that I read are not various." (A5).

"I do not consider it is insufficient. This makes me neither good nor bad because it limits me in the things that I plan to do even if it satisfies me. Therefore, it is not sufficient." (A16).

Those who said "I consider I am an average reader" expressed their opinions as:

"I am not one of the bad readers. I do not avoid reading. I like reading and talking about what I have read, but I cannot claim that I am a very good reader. There are better readers than I am." (A15).

"I consider I am an average reader. The book series I like consists of three books and I finished it in two days. I consider it was normal considering that the average page number of each was 300. However, it took me weeks to finish a thin book (Açlık Oyunları), which was made obligatory by the school (Sergüzeşt) (A19).

Those who said "It changes based on time and conditions" expressed their opinion as:

"My mind regarding these changes from time to time because I sometimes read very much, and I feel I read very fast and I am a good reader. However, I feel my reading speed went back." (A2).

When the opinions of the teacher candidates are examined, the teacher candidates generally see themselves as good readers.

Speed Reading Activities

Table 3. Opinions of pre-service teachers regarding the activities they have executed, or they plan to improve their reading speed.

Codes	f (84)
I participated.	5
I participated; I am thinking of participating.	1
I participated; I do not think that I will participate.	1
I did not participate.	4
I did not participate; I do not think I will participate	44
I did not participate; I do not think I will participate.	29

When Table 3 was examined, pre-service Turkish teachers (n=44) were found not to have participated in any seminar, congress, course etc., and they did not intend to participate in the future. Some pre-service teachers have not previously participated in an activity related to speed reading and are not considering participating (n=29). Those who said: "I participated; I don't think I will participate." expressed their opinions as:

"The thing that I do about speed reading is normal reading because I speed up reading and my vocabulary treasure extends." (A3). *"There were such activities when I was in secondary and high school. Therefore, I can claim that am a speed reader. I received training on speed reading."* (A28).

"I received training on speed reading. I benefitted a lot from it. But I do not care about reading fast very much. I prefer reading and interpreting the meaning to speed reading. I think everything is fast enough. I prefer to be left alone and read." (A69).

Those who said "I did not participate; I think I will participate" expressed their opinions as:

"I never thought about it before. I am trying to improve it by reading a lot. However, I have started to think about receiving training on speed reading. I only need to see the outcomes of the training that I would receive." (A9).

"I thought about it when I was in high school. There was a training session on speed reading. My reading speed was not so slow at those times. However, I still thought that I needed to improve it. However, I did not receive any training on that. Now I am thing about it. Why not?" (A16).

"I am not thinking about participating anything paid. I would participate in any seminar or congress if they are on education if they teach me how to read fast, how I can be more beneficial to my students, advantages and disadvantages. If I believe that they would be beneficial upon such briefing, I can receive such training, but they should be free of charge, you know we are students." (A19).

Those who said "I did not participate; I do not think I will participate" expressed their opinion as:

"I have never thought about any activity. I can improve myself reading more." (A4).

"Speed reading is a need for me, not a target. I do not feel any need to participate in such activities as I read for fun." (A24).

The pre-service teachers did not participate in activities related to speed reading and do not think to participate.

Need for Speed Reading

Table 4. Opinions of pre-service teachers regarding speed reading

Codes	*f* (84)
Yes, I feel it is a need.	67
No, I do not think it is a need.	12
I am neutral.	2
Partly.	2
Sometimes.	1

When Table 4 was examined, pre-service Turkish teachers (n=67) consider speed reading necessary. Some do not consider speed reading necessary (n=12). Some are neutral about the need for speed reading, those who partly or sometimes consider it as a need. Those who said "Yes, I consider it as a need" expressed their opinion as:

"I think speed reading is necessary for every individual. I want to be able to read fast especially in important exams to save time." (A5).

"Maybe, this outcome will contribute positively to me. In the exam, I can be faster especially in paragraph type questions and have an advantage over others. Thus, I have a chance to go back to the unanswered questions." (A67).

"I certainly consider it is a need. We use reading skill in every aspect of our life. As we, as teachers, will be responsible for helping our students gain these skills, we are supposed to have such skills first. We save more time in this way." (A23).

"Speed reading is a need in today's conditions because there is too much information that we need to learn and there are many books to read. Due to the other responsibilities that we are supposed to fulfil, speed reading techniques may facilitate our task." (A80).

"Yes, I consider. Because I think that there are many things that I do not know about speed reading techniques. It helps me be more conscious. I can teach my students when I become a teacher." (A13).

"It is not an urgent need actually, but it is a need which may be beneficial to everyone as it is to me. Speed reading is a habit which may help me gain psychomotor skills. It is also helpful in improving thinking skills" (A16).

Those who said "No, I do not consider it is a need" expressed their opinions as:

"No. I can read as fast as I need. I do not need more than that. Speed reading is not important but the quality of reading and understanding what you read is." (A24).

"I think it will open new doors to my personal development rather than being need." (A31).

"Speed reading is not a need. But it may be beneficial in personal development by saving time." (A58).

Those who said "partly" expressed their opinions as:

"Partly. I spend too much time reading. I do not have so much time. But I have no concern about reading and finishing a book very quickly. I have fun reading both novel and history book. The time that I spend is very valuable." (A14).

"Speed reading helps us in exams. Except for exams, I consider it is better to read slowly and understand what you read rather than speed reading." (A79).

When the opinions of the teacher candidates were examined, it was stated that the pre-service teachers saw speed reading as a need.

Text Reading Processes

Table 5. Opinions of pre-service Turkish teachers regarding long texts which need to be read in a very short time

Codes	*f* (83)
Yes, it bores.	52
No, it does not bore.	13
It bores sometimes.	18

When Table 5 was examined, it is seen that some think that "texts, articles, books, etc., which they are too long to read and need to be read in a short time are boring" (n=52); those who do not think that

they are boring (n=13), and those who sometimes find it boring (n=18). Those who said "Yes, it bores" expressed their opinions as:

"It bores. Because a book of a text can be free when it is read. The books that are read as they have been assigned as homework may push people away from reading." (A3).

"Yes, some texts bore me out. The reason for that is that they contain too many terminologies specific to some fields, and difficult language used in texts may negatively affect readers." (A5).

"Yes, because I prefer reading at the time and place which I want. I do not like anything beyond my control, as I do not like reading the things which are beyond my interest. I cannot focus on what I read" (A16).

Those who said "No, it does not bore" expressed their opinion as:

"It does not bore me out as I have the habit of reading. I have experienced such cases before, and I read all of them sparing enough time for each." (A27).

"If I have to read this, and if I am aware of its necessity, it does not bore me out. If the topic is beautiful and attracts me, it does not bore me." (A28).

Those who said "Sometimes it bores" expressed their opinion as:

"It does not bore me as I like reading a lot. I may get bored if I read long and boring texts." (A20).

"It sometimes bores and sometimes does not because it changes depending on whether the text is of my interest or not or my preparedness." (A23).

"I feel bored sometimes but if the text is of my interest or an attracting one, I cannot even understand how fast I read" (A29).

The preservice teachers stated that long texts bored them. While the pre-service teachers and students are reading texts, they pay attention to the length of the texts.

Level of Focusing on the Read Texts

Table 6. Opinions of pre-service Turkish teachers regarding the level of concentration that they have

Codes	*f* (85)
High level.	13
Enough.	8
Average level.	14
Low level.	15
Changing.	35

When Table 6 was examined, it was seen that there are those (n=35) who think that their concentration level varies according to situation and conditions, those who find their concentration level high (n=13), those who find their concentration level sufficient (n=8), average (n=14), and low (n=15) those who said "high level" expressed their opinion as:

"I have deep concentration when I am reading because of the topic and way of writing are important factors for me. I do not want to miss any of them." (A3).

"I completely get isolated from the outer world when I am reading. I act as the third person watching the events in the book. I do not have any problem with concentrating on what I read." (A16).

"I do not see or hear any distractor around me when I am reading. After I start reading, if it is a book, I completely concentrate on the book. If it is a paragraph, I concentrate on it at the time when I start reading. But I may have to read two or more times in exams because of the stress I have to have full concentration." (A19).

Those who said Average level" expressed their opinions as:

"I think my concentration level is average. It changes depending on the text that I read." (A66).

Those who said "low level" expressed their opinion as:

"I lose my concentration very easily. I have a concentration problem. My concentration level is a little bit problematic." (A25).

"I do not think that I have good concentration, I can easily lose my concentration." (A62)

Those who said "changing." expressed their opinion as:

"It changes depending on what I read. I can easily concentrate if it is something short to read. My concentration level decreases when I read long texts." (A1).

"My concentration level changes depending on the situation I am in. If I am at a comfortable level with a peaceful mind, I can concentrate and read better. I think I am better at that." (A8).

"The language used in a book is the most determining factor. I read a good book very carefully and curiously." (A14).

Pre-service Turkish teachers stated that their concentration levels generally changed. Each pre-service Turkish teacher stated that their level of concentration on the texts they read is different.

Reading Speed and Comprehension Levels

When Table 7 was examined, it was seen that pre-service Turkish teachers (n=28) think that there is an inverse proportion between reading speed and comprehension level. Some think that there is parallelism between reading speed and comprehension level (n=26), that reading at normal speed will help them understand better (n=15), and that this relationship is variable.

Table 7. Opinions of pre-service Turkish teachers regarding the relationship between their reading speed and their comprehension levels

Codes	f (84)
Reading speed and comprehension is parallel with one another.	26
There is an inverse proportion between reading and speed.	28
I understand better at normal speed.	15
Good	5
The relationship between reading speed and comprehension is changeable.	10

Those who said, "Reading speed and comprehension rate are parallel." expressed their opinion as:

"My reading speed and comprehension level are directly proportional, so as I read faster, I do not löse anything in comprehension and I have more fun reading." (A8).

"When I have full concentration, my reading speed and comprehension level come to a balance. I understand every word and sentence when reading. I can have a mental image of what I have read." (A16).

"I believe that I have improved my reading speed with the book that I bought and read last summer. Therefore, I can read faster, and I have realized that I understand faster and more comfortable when I read fast." (A27).

"My reading speed and comprehension level are directly proportional. As my reading speed increases, my comprehension level also increases." (A29).

Those who said "there is an inverse proportion between reading speed" expressed their opinion as:

"Reading fast sometimes affects my comprehension level. I fail to achieve reading fast and storing what is important in the read text" (A1).

"When my reading speed sometimes exceeds my comprehension level, I tend to reread texts. I happen to waste time because of that." (A5).

Those who said "I understand well at normal speed" expressed their opinion as:

"Without reading fast, I can understand words and sentences, paragraphs in the first reading. This is closely related to how interesting the text is. I think I can read a hundred-page book in one hour or 80 minutes." (A19).

"I start to ruminate if I read slowly. I go back and reread, which causes a waste of time. If I read very fast, I cannot fully understand the content. I feel that I can fully understand what I read when I read at an average speed." (A46).

Those who said the relationship between reading speed and comprehension is changeable" expressed their opinion as:

"When I concentrate on the text that I am reading, I can both read fast and understand what I am reading. If I ski through a text which is not of my interest as my perception level decreases." (A2).

"If the topic and content are very interesting, my reading and comprehension level increase." (A14).

Pre-service teachers have different opinions about reading speed and comprehension rate. They stated that the relationship between speed and comprehension rate varies. They think they will understand when they read fast.

Advantages of Speed Reading

Table 8. Views of pre-service Turkish teachers regarding the advantages of speed reading

Codes	***f* (152)**
I read more books.	31
My performance in exams increase.	30
It helps save time.	29
My comprehension level increases.	10
It is beneficial.	9
It helps my personal development.	4
My speaking ability improves.	4
It provides Professional advantage and it is a necessity.	4
It provides an advantage.	3
I feel bored less when I am reading.	2
It improves my communication skills.	2
My vocabulary treasure improves.	2
My point of view is developed.	2
My imagination power improves.	2
I can think practically and make up my mind very quickly.	2
My interest in reading increases/my reading speeds up	2
I can find the answers very practically.	1
It helps me think fast.	1
It increases my life quality.	1
It facilitates my life.	1
It improves my thinking skill.	1
My achievement increases in many fields.	1
The joy I have from reading increases and become more intellectual.	1
MY reading skills improve.	1
My comprehension skill improves.	1
I can study more.	1
My reading skill improves.	1
I can read the homework, article etc. better faster.	1
I feel better.	1
My self-confidence increases.	1

When Table 8 was examined, pre-service Turkish teachers (n=31) think that speed reading will bring the advantage of more book reading. Some think that speed reading will improve their exam performance (n=30), save their time (n=29), increase their level of comprehension (n=10), be useful (N=9).

The opinions of pre-service teachers regarding this issue are as follows:

"If I read fast, I feel more motivated to read more and I also save time. Speed reading provides me with many advantages. In brief, it makes life easier. Of course, it is a necessity of my profession." (A1).

"I believe that it will bring any contributions in the short term and long term. I believe that it will contribute to my exam performance positively." (A7).

"Reading fast and understanding what you read brings many advantages for readers. The increase in comprehension level, thinking very practical quick decision making etc. contribute to us in many ways." (A8).

"It saves time. It improves thinking skill. It supports imagination power. It helps gain reading habit. All of this help teach both students and their parents as part of our profession." (A16).

"We will take the KPSS exam very soon. The faster we read questions in the exam and the better we understand them, the more beneficial they will be. In addition to these, there are many books and texts that we need to read as tur Turkish teachers of the future. Speed reading will help us to accomplish all these." (A18).

"It will help me overcome the stress resulted from the KPSS exam and time management in the exam. In the long run, it helps me speed up my reading and helping more students get informed about speed reading, reading books and articles." (A23).

The preservice teachers stated that fast reading has many advantages. They stated that they can be successful both in their lessons and in their private lives thanks to these advantages.

DISCUSSION and CONCLUSION

Speed reading is a skill of training. For the sake of being a fast reader, it is not desirable to increase reading speed superficially (Güneş, 2009: 11). The pre-service teachers who participated in the research stated that they considered themselves enough in speed reading. They state that they have lost their ability to read fast in the environments such as noise, distraction and stress while skimming through the texts with many words with their eyes and solving the paragraph questions. In an overview of the research results (Karadağ, Keskin & Arı, 2019; Bergmann & Bristle, 2020), it is seen once again that the reading rate and accurate word recognition are critical for a qualified skill of reading/comprehension. Speed develops more quickly in the training of speed-reading techniques, and comprehension follows it. Speed reading exercises should be performed for at least twenty-one days for comprehension to take place and the speed to settle permanently. Harris and Sipay (1990), who think that speed reading can be taught, state that for this, we must know some of the characteristics of the student population that we have.

Pre-service teachers who consider themselves good reader claim that they do not give break while reading, and they prefer to qualify works, write long articles on different subjects. Pre-service teachers have stated that they do not receive professional support for speed reading, that vocabulary is important in speed reading, and that they are considering taking special courses on the issue. Some pre-service teachers state that everything in their lives is fast, and reading does not need to be so fast. According to Dökmen (1994), the reading speed of high school students was determined to be 136.4 words per minute and the reading speed of university students was found to be 145.4 words per minute. The findings of researches (Akçamete, 1989; Coşkun, 2002; Babayiğit, 2019; Bergmann & Bristle, 2020; Durukan, 2020) revealed that the text type was effective at the reading speed and comprehension level of the students. Bozan (2012) and Bergmann & Bristle (2020) stated that the reading speed and reading comprehension levels of the students involved in the study were found to be low and that there was a great need for further studies on this subject.

Pre-service teachers think that speed reading is a need to be able to take exams more quickly and become better equipped for their profession. Students preparing for exams, people who must follow the printed press, professionals who want to improve themselves, especially teachers, anyone who is anxious to manage time more efficiently, who competes with time, can participate in speed reading training. It is possible for students who often take exams to succeed in exams using their time allocated for each question appropriately (Gündüz & Şimşek 2011; Ilter, 2018; Mergen, 2019; Muñoz, Vejarano & Vargas, 2019). Pre-service teachers state that they read more books thanks to speed reading, their exam performance increases, they save time, and their comprehension levels increase.

Pre-service Turkish teachers feel that they get bored when they must read too long texts, too tick books and too long articles. They claim that nobody can be forced to read, some texts have a difficult language, so they cannot read fast, and they can't concentrate on the texts they read. They state the most important reason for their inability to concentrate on the texts they read as a distraction. In a research conducted by Kemiksiz (2019) and Astari (2019), pre-service teachers with positive perceptions of speed reading emphasized the facilitative role of speed reading in one's life and stated that those who use this skill can improve themselves and compete with other people through this development.

As a result, speed reading is a skill training. Speed reading techniques can be applied to improve reading speed and readers' comprehension rate. Many of the pre-service Turkish teachers who find their reading speed enough or who do not find it enough also see speed reading as a need. A few of the participants stated that they had a high concentration level when reading. Participants claimed that speed reading would improve their exam performance, save time, and benefit from professional and personal development.

Many pre-service Turkish teachers who find their reading speed enough compare themselves to their surroundings. What makes them feel they are enough or fast is they are reading faster or more books than those around them. They use a subjective criterion by evaluating in this way. However, there are no clear values or objective criteria for reading speeds.

Some pre-service Turkish teachers who previously received training on speed reading and those who did not are also in doubt about the realization of speed reading and how useful it will be. Some of them think, "I read for pleasure, speed reading is unnecessary", while others think, "I already read regularly, so I can increase my reading speed by reading more." However, research shows that reading speed will be increased by 30% by reading more. Speed reading techniques can increase their speed at least twice, while those who receive good training on these techniques and work to improve their skills increase their reading speed more than twice or even 1000 words per minute.

Many pre-service Turkish teachers who find their reading speed enough or who do not find it enough also see speed reading as a need. Very few of the participants stated that they had a high concentration level when reading. Participants say that speed reading will improve their exam performance, save time, read more books, and benefit from their professional and personal development.

Pre-service Turkish teacher stated that they did not receive speed reading training at the university. Education about speed reading should be given in teacher training. Experimental studies about speed reading should be done. It should be noted that the texts in Turkish textbooks should not be too long.

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