

The Impact of Speed Reading Techniques on the Rate of Reading and Level of Comprehension of the Fifth Grade Students

By

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Abstract

In this study the aim is to examine the effects of rapid reading techniques on fifth grade students' reading speed and comprehension levels. In the study posttest control group quasi-experimental model was used. The sample studying group is made up of 52 fifth grade secondary school students, 26 of whom belong to control and 26 of whom belong to experimental group attending to Kültür Primary Schools in the second term of 2012-2013 academic year in the Bolu province, Turkey. In this research besides secondary school Turkish Language curriculum, rapid reading techniques were carried out in the experiment groups during eight weeks (32 hour), while the control groups only have had the Turkish Language curriculum. The data obtained in this study were collected through the detection of reading speed and reading comprehension achievement tests. Data collection instruments were administered as a post-test at the end of the experimental procedure. Analysis of the data obtained were based on SPSS 18.0 package program. As a result of the analysis it was observed that rapid reading education has had positive effects on the students' reading speeds and comprehension levels.

Keywords: reading, reading comprehension, reading speed, rapid reading techniques

1. Introduction

Thanks to the rapid developments in technology in the recent years, the access to information is now much easier and people can find the information that they need in no time at all. Nevertheless, the convenience of accessing information has not understated the importance of reading; instead, reading all the pages of information available in a very short time quickly and comprehensively has become a crucial need.

According to Coşkun (2002), the importance of written communication in this rapidly evolving and ever changing world is increasing with each passing day. People are now engaged in reading at home, at school, at work, on public transport, namely in every sphere of life. Today, reading is no longer an intellectual privilege but one of the most essential elements in adapting to the social life. The lack of time as well as the abundance of the must-read works lead people to look for faster and more efficient ways of reading.

Reading has been defined in different ways by many people considering various aspects. The reason that these definitions vary is that the activity of reading is an invisible mental process. In short, reading is the act of gaining meaning, comprehending and interpreting the written symbols (Kurudayıoğlu 2011:15).

According to Güneş and Akçamete (1992:464), "The activity of reading is an activity that can develop and be improved." Similar to the way that children learn reading and writing by means of training, literate young people and adults can improve these skills by means of education. Thanks to certain educational programs, people are able to read faster and comprehend at the same time."

Today, thousands of pages of new texts are being written every day and published and distributed in no time. These texts are available to us in the forms of newspapers, books, magazines, etc. Since the quicker we can retrieve information that we need among this many resources, the higher the chance to be

successful we have, the importance of reading, not as an amusement but as a necessity, is increasing more and more every day. In this era where information is produced quite rapidly, “Speed Reading Techniques” emerges as a need.

When the process of reading does not result in comprehension, it does not count for much. Çakıcı (2005) reported that a text is comprehended by an individual thanks to the information obtained from his or her previous experiences. In this regard, new information obtained by means of reading is integrated with previously acquired knowledge, which brings about larger schemes. A reader, thus, obtains information about more concepts, events, objects and phenomena. The reader can more easily learn new information that he or she encounters and enhances his or her knowledge. This is a life-long process.

Reading is to understand the messages, thoughts and feelings intended to be conveyed in the written texts. The purpose of reading a text is to understand it.

Reading must result in comprehension. Otherwise, when analysis and understanding break down, it infers that reading does not achieve its objective (Çiftçi and Temizyürek, 2008: 110).

Reading and reading comprehension are successive like the links of a chain. According to Demirel (2003), though reading and comprehension may seem to be two separate efforts, they are linked to each other by a cause-effect relationship. People read in order to understand and thus desire to understand what they read.

Many researchers (Shores and Husbands, 1950; Blommers and Lindquist, 1954; Carver, 1982; Sticht, 1984; Akçamete, 1989; Harris and Sipay, 1990; Akçamete and Güneş, 1992; Tazebay, 1995; Coşkun, 2002; Dedeşali, 2008; Bozan, 2012) expressed different opinions on whether there is a relationship between the rate of reading and the level of reading comprehension, and if any, to what extent they are related.

According to Harris and Sipay (1990), it is not possible to reach a valid conclusion applicable to all. In other words, there are several factors that influence the relationship between the rate of reading and the level of comprehension. The factors such as age, intelligence level, intellectual status, reading objective of the reader, the lack or the availability of prior knowledge about the text of the reader, types of the texts, have an impact on the rate of reading and the level of reading comprehension.

Aukerman (1972) expresses that certain studies on the rate of reading of students reveal that there is a drastic increase in the rate of reading in elementary school but a decrease in the rate in high school presumably due to the insufficient attention to the improvement of reading in high school. Another possible reason may be that teachers do not know the strategies for developing reading properly.

“Speed Reading Techniques” refer to the set of techniques involving the practices to enhance the field of the view and to improve the speed of perception by the brain in order to increase the number of words read per minute gradually. Speed reading practices involve the practices to improve the movements of the eye muscles in left-right, up-down and cross directions. Thus, the eyes are improved to make faster. Accordingly, the eyes are improved to make faster saccades and to have a broader view. Subsequently, the practices are carried out to increase the speed of perception by the brain. These practices are complementary in the following order: a syllable to a word, a word to a sentence, and a sentence to a paragraph. The objective in the training on speed reading techniques is to raise individuals who abandoned the habit of slow reading and improved their rate of reading by twice as much at least by enabling the comprehension in a sufficient level.

The perception of words only by using the eyes without subvocalization is the principle to all speed reading techniques. According to Karaeloğlu (2011), speed reading are the techniques that allow a faster

and broader view and enable the eyes to follow a certain rhythm during the reading activity by preventing the eyes from becoming lazy. In speed reading, reading involves processing words not individually but in groups of two and even three. In time, it becomes possible to see the whole sentence or paragraph. The eyes act like a camera taking a photograph of words and sentences and send these images to the brain. These series of words are interpreted in the vision center of the brain.

Speed reading techniques have become a necessity for the individuals that have to keep up with the constantly developing world. In this era, due to the development of living conditions, people are obliged to be equipped with certain qualifications. The skill of reading fast and efficiently is one of those qualifications. The abundance of the works to read and the lack of time have compelled people to carry out scientific studies to read faster and more efficiently (Dedebali (2008:29). As a result of these studies, speed reading techniques were developed.

Coşkun (2003:102) states that the two most frequently used indicators in evaluating the success of the reading are the rate of reading and the level of reading comprehension. The rate of reading is basically related to the movements of the eyes. The fixations and saccades in the eyes on the lines of the text and their duration have an influence on the rate of reading.

This study aims to examine the impact of speed reading techniques on the reading rate and reading comprehension levels of the fifth grade students with regard to narrative and informative texts and on their academic achievement in Turkish Language course. For that purpose, the following questions were to be answered:

1. Is there a significant difference between the levels of reading comprehension in regard to the narrative and informative texts of the experimental group who received the training of speed reading techniques and the control group who did not?
2. Is there a significant relationship between the level of reading comprehension and the rate of reading of the experimental and control group students?
3. Is there a significant difference between the academic achievement scores of the experimental and control group students in regard to the course of Turkish language at the end of the academic year?

2. Method

Research Model

The study, analyzing the impact of speed reading techniques on the rate of reading and the level of reading comprehension of fifth grade students in secondary school, was conducted in accordance with a quasi-experimental design with control group, which is one of the real experimental models.

In the study, the post-test was carried out following the experimental processes with the experimental and control groups. During the processes, the control group received a training based on the available curriculum of the course of Turkish language whereas the experimental group received the same training as well as a training of speed reading techniques involving the practices to improve the rate of reading and the level of reading comprehension.

The view of the quasi-experimental design with post - test control group in the study is as follows:

Table 1. Research design

Groups	Forming the Groups	Process	Post-Test
Experimental Group	R	32-hour Course of "Speed Reading Techniques"	X
Control Group	R		X

As it can be seen in Table 1, the control group received a training only based on the curriculum of the course of Turkish language whereas the experimental group received the same training as well as a 32-hour course of speed reading techniques. The groups were formed by means of random method in accordance with the principles of impartiality (R). Following the experimental processes, a post-test was carried out with both of the groups.

Study Group

The study group in the research consists of fifth grade students that study in Kültür Highschool in the central district of Bolu in the academic year 2013-2014 and were selected by random assignment. The experimental group in the research is composed of 52 students, 26 of whom received an 8-week education on speed reading techniques (32 hours) consisting two hours courses for two days a week and 26 in control group who did not receive education. The average of the 4th grade end of the year report cards was taken into consideration in the determination of the experimental and control groups.

Prior to the education on speed reading techniques, the average of the academic achievement scores in the course of Turkish language was (82,39) in the experimental group and (84,25) in the control group. In order to determine whether there is a potential difference between the levels of the academic achievement scores in the course of Turkish language between the experimental and control group students, the averages of the scores of both groups were examined by means of T-test for unrelated measurements.

It was concluded that there is not a significant difference between the average scores of the course of Turkish language of the experimental and control group students [$t(50) = -.691, p>.493$], which can be interpreted as that the fifth grade students are equally successful in terms of the language skills in the course of Turkish language prior to the education of Speed Reading Techniques.

Data Collection

The two different texts (narrative and informative) that were used in the evaluation of the rate of reading as the data of the study as well as the achievement tests for the comprehension of these texts were selected from Karatay (2011). The narrative text consists of 235 words while the informative text has 210 words.

With the aim of determining the reading comprehension level of the students and monitoring their improvement in terms of the rate of reading, "Reading Comprehension Test (Karatay (2011, 304-312))" was used in the study. The Cronbach's alpha reliability coefficient of the answers of the students to the test questions was measured in order to specify the reliability of the tests. The Cronbach's alpha reliability coefficients of the tests were found to be ,83.

There are 9 multiple-choice test questions in regard to the narrative text and 1st, 2nd, 3rd and 4th questions aim to evaluate the various meanings that words, idioms and other word phrases ascribe to a sentence

whereas 7th and 9th questions assess the reading comprehension and 8th question aims to determine whether the reader understands the structure of the text. On the other hand, of the other 9 questions in regard to the informative texts, 1st, 2nd, 3rd, 4th, 5th and 6th questions aim to evaluate the various meanings that words, idioms and other word phrases ascribe to a sentence, and 7th and 8th questions assess the reading comprehension, and 9th question aims to determine whether the reader understands the structure of the text.

In short, in order to determine the rate of reading and the level of comprehension, the students were instructed to read two different texts including one narrative and one informative text and to complete a reading comprehension test of 18 questions (9+9) on these texts.

Data Analysis

The rate of reading is measured by calculating how much time in seconds it takes for a student to read the text and dividing the total number of words in the text by the reading time of the student, which is then multiplied by 60 to obtain the number of words read per minute. This operation is performed by means of the following formula:

$$\text{RR} = \frac{\text{TNW}}{\text{RTS}} \times 60 = \text{WPM}$$

RR: Rate of Reading

TNW: Total number of words

RTS: Reading time in seconds

WPM: Number of words read per minute

Following the calculation of the rate of reading for both texts individually, the arithmetic average of the rates of reading obtained were calculated for these texts and the average of the rate of reading for each student (ARR) was determined.

The level of comprehension in the experimental and control groups was evaluated by considering their correct answers in the comprehension tests for two different texts. The questions for each text were worth 100 points in total. The arithmetic average of the scores that the students obtained from the two texts individually was calculated and the average of the score of reading comprehension (ASRC) was determined for each student.

Prior to the experimental process, t-test was conducted to compare the averages of the 4th grade end of the year report cards of the students and following the process, t-test for unrelated measurements was performed to determine whether there is a significant difference between the levels of reading comprehension of the experimental group and control group in regard to the narrative and informative texts and a significant difference between the academic achievement scores of the experimental and control group students in regard to the course of Turkish language at the end of the academic year. Furthermore, Pearson Product-Moment Correlation Coefficients were utilized in determining a potential significant relationship between the rate of reading and the level of reading comprehension of the experimental and control group students. The data analysis was conducted by means of SPSS 18.0 package program.

3. Findings

In this chapter, the findings obtained by means of the data analysis were organized and interpreted according to the sub-objective of the study.

1. Is there a significant difference between the levels of reading comprehension in regard to the narrative and informative texts of the experimental group who received the training of speed reading techniques and the control group who did not?

The analysis of the 1st sub-problem of the study was based on the arithmetic averages of the scores of the experimental and control group students in regard to the narrative and informative texts following the training on speed reading techniques provided to the experimental group. “T- test for Unrelated Measurements” was performed to determine whether there is a significant difference between the levels of reading comprehension of the experimental group and control group in regard to the narrative and informative texts following the training. Table 2 provides the relevant data.

Table 2. The Results of T-test for Unrelated Measurements on the Reading Comprehension Scores of the Experimental and Control Group Students

Text type	Group	N	\bar{X}	S	Sd	t	p
1.Narrative	1. Experimental	26	90.17	,07253	50	8,133*	,000
	2. Control	26	67.95	,11895			
2. Informative	1. Experimental	26	89.74	,07648	50	10,858*	,000
	2. Control	26	65.38	,08507			

* p<,05 significant

Table 2 indicates the averages of the reading comprehension scores of the experimental and control group students in regard to the narrative and informative texts. Following the training on speed reading techniques, the arithmetic averages of the reading comprehension score of the experimental group and the control group were 90.17 and 67.95, respectively. T-test for Unrelated Measurements was performed in order to determine a potential significant difference between the reading comprehension levels of the experimental and control group students in regard to the narrative text following the training. It was found that there was a significant difference between the averages of the reading comprehension scores of the experimental and control group students in regard to the narrative text in favor of the experimental group [$t(50) = 8,133, p<.000$], which revealed that speed reading techniques increased the levels of reading comprehension of the fifth grade students in regard to the narrative texts.

In a similar way, as in the second row of the table, the average of the reading comprehension scores of the experimental group students in regard to the informative texts (89.74) was higher than that of the control group students (65.38). A significant difference in the average of the reading comprehension scores of the students in regard to the informative texts was determined in favor of the experimental group [$t(50) = 10,858, p<.000$]. It may be concluded that the training on speed reading techniques enhanced the levels of reading comprehension of the students in regard to the informative texts.

2. Is there a significant relationship between the level of reading comprehension and the rate of reading of the experimental and control group students?

The analysis of the 2nd sub-problem of the study was based on the data on the levels of reading comprehension and the rate of reading of the experimental and control group students in regard to the narrative and informative texts. Pearson Product-Moment Correlation Coefficients were utilized to determine whether there is a significant relationship between the rate of reading and the level of reading comprehension of the experimental and control group students. Table 3 provides the relevant data.

Table 3. The Relationship between the Rate of Reading and the Levels of Reading Comprehension of the Experimental and Control Group Students

Group			Time	Story	Test
1. Experimental group	Time	r	1	,445*	,143
		p		,011	,242
		N	26	26	26
	Story	r	,445*	1	,157
		p	,011		,221
		N	26	26	26
	Test	r	,143	,157	1
		p	,242	,221	
		N	26	26	26
	Tot_score	r	,381*	,746**	,775**
		p	,027	,000	,000
		N	26	26	26
2. Control group	Time	r	1	,104	-,107
		p		,307	,302
		N	26	26	26
	Story	r	,104	1	,114
		p	,307		,289
		N	26	26	26
	Test	r	-,107	,114	1
		p	,302	,289	
		N	26	26	26
	Tot_score	r	,021	,836**	,641**
		p	,459	,000	,000
		N	26	26	26

* p<,0,05, **p<,001 significant relationship level. The correlation value for R, 0,00-0,30 is low; 0,30-0,70 is moderate and 0,70-,1,00 is highly related.

As seen in Table 3, there was a significant positive correlation in a moderate level between the rate of reading and the level of reading comprehension of the experimental group students for the narrative texts (r, ,445; p<,011*). There was merely a low positive correlation between the rates of reading and the levels of comprehension for the informative text (r, ,143; p>,005). In general, there was a significant positive correlation in a moderate level between the total reading scores and the rate of comprehension of the experimental group students in regard to the narrative and informative texts (r, ,381; p<,027*).

A low positive correlation was determined between the levels of comprehension and the rate of reading of the control group students in regard to the narrative texts (r, ,104; p>,307). Whereas, there was a low negative correlation between the levels of comprehension and the rate of reading in regard to the informative texts (r, -,107; p>,302). In general, a low positive correlation was found between the total reading scores and the rate of comprehension of the control group students in regard to the narrative and informative texts (r, ,021; p>,459).

Although there was a significant positive correlation between the rate of reading and the levels of reading comprehension of the experimental group students, such correlation was not determined between the control group students. It can be concluded that the training on speed reading techniques enhances both the level of comprehension and the rate of reading in a significant and positive way. A larger number of educational elements in the informative texts may result in the difficulty that the students in both groups had particularly in reading and comprehending the informative texts and lead to the negative correlation in the control group and the positive but low correlation in the experimental group in terms of the levels of comprehension and the rate of reading. It can be stated that the students were more cautious about the

time while reading the informative texts. A high positive and significant relationship between the rate of reading and the level of comprehension in regard to informative ($r, .746^{**}$) and narrative ($r, .775^{**}$) texts was observed in the experimental group following the practice. There was not such relationship in the control group in both text types since the relationship in the control group was moderately positive and significant in regard to the informative texts ($r, .641^{**}$) whereas there was a high positive and significant relationship in regard to the narrative texts ($r, .836^{**}$). Given these data, it can be stated that speed reading techniques are effective in compensating the rate of reading and comprehension according to the text types, in other words, in bringing them to the same level.

3. Is there a significant difference between the academic achievement scores of the experimental and control group students in regard to the course of Turkish language at the end of the academic year?

The analysis of the 3rd sub-problem of the study was based on the average of the academic achievement scores in the course of Turkish language at the end of the academic year of the experimental and control group students. T-test for Unrelated Measurements was performed in order to determine whether there is a significant difference between the academic achievement scores in the course of Turkish language at the end of the academic year of the experimental and control group students. Table 4 provides the relevant data.

Table 4. The Results of T-test for Unrelated Measurements on the Academic Achievement Scores at the end of the Academic Year of the Experimental and Control Group Students

Academic Achievement	Group	N	\bar{X}	S	Sd	t	p
Course of Turkish Language	1. Experimental group	26	79.07	10.29	50	1, 151	,255
	2. Control group	26	75.89	9.629			

* $p < .05$ significant

Table 4 indicates the average of the academic achievement scores in the course of Turkish language at the end of the academic year of the experimental and control group students. Following the training on speed reading techniques, the academic achievement scores in the course of Turkish language were 79.07 and 75.89 respectively for the experimental group and control group. The averages of the scores for both groups were analyzed by means of t-test for unrelated measurements in order to determine a potential significant difference between the levels of academic achievement in the course of Turkish language of the experimental and control group students following the training.

It was found that there was not a significant difference between the averages of the academic achievement scores in the course of Turkish language of the experimental and control group students at the end of the year [$t(50) = 1,151, p > .255$]. In this regard, it can be stated that the fifth grade students improved the language skills in the course of Turkish language compared to the control group following the training on speed reading techniques; however, this improvement was not dramatic enough to constitute a significant difference between the two groups.

4. Discussion

The research conducted with fifty two students examined the impact of speed reading techniques on the reading rate and reading comprehension levels of the fifth grade students with regard to narrative and informative texts and on their academic achievement in Turkish Language course.

According to the previous studies on speed reading techniques (Dedebali, 2008; Bozan, 2012), given the analysis of the post-test data on the rate of reading and the level of comprehension in the studies with an experimental group who received a training on speed reading techniques, the study by Dedebali (2008) on 8th grade students concluded that the post-test average of the rate of reading of the experimental group students who received a training on speed reading techniques in regard to the three different texts was 448.7 words per minute and the post-test average of the levels of reading comprehension was 70.9; the study by Bozan (2012) on 10th grade students found that the post-test average of the rate of reading of the experimental group students who received a training on speed reading techniques in regard to the three different texts was 481.8 words per minute and the post-test average of the levels of reading comprehension was 70.8. The study concluded that the post-test average of the rate of reading of the experimental group students who received a training on speed reading techniques in regard to the two different texts was 347 words and the post-test average of the levels of reading comprehension was 89.9. When the results obtained from both of the studies are compared to that of the study, it can be concluded that the training on speed reading techniques contributed the rate of reading and the levels of reading comprehension of the students in a positive way.

The finding that the training on speed reading techniques affected the levels of comprehension in a positive way and improved the level of reading comprehension of the students is similar to that of the previous studies (Akçamete, 1989; Akçamete and Güneş, 1992; Coşkun, 2002; Dedebali, 2008 and Bozan, 2012) in the way that there was a significant difference in regard to the narrative and informative texts between the levels of reading comprehension of the experimental group students who received a training on speed reading techniques and of the control group who did not.

The previous studies (Akçamete, 1989; Akçamete and Güneş, 1992; Coşkun, 2002; Dedebali, 2008 and Bozan, 2012) are parallel to the finding that the training on speed reading techniques had a positive and significant impact both on the levels of comprehension and the rate of reading and that the increase in the rate of reading brought about an improvement in the level of comprehension. Furthermore, given that there is an impact of the text types on the rate of reading and the level of reading comprehension, the finding that the rate of reading and the levels of comprehension of the students in regard to the informative texts were lower than in the narrative texts shows parallelism the finding by Blommers and Lindquist (1954) that the text type is effective in the relationship between the rate of reading and the level of comprehension and the finding by Sidekli (2005) that the students had a distribution close to a normal in educational texts and were moderately successful whereas they were more successful in understanding narrative texts. The studies in the past years emphasize the importance of the text type on the process of education (Vacca and Vacca, 2005: 393). At the beginning of reading a text, the text types begin to impact the process of reading and comprehension (Hiebert and Martin, 2004: 390-393). Being familiar with the structures of different types of texts particularly narrative and informative texts and using the appropriate techniques accordingly in the process of reading contribute to the process of comprehension (National Reading Panel, 2000: 4-47). Langer (1985) highlighted that students have been more interested in narrative texts compared to informative texts almost in all periods (Akt. Moss, 2004:711).

Another finding of the study is different from that of other similar studies (Akçamete, 1989; Akçamete and Güneş, 1992; Coşkun, 2002; Dedebali, 2008 and Bozan, 2012) in the way that speed reading techniques show differences particularly in the rate of reading and the level of reading comprehension given the analysis of the impact on the achievement in the course of Turkish language at the end of the year. Given the finding that the fifth grade students improved their language skills in the course of Turkish language compared to the control group following the training on speed reading techniques but the improvement was not dramatic enough to constitute a significant difference between the two groups, the students may be followed up for a few more periods or there may be certain changes in the period of the study in order to determine whether the impact of the 32-hour training of speed reading techniques provided to the experimental group on the academic achievement in the course of Turkish language created a significant difference or not.

5. Conclusion

The arithmetic averages of the levels of comprehension in regard to the narrative texts were 90.17 and 67.95 respectively for the experimental group students who received a training on speed reading techniques and the control group students who only studied on the course of Turkish language. In this regard, there was a significant difference in the comprehension of the narrative texts in favor of the experimental group. Moreover, the arithmetic averages of the levels of comprehension in regard to the informative texts were 89.74 and 65.38 respectively for the experimental group students who received a training on speed reading techniques and the control group students who only studied on the course of Turkish language. In this regard, there was a significant difference in the comprehension of the informative texts in favor of the experimental group. In other words, the training on speed reading techniques improved the levels of comprehension of the students in regard to the narrative and informative texts.

The fact that the level of comprehension of the experimental group students who received a training on speed reading techniques was higher than that of the control group students who only studied on the course of Turkish language, indicated that speed reading techniques enhanced the level of comprehension of the students. Besides, the experimental group improved further in the narrative texts compared to the control group and both groups had difficulty in the rate of reading and the level of comprehension in the informative texts, which indicated that the text types have an impact on the level of reading comprehension.

There was an improvement in the level of comprehension of the experimental group students who received a training on speed reading techniques compared to that of the control group students who only studied on the course of Turkish language; however, it was observed that the improvement did not constitute a significant difference between the academic achievement scores of the course of Turkish language of both groups at the end of the year. In order to determine whether such difference may emerge or not, the period of the follow-ups may be extended or there may be certain changes in the length of the study.

The finding that the rate of reading of the experimental group students who received a training on speed reading techniques was higher than that of the control group students who only studied on the course of Turkish language, indicated that the training on speed reading techniques improved the rate of reading of the students.

6. Recommendations

1. A remarkable increase in the reading rate and the levels of comprehension of the students following the practice demonstrates the importance of speed reading techniques for the students. Accordingly, it is concluded that the practice of speed reading techniques would be beneficial not only for Turkish-language teachers or experts in the field but also for all of the main courses of subject-matter teachers.
2. The course lasted for 8 weeks. However, it has been concluded that the practice should run for the whole academic year in parallel with the progress of the courses in order to perpetuate these techniques and enable them to be a part of both academic and daily lives of the students, which would contribute to the achievement of the students.
3. Prior to the training on speed reading techniques, it would be beneficial to make the necessary arrangements so that the parents of the students are informed about the issue in order to enable the students to acquire the technique more efficiently and to achieve a complete success in the practice, and these parents who are aware of the issue can support the students that begin to acquire the speed reading techniques gradually with the start of the practice.

4. The study, which examined the impact of speed reading techniques on the levels of reading comprehension and the rate of comprehension of the fifth grade students, included the narrative and informative texts. The similar studies in the future may examine the different text types and analyze whether speed reading techniques have an impact on the levels of reading comprehension and the rate of comprehension in these different text types.
5. The teachers with sufficient experience and expertise on speed reading techniques may open certain courses in addition to the classes in the schools that they serve and help the students to acquire the technique and practice.
6. The study looked into the impact of speed reading techniques on the reading rate and comprehension levels of the fifth grade students. Further research on the issue should examine the influence of speed reading techniques on different grades and age groups.
7. So that the students can receive a training on speed reading techniques to lead to a more fluent and comprehensible reading, the necessary support to acquire practice the technique in the issues such as the rate of reading, the reading comprehension and attentive reading, should be provided by the parents for their children, the teachers for their pupils, and the educational administrators for their institutions.

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