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A Case Study: How Did We Learn Literacy Through Word-Accompanied Sentence Method?*

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ABSTRACT

Purpose: The present study is intended to evaluate the opinions of a class teacher that taught in the 2018-2019 academic year using the word-accompanied sentence method, a combined reading-writing method peculiar to the Turkish language.

Research Methods: This was a case study using a descriptive research method, with data collected through interviews and analyzed by document and content analyses. This study evaluates a class teacher's opinions about practicing the word-accompanied sentence method; a combined reading-writing method peculiar to Turkish, during the 2018-2019 school year.

Findings: Teaching vowels at the preparatory stage, the teacher taught word-accompanied sentences "Alim bal al. (bal), Talat kitap oku. (kitap), Ömer mısır ye. (mısır), Ufuk fener getir. (fener), Cemil çiçek ekmiş. (çiçek), Evde üzüm var. (üzüm), Hasan Jale ağlıyor (Jale)." at the structuring stage. Consonants (l-m-b * k-t-p * y-r-s * g-f-n * ş-c-ç * v-d-z * ğ-h-j) were taught while analyzing the words. Comprehension and narration studies were incorporated to form "syllables-words-sentences-texts" through sounds. The teacher expressed that the method was useful to all, including arefugees andinclusive students, in improving their literacy, developing reading comprehension skills, and reading rates.

Implications for Research and Practice: In this study, the teacher who applied the word-accompanied sentence method got positive results, so the method can be suggested as an alternative. Teachers should, therefore, be given the liberty to employ different methods in literacy teaching of children with individual differences, to overcome the practical difficulties they encounter, when teaching other classes. It is not of course possible to recommend the word-accompanied sentence method to all cases. It is, therefore, useful to seek and offer alternative methods for teachers to acquire a rich pool of methods in literacy teaching as well.

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Introduction

Literacy has become more important, and improvements in literacy rates have been considered indicators of development for modern societies. It has, therefore, become important to teach functional literacy skills to all students including first graders who have just started their academic life at primary schools. For this reason, ensuring that all students acquire their literacy skills is among the primary goals of contemporary education (Alberto, Fredrick, Hughes, McIntosh & Cihak, 2007; Otaiba, Folsom, Wanzek, et. al., 2016).

Literacy teaching needs to be based on listening and speaking skills and to achieve effective literacy teaching, the issue of methods has thus been the focus of many studies (Foorman & Santi, 2009). Half a decade has passed with discussions on the best literacy teaching method. There are, however, varying methods favorable to varying groups of students for literacy teaching; a conclusion drawn from the numerous methods tried to achieve better outcomes in literacy teaching (Boykin & Noguera, 2011). In Turkey, there have been ongoing discussions on what method should be used for literacy teaching. The sentence method has been used to teach literacy in Turkey for years. Reading studies that started in the 1920s based on the Gestalt Theory were accepted in Western Europe and the US indisputably, and this approach's impacts were also recognized in Turkey as well. The sentence method became a distrusted method between 1945 and 1960, leading researchers to look for other methods. The sentence method was accepted as the only valid instruction method during the same period (Ozcan, 1992, pp. 167-169).

In the sentence method, the aim is to start literacy teaching with short sentences and to reach words, syllables, and letters from these sentences as the learning progresses (Guleryuz, 1989). Since the eyes see a wide scope at first and focus on the sentence as a whole while learning how to read in this method, it is claimed to have a positive impact on reading rate (Celenk, 2007). Proponents, who consider sentence method practices as positive, assert that kids can read a word that they see starting from the first day without spelling as sentences are more meaningful than letters (Nas, 1999).

Moreover, in Turkey, considering studies conducted since the 1990s, literacy teaching methods have always been on the agenda. Studies between 1990 and 2004 always focused on literacy teaching methods and elaborated on the advantages and disadvantages of the sentence method. Some of these studies have been conducted by Ozcan (1991), Olcum (1992), Alperen (1994), Damar (1996), Erginer (1996), Bulut (1998), Karakelle (1998), Kilic (2000), Erturk (2001), Unuvar (2002), Celenk (2002), Coskun (2003), and Senel (2004). Considering the positive aspects of the sentence method, it is noted that students can understand what they read in the transition process, and regarding the negative aspects, it is emphasized that the method is time-consuming and retards reading. There are also practical differences since it is up to the teacher to pass from sentences to words, from words to syllables, and from syllables to letters, alongside the difficulties to include syllables and sounds during the analysis process.

Studies carried out between 1990 and 2004 brought up the renewal of the Turkish program, effected by the Ministry of National Education [MoNE] in 2005. The new curriculum applied in 9 provinces and 120 pilot schools during the 2004-2005 school year began to be used in all primary schools starting from the 2005-2006 school year. In the sound-based sentence method, the aim is to start literacy teaching with sounds and to reach syllables, words, and sentences, after a few sounds that constitute a meaningful whole have been introduced (MoNE, 2005).

However, upon the criticisms against the revised program just like the case of the sentence method being criticized, researchers intended to elaborate on the advantages and disadvantages of the sound-based sentence method in their studies. Some of these researchers are Arslan (2006), Cevik (2006), Gun (2006), Koc (2006), Ozsoy (2006), Sagirli (2006), and Sahin, Inci, Turan & Apak (2006). Ozsoy (2006), as one of the researchers to evaluate the first practices, identified that students confused some letters in the first steps of the sound-based sentence method; for instance, in the letter-reading phase, they mostly confused "b-p, b-d, c-ç, v-f, h-ğ, n-m, z-s, g-ğ, s-ş, r-n, k-g and d-t". They also indicated that students had difficulty in dividing syllables to obtain open syllables after the closed ones in the syllable-reading phase. Sagirli (2006) stated that the sound-based sentence method led to meaningful reading, improved creativity, and that teachers got less tired during the practices. Also, he identified that it was hard to implement the method in crowded classrooms and with students suffering from learning disabilities such as difficulty in spelling and punctuation. Koc (2006) determined that failing to make meaningful sentences in written expression caused lower reading rates compared to the sentence method.

On the other hand, Cevik (2006), Engin (2006), Bektas (2007), and Biber (2007) found the sound-based sentence method restricted regarding some aspects such as low reading rate, lacking letters while writing long words, difficulty in learning meaningless syllables and the absence of parallel between reading and writing. Sahin, et. al., (2006), one of the researchers who defended that the method had positive effects, claimed that the sentence method was more favorable than the sound-based method especially in understanding what was read. Gun (2006) presented that teachers generally expressed positive opinions on the sound-based sentence method and believed that problems resulting from the sentence method could be decreased with this method. Sahin & Akyol (2006), Uguz (2006), Tok, Tok & Mazi (2008), Zayim (2009), and Turan (2010) considered the advantages of sound-based sentence method as a quick transition to reading and writing, high rate of literacy learning, and no waste of time. Bay (2008) found out that the sound-based sentence method improved the reading rates and comprehension skills of students. Furthermore, Akyol & Temur (2008) revealed that, compared to the sentence method, the sound-based sentence method yielded better outcomes while teaching literacy to unsuccessful students.

Some researchers who draw attention to the negative side, such as Durukan & Alver (2008) reported that the sound-based sentence method accelerated literacy learning, but there were problems in teaching and combining sounds along with the problems of pronunciation in some sounds. Akturk & Tas (2011) reported that students became literate shortly but had low reading rates. Also, they were unable to produce

new words since Turkish was not widely spoken. Some other researchers (Saban & Yigit, 2011; Gozukucuk, 2015) also revealed that those unable to express themselves properly in Turkish had pronunciation problems, a finite vocabulary, comprehension problems, and difficulties in learning literacy. Akman & Askin (2012) highlighted that the sound-based sentence method did not comply with the teaching principles of from-the-known-to-the-unknown, from-the-tangible-to-the-intangible, integrity, and clarity. They concluded by stating that more than half of the interviewed teachers pointed out the disadvantages of the sound-based sentence method, the comprehension problems, and failure to achieve an integrated teaching process of reading and writing skills. Kadioglu-Ates, Ada & Baysal (2014) noted that there were problems such as misspellings with missing letters, problems in fluent reading and comprehension, unsynchronized learning of reading and writing skills while also emphasizing that starting with strong tenues and reaching meaningless syllables rendered learning difficult. Avci & Sahin (2016) reported problems of comprehension, as well as problems of misreading while pronouncing the sounds of letters, and reading two sounds separately while trying to combine them. Sagirli (2018) reported problems mostly in syllable formation, sound recognition and perception, sound reading and writing, and word formation while Pehlivan-Eroglu, Tozlu & Ozbas (2019) emphasized sound-fusing problems. Some other researchers (Calin, 2019; Ozcan & Ferah-Ozcan, 2014) compared the sound-based sentence method with the sentence method and reported that it took longer to learn literacy and acquire comprehension and that the reading rates were lower in the former method. Deliveli (2013) revealed in her study based on the opinions of class teachers experienced in literacy teaching that some students had difficulties in sound-syllable-word and sentence formations because of their inability to see the details and that some teachers employed hybrid methods to tackle this problem. This supports that teachers should have the liberty in selecting the method to be employed.

Considering the aforementioned studies, neither the sentence nor the sound-based sentence methods have high levels of effectiveness in any case. The critical point here is to know why teachers are not given the liberty to pick the method to be employed because they are supposed to decide what method/s they need to use based on the characteristics of their students. It is indisputable that the contemporary education approach requires that teachers are given the liberty to decide what method is needed for their class. This study was intended to evaluate opinions and impressions of a primary school teacher who thought that method preference should be in the teacher's hands. The teacher started searching for different methods while using the sound-based sentence method to teach literacy in previous years and voluntarily implemented the word-accompanied sentence method within the scope of this study. It is believed that the results will guide teachers who are in search of different literacy teaching methods and researchers who desire to investigate these methods further.

Purpose

The present study is intended to evaluate the opinions of a class teacher who taught in the 2018-2019 academic year using the word-accompanied sentence method, a

combined reading-writing method peculiar to the Turkish language. The study intends to answer the following three sub-questions:

1. How did the class teacher decide to apply the word-accompanied sentence method? (pre-application)

2. What activities were performed using the word-accompanied sentence method? (during application)

3. What are the impressions about the outcomes of the method? (post-application)

Method

Research Design

This was a case study designed using the qualitative method. Case studies allow detailed analysis of a single setting, document, or a specific case (Bogdan & Biklen 1992; Denzin & Lincoln, 2011; Glesne, 2012). Case studies essentially allow a detailed, comprehensive, and complete analysis of the setting. Case studies that require detailed examination are examined in a way that is related to their context, not isolated from their context (Yin, 2009). The researcher uses interviews, audio-visual resources, documents, and reports to collect data and analyze the single case or phenomenon comprehensively (Creswell, 2014). One-case studies allow research with one single unit (one individual/institution/program/school, etc.) (Yildirim & Simsek, 2013). The study process is run with systematic steps, a detailed plan is created for the case, data is collected, organized, and interpreted. The results obtained serve to understand why the case occurs the way it does and set a framework of the issues to be focused on in further studies (Davey, 1991; Merriam, 2013). The studied case herein discusses why the class teacher preferred the word-accompanied sentence method to teach first graders in the 2018-2019 academic year in Kecioren, Ankara, how the teacher applied the method, and the practical outcomes of the method.

Study Group

The study participant was selected using the purposive and criterion sampling method (Yildirim & Simsek, 2013). The class teacher that was interviewed about the word-accompanied sentence method teaches at a primary school in Kecioren, Ankara. She is a teacher with abundant experience in literacy teaching who sought different methods because of the problems encountered while using the sound-based sentence method to teach first graders in Kecioren, Ankara in 2018-2019. The class teacher was willing to collaborate and volunteered to employ the method by contacting the current study's author, who also developed the word-accompanied sentence method.

Data Collection and Collection Methods

Unstructured and semi-structured interviewing methods were used to collect data herein (Creswell, 2014; Merriam, 2013). The teacher was interviewed concerning her opinions about the pre-, peri-, and post-application stages of literacy teaching in the 2018-2019 academic year when she taught using the word-accompanied sentence

method in Kecioren, Ankara. Chatty interviews were held with the teacher during these three stages online, by e-mails, and phone calls. In the final stage of each interview, the teacher was asked to collect data on the outcomes obtained during and after the method application. The teacher was asked to make a final assessment on the process based on the five open-ended questions included in the semi-structured questionnaire.

Data Analysis

Data analysis was conducted using content, descriptive analysis, and document reviewing methods. Content analysis allows elaborate analysis while descriptive analysis is used to summarize the data (Yildirim & Simsek, 2013). The results from case studies can serve as a rich material archive that can be used to make further interpretations (Cohen, Manion & Morrison, 2000). The present study was conducted following the steps of a program-execution-based case study. Such studies intend to identify existing problems, to determine whether the program it runs serves its purposes, and to discuss existing problems and practical outcomes (Davey, 1991). The word-accompanied sentence method was developed based on a literature review, considering the structure of the Turkish language, as well as the characteristics of first graders. Visual materials and explanative examples were used to inform the participant about the activities needed in the teaching process. To analyze the data from interviews, content and descriptive analysis methods were used while in-class activities (pictures e-mailed, videos, and images sent through mobile phone) were analyzed using the document analysis method.

Validity and Reliability

There are internal and external validity criteria applied to the present study (Yin, 2011)). Diversity in data (unstructured interviewing, structured interviewing, document reviewing) was sought for internal validity (credibility) while creating a chain of evidence. For external validity, conclusions drawn from the relevant literature concerning literacy teaching were discussed (Yin, 2009). To improve the study reliability, the comments made by the teacher were compiled in a report, which was then submitted for her re-assessment and validation (confirmability) (Creswell, 2014). To improve the second reliability criterion i.e. consistency, the collected data were read repeatedly to present the teacher's opinions accurately (Merriam, 2013).

Results

The sentence method is discussed while explaining how the method was developed and how it should be practiced in stages. The works performed before, during, and after the method application are evaluated based on the opinions of the practitioner.

Word-Accompanied Sentence Method and Stages of Practicing It

The "Word-Accompanied Sentence Method", developed based on the cognitive and neurophysiological theories on how learning occurs and the analytical and synthetic methods of literacy teaching are among the hybrid methods of the Turkish literature. Vowels are taught first and teaching continues with words and sentences. Sentence meaning is emphasized while matching similar words in a sentence to teach what "word and sentence" are. The functions of "subject, object, and verb" are taught while emphasizing the words in the sentence. Each word is read separately while also hinting at syllables in words and sounds in syllables. Parsing activities start once children realize the parts of a whole. Sounds are taught through parsing words in sentences, which is followed by formations of syllables, words, and sentences. The teaching stages herein were identified considering opinions on literacy teaching and the structural characteristics of the Turkish language. There are three stages of literacy teaching in this method (Figure 1).

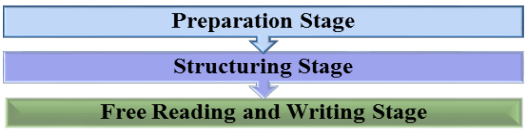

Figure 1. *Word-Accompanied Sentence Method Stages*

Preparation Stage

This stage covers language-based preparatory activities. These activities are integrated with visual reading and presentation activities. Visual reading and presentation activities are performed with the materials in use (flashcards, matching cards, pictures, drawings) hanged on the "visual reading corner". Storybooks with pictures, predictable reading books with big pictures, or (audiovisual) stories on PowerPoint presentations are read to inspire interest in children for learning literacy. Activities to improve main linguistic skills that are prerequisites for literacy like listening and speaking (asking questions, telling stories/tales, speaking about daily life, expressing oneself, telling about others, telling about a movie/tale that has been seen or heard) are performed. A corner can be created for such activities in uncrowded classes or seats can be arranged in semilunar order. To boost collaboration between school and parents, talks are held with parents to be up to speed on children's progress in literacy. Children's progress in literacy is monitored/assessed in collaboration with parents in all stages including this one.

During the preparatory literacy activities, painting activities using different techniques (colored pencils, colored felt tip pens, watercolor), tearing, cutting, gluing, paper-folding, making puppets and masks using Eva papers are performed to make literacy activities fun while also helping children improve muscle strength of their hands and fingers. Children are taught to draw upright, horizontal, slanted, fragmented, circular lines. Levels of student availability and individual differences are considered while preparing activities. Children's affective characteristics are monitored to make sure that they are actively engaged in literacy activities and constantly encouraged for stimulation. This stage covers activities that support and

improve children's listening, speaking, visual reading, and presentation skills. Eight vowels (a-e-ı-i-o-ö-u-ü) are taught using mimetic words, mimicking animals and other sounds. These vowels that have been taught are hanged on the "reading-writing corner". Vowels are stressed repeatedly in songs and nursery rhymes and children mimic various sounds in nature with concrete examples (rooster crowing and donkey sound) (Figure 2).

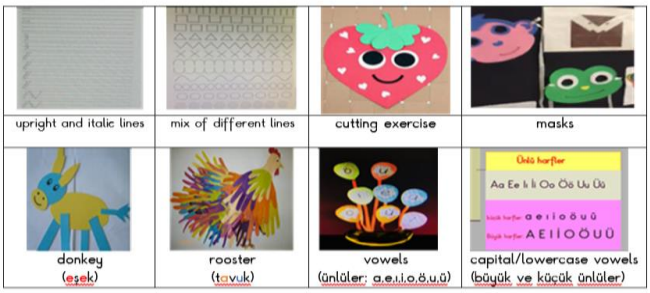

Figure 2. *Preparation Stage Activities (Cards)*

Structuring Stage

Word-accompanied sentences are taught in this stage. The sentences selected to be presented with their accompanying words are as follows: Alim bal al. (bal) Talat kitap oku. (kitap) Ömer mısır ye. (mısır) Ufuk fener getir. (fener) Cemil çiçek ekmiş. (çiçek) Evde üzüm var. (üzüm) Hasan Jale ağlıyor (Jale). Each word is a tool associated with its sentence that in turn connotes the word. For example, the first step teaches the word "bal" using the sentence "Alim bal al.". The word "bal" is stressed in the sentence at the mental parsing stage and the sentence "Alim bal al." is matched with the word. To foreground the "subject and verb" in the sentence, the word "bal" is omitted and the sentence is changed into "Alim al.". After foregrounding the word in the sentence, the sentence (Alim bal al.) is written on small flashcards, and children are instructed to read and write the word (bal). The teacher prepares big flashcards to hang them on the reading and writing corner. To repeat the sentence, the teacher asks the question "Alim ne alsın?" to allow children to find the word "bal" in the sentence. Words are always taught in connection with sentences and meaning is not ignored in this practice. This practice hints at the functions of a subject and a verb in sentences and the Turkish syntax (Subject-Object-Verb). Moreover, syllables are stressed in words and sentences to teach the "syllable and sound" terms. For example, the teacher reads the word "Alim" as "A-lim or A-lll-ii-mm" to make children sense the presence of syllables and sounds (Table 1).

Table 1

Structuring Stage Practices

Activity	Teacher's Instructions
Turkish Syntax	–Teacher: Let's find how many words there are in the sentence 'Ali bal al.. –Children: Three words. –Teacher: Yes, three words. Let's pronounce these words by clapping. Alim (1) bal (2) al (3). (Each words is stressed with a clap.)
Matching Words	–Teacher: Can you find this word (bal) in the sentence (Ali bal al.)? (Using a big flashcard to instruct them to match the word and the sentence.) Alim bal al. bal
Finding Syllables in Words	–Teacher: Please see how I spell the word 'Alim'. Now spell the word by clapping. –Children: 'A-lim' has two syllables. –Teacher: Yes, A (1) lim (2). There are two syllables.
Finding Sounds in Syllables	–Teacher: The word 'al' is both a syllable and a word! Where is the sound 'a' that we have learnt in 'Al'? The first or the second one? –Children: The first one. –Teacher: Yes, correct. Teacher points to the sounds (Aa) and matches the sound 'a' in the syllable. –Children read 'al' and teacher says: –Attention! Have you heard a new sound while reading 'a-lll'. –Yes, we have. It is 'l'. Teacher points to the sounds (Ll) to stress it again.

Once a set of ten word-accompanied sentences are taught, the first parsing activity is performed on the sentence (Alim bal al.). Similar words can be found in sentences while reading them. For example, the word (**bal**) taught in (Alim **bal** al.) is sought in the sentence and the word (**bal**) is omitted to stress the "subject and verb" (Alim..... al.). The sounds "a-l" are reached by parsing the verb (al). The sounds "**i, m**" are reached by parsing the subject (Alim). The sound "**b**" is reached by parsing the object (**bal**). The sounds **acquired** are synthesized to create new syllables-words-sentences and texts. The parsing/synthesizing activities intend to draw attention to the meronym therein. New formations written on big flashcards are used when repetition is needed in activities (Figure 3).

Word	Parsing	Sounds	Syllables	Words/Sentences	Text
al	a-l	Ll	al, el, il, ol, öl, la, le, li, lu,	Lale, Ali, ala, eli, ile, ele, ulu, ölü, ili, ola, lüle, lala allı, el, Ela	**Ali** Ali al. Lale al. Ali elli lale al.
Alim	A-l-i-m	Mm	ma, me, mı, mi, mo, em, öm, üm, Suffixes: ma, me, meli, malı Examples: alma, elleme, ölme, olma, olmalı, olmamalı	Emel, mal, mil, mola, mama, ölüm, kelime, mili, mile, malı, emi,	**Emel** Emel lale al. Ali lale alma! Emel, lale almalı! Emel elli lale almalı!
bal	b-a-l	Bb	ba, be-bı, bi, bo, bu, bü, ab, eb, ıb, ib, ob, öb,	Baba, bebe, bele, beli, bölü, bil, ballı, Belma, bilme, bölme, bölüm, bilim, Baba bal al. Baba bil. Ali böl. Emel bul. Elma alma. Belma beli al.	**Baba al.** Baba elma al. Bal elma, al elma. Belma ballı elma alalım mı?. Emel bal, elma alma.

Figure 3. *Examples of Parsing and Synthesizing Activities (Carts)*

As sentences are parsed in the order of verb-subject-object, the intended consonants (k,t,p ∗ y,r,s ∗ g,f,n ∗ ş,c,ç ∗ v,d,z ∗ ğ,h,j) are acquired (Figure 4).

Figure 4. *Sentences Parsed in the Order of Intended Sounds (Cards)*

All stages of the method are enriched with visual reading and presentation activities. Level-specific texts are read and written in the structuring stage where activities intended to improve children's linguistic skills (asking questions, answering questions, monologues and dialogues, daily speeches, playing finger games, speaking with puppets, dramas and performances, etc.) are also performed.

Free Reading and Writing Stage

In the free reading and writing stage where children's literacy skills are reviewed, children are assessed by their characteristics. Level-specific texts, poems, and paragraphs are used to assess children's reading and writing skills. Spelling and punctuation rules are repeated on the simple texts that children are instructed to write (texts to express oneself using a few sentences, tell about a friend, tell about an incident, etc.). Children's progress in reading and writing is monitored in this stage as well. Complementary teaching activities are performed instructing children to read and write two-, three-, and four-sound words (al, aç, iç, at/yap-sat-kat-çık/dört, kırk, yırt, grup) while also focusing on words difficult to pronounce (portakal, mutfak, kalorifer). Sound-repeating sentences and sounds (b-d-p-m-n; y-g-ğ-k-n-m) that are confused with each other (Çağrı dayısıyla düğüne gitmiş. Didem, dedesine mektup yazmış. Gamze annesine yardım ediyor.) are repeated and children are instructed to read and write them (Figure 5).

Figure 5. *Texts for Sound-Repeating Sentences and Sounds (b-d-p-m-n; y-g-ğ-k-n-m)*

The teacher selects among children's literature works (riddles, poems, jokes, stories, tales, etc.) to read and to instruct children to read as part of comprehension activities so children acquire a better vocabulary of terms and expressions.

Class Teacher's Opinions

Below is the information conveyed by the teacher during the interviews held before, during, and after the method application.

How did she decide to use the word-accompanied sentence method? (pre-application)

To contact the researcher that developed the method, the teacher sent an e-mail stating that she had a crowded class where there were students with different needs and concluding with her willingness to try out a new literacy teaching method.

> **Class Teacher:** I teach first graders in Kecioren, Ankara. I have been working at my current school for five years and teaching professionally for thirteen years. I have 41 (21 boys 20 girls) students in my class. The school is located in a disadvantaged region with incoming internal and external migration. We are currently in the second term. However, majority of my students have not yet acquired literacy skills. While seeking different methods-techniques, I came across a teacher who applied the method quite successfully 5-6 years ago in a pilot school located in Ağrı. I saw some statements like a hybrid method starting with vowels. Looking forward to your collaboration concerning this issue...

A second interview was held to assess the school and class environment, as well as to obtain information about children's academic problems. Working in a disadvantaged region, the class teacher expressed that she had difficulties in teaching a crowded class of students with different needs and was collaborating with school administration and parents to meet children's needs, which did not yield any benefit.

During the third interview, the teacher expressed that she was trained in teaching literacy using the sentence method during her undergraduate studies and then attended additional in-service training on sound-based sentence methods to complete her professional training in time. The teacher also noted that there were 41 students in her class and added that her students had difficulties in learning literacy (recognizing letter, fusing sounds, seeing the whole, etc.) with this method along with the difficulties in teaching her inclusive students the 'syllable-word, sentence' formations, which required different methods and techniques.

> **Class Teacher:** I earned my undergraduate degree with the sentence method I was taught. The sound-based sentence method was introduced the next year. So I had to request from my professors to attend classes of Teaching Turkish to learn the sound-based sentence method. During the years when I taught as a trainee teacher, I also attended an in-service training course. I used the sound-based sentence method. But I came to realize that each student had different learning styles. I had a crowded class where students were having difficulties in learning letters and fusing sounds with the inductive approach. I felt a need to use a different method and technique as I saw some students omitting letters in writing, adding or deducting letters in reading, having difficulties in seeing the whole and in reading and writing. Particularly the inclusive students and refugee students that had difficulties with the sound-based sentence method led me to seek a different method.

What activities were performed using the word-accompanied sentence method? (during application)

During the fourth interview, in addition to the information she obtained online concerning the method, the teacher was sent additional information documents (application schedule, summary, examples of activities, slides of activities) and explained how to apply the method. Getting prepared to use the word-accompanied sentence method, the teacher asked for method recommendations for inclusive students that were having difficulties with the sound-based sentence method. The teacher shared her impressions by dividing these students into four groups. Below are the statements made by the teacher:

> **Group One:** I have two students with special needs and both have been diagnosed with minor mental disability. They confuse sounds and have difficulties in learning.
>
> Student J: The student confuses the sounds "a and e" and unable to recognize either of them at once. There are pronunciation problems. The students cannot pronounce 'öğretmenim' properly. The student has been unable to learn sounds and yet we continue with syllables. The parents of the student want to object to the official medical diagnosis. The student is unable to learn literacy despite the special education and the tutoring the student has been receiving.
>
> Student M: A student with dyslexia. The student is diagnosed with hyperactivity and a 20% disability. The student knows most of the letters but confuses them. The student adds 'e' adjacent to consonants while combining syllables (like me-a or reads the syllable 'sa' as 'as'). The student has learnt to write his/her name. The student can write two-syllable words like masa, baba, anne, etc. despite having some difficulties. The student has difficulties in reaching words through syllables. The student can write the sentences "Anne al. Anne, masa al.".
>
> **Group Two:** Two migrant students that do not speak Turkish are having difficulties with the sound-based sentence method.
>
> Refugee Student A: An Iraqi migrant family that has been living in Turkey for six years. The student knows the vowels. They learnt with songs. The student might confuse sounds. The student can read and write open syllables if able to remember the consonant. The student can write his/her name as a word. "The student can form sentences like "Ela al. Lale lale al.". The student has difficulties in forming syllables and then words and sentences.
>
> Refugee Student I: The student confuses consonants with vowels. The student can complete the syllables 'el' and 'al' only when I give the consonant. The family does not speak Turkish. The student nods when I ask something but does not understand me.
>
> **Group Three:** Three students with developmental disorders had difficulties in the sound-based sentence method. One of them was born prematurely and kept in an incubator for a long time and this student has dysphonia in addition to his/her problems in reading-writing. A total of three students in the class cannot pronounce letters correctly.
>
> Student K: I cannot be sure since the student cannot pronounce sounds correctly. The student skips most sounds in writing and confuses the vowels (especially ö-ü-ı-i). The student can read two-word closed and open syllables. But the student reads them easily when reminded. The student has a spelling problem. To spell Ela

in Turkish, the student spells as in e-l-a and then combines them. The student can write words such as 'tak-çak-bat' if I stress the words. The student writes the first two letters of such words as 'ala, ela, ulu, ele' and omits the last letter. We referred the child to a familial development specialist, an ENT specialist, and an audiologist.

Student B: The student pronounces sounds incorrectly. The student thus confuses sounds. The student can read two-letter open or closed syllables formed by the letters of the first group but cannot write them correctly. The student has a tongue-tie. We referred the student to an ENT specialist and an audiologist.

Student İ: The student makes the sound of the letters "ş" and "j" while reading. The student is better at forming sounds, syllables, words, and sentences compared to his/her peers.

Group Four: Two students with absenteeism from classes whose parents are not collaborative either have been unable to learn literacy with the sound-based sentence method.

Student H: The student confuses letters and tries to find a letter by thinking. The student can read two-word open or closed syllables, writes, and reads syllables like 'tut, ala, ele, kum'. The student can write his/her name.

Student E: The student does not recognize most letters. The student did not receive pre-school education. The student can read open or closed syllables such as 'al –la-el-le- in-ni' of the first group but writes them only after some thinking. The student can write his/her name.

Such students having difficulties with the sound-based sentence method were divided into four groups: action-oriented language teaching method was recommended for the first group, subject-based language teaching method for the second group, associative sound teaching method for the third group, the word-accompanied sentence method for the fourth group, and the rest of the class along with the necessary information documents for all the methods. The class teacher tried out the methods for two weeks and decided to continue with the word-accompanied sentence method on all of the students including the inclusive students.

The teacher taught vowels at the preparation stage of the method. The teacher used songs to make teaching fun. She hung flashcards with spelling and pronunciation of each letter and used them when repetition was needed. She taught the sentences "Alim bal al. (bal) Talat kitap oku. (kitap) Ömer mısır ye. (mısır) Ufuk fener getir. (fener) Cemil çiçek ekmiş. (çiçek) Evde üzüm var. (üzüm) Hasan Jale ağlıyor (Jale).« in order during the structuring stage. While teaching the sentences accompanied by words, she stressed the syntax of the sentences formed by subject-object-verb. After reaching consonants (l,m,b ∗ k,t,p ∗ y,r,s ∗ g,f,n ∗ ş,c,ç ∗ v,d,z ∗ ğ,h,j) by parsing each word in the order of verb-subject-object, she instructed students to read and write the acquired "syllables-words-sentences". Applying an integrated model of reading, speaking, listening, and writing activities, the teacher instructed them to add pictures to the sentences that they were reading/writing to make sure that they were able to comprehend them. The texts formed using sentences allowed children to speak about the meaning of the texts and the sentences within the texts (Figure 6).

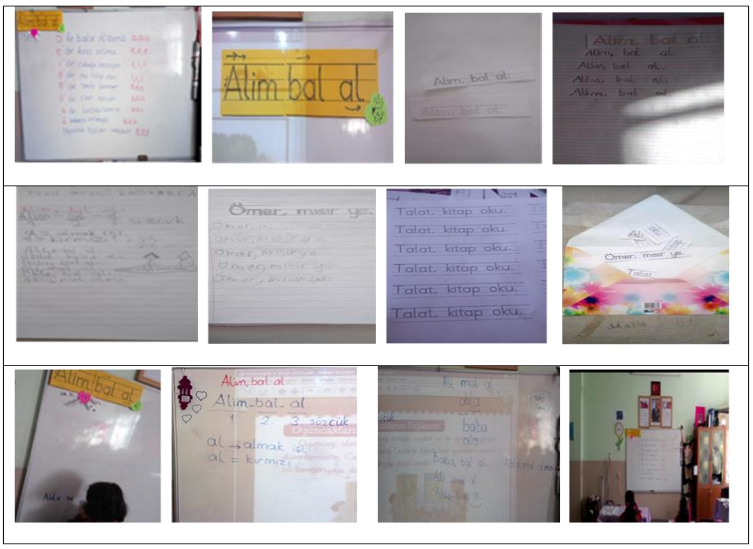

Figure 6. *Some Practices of the Teacher*

> Class Teacher: We applied this method to all students. I reviewed the information documents. I taught sounds through songs. I am sending you a video where you can see it. The song says: A is the first letter in our alphabet (aaa), e is the second vowel (eee), ı resembles a stick (ıı), i is the ı with a dot above it (iii), o resembles a bagel (ooo), ö is the o with two dots above it (öööö), u resembles a glass (uuu), ü is the u with two dots above it (üüüü), which make eight in total (a, e, ı, i, o, ö, u, ü). I prepared big- and small-size flashcards to teach sentences in the structuring stage, as in the sentence method. I wrote each sentence by stressing the words. We learnt subject, object, and verb in a sentence. Children added pictures on the small-size flashcards as they learnt to write them. We put the flashcards into small-size envelopes as they learnt reading and writing them. We focused on the meaning of a sentence while repeating these flashcards that were previously placed in envelopes. It was a different method for children.

Student J was diagnosed with moderate mental disability during the course of the method application and the student continued in a lower-grade special class. The teacher continued applying the method on 40 students and saw progress in her students. The assessment made by the teacher towards the end of the semester is as follows:

> Class Teacher: Student J was referred to Counseling and Research Center again in consultation with the school's counseling department. A re-assessment was conducted and the student was diagnosed with moderate mental disability and placed in a lower-grade special class. I am continuing the method in a class of 40 students. We are doing quite well. While learning each word-accompanied sentence, the students were able to write the sentences five times (varies depending on need) under the relevant sentence they were even able to pronounce the accompanying words of each sentence every time. We repeated this exercise until they learnt their writing and pronunciation by heart. I asked questions using the sentences during reading exercises (Who did it? What did s/he do? What did s/he buy?) to allow children to find the meaning in sentences while speaking. We found

homophones, synonyms, and antonyms. Once children learnt what exactly a sentence is (once they were able to recognize and read what they saw and to write when instructed in the order recommended), we started parsing words. We recognized syllables in words and found the sounds in them. We formed different words combining the syllables we reached through words and then they pronounced and wrote them on the blackboard.

What does the teacher think about the outcomes of the method? (post-application)

The teacher stated that the word-accompanied sentence method allowed the whole class to become literate and to acquire comprehension skills and better reading rates. The teacher noted that all students were able to take pictures of words and sentences while learning the words and sentences that they were acquainted with in their daily lives and store these pictures in their minds. According to the teacher, students also learnt the structural characteristics of the Turkish language, its syntax, and the formation of syllables, words, and sentences. Noting that she taught refugee students and other students with special educational needs (one with minor mental disability and three students with dysphonia) using this method, the teacher recommends the word-accompanied sentence method that she found beneficial in her class. Below are the final comments of the teacher:

1. *Why did you prefer the word-accompanied sentence method to teach literacy?*

Class Teacher: This was the method you recommended for those students who did not receive studying support from their parents, who had frequent absenteeism, and who were unable to become literate with the sound-based sentence method. I applied the method to all students during syntax exercises, sentence-word-syllable-letter exercises, and word meaning exercises using a deductive approach. This method integrates the words that children are acquainted with since they use them in their daily lives. There is a deductive approach, which does not ignore comprehension.

2. *Why did you prefer the word-accompanied sentence method for inclusive students?*

Class Teacher: Because I thought the existing method did not yield satisfactory results in making sure that these children acquire the intended behaviors since such children could learn only through different techniques and in different numbers of repetitions and trials.

3. *What benefits did you see in the method you used?*

Class Teacher: The method facilitated an easier learning method for students that were having difficulties in proceeding with literacy learning with the existing method. They learnt syntax and punctuation. We continued teaching by adding different words to kernel sentences. The method was useful in accelerating reading and comprehension skills. I think this method is suitable for the structure of the Turkish language.

4. *Do you think that the word-accompanied method is suitable for other students as well?*

Class Teacher: This method can be employed in classes with non-Turkish-speaking students and migrant students. I found it useful. To me, the method is also useful

since it facilitates an easier learning process for students with individual differences.

5. *Did you recommend the word-accompanied sentence method to your colleagues?*

Class Teacher: I recommended it to some colleagues who were interested in using a method other than the sound-based sentence method. I also recommended it to some other colleagues teaching students who had yet to become literate by the end of the first semester. They commented saying that they would apply the method to see more benefits if they knew about it. They complained about the high number of students in classes. This is not an approach standing against the current system. It is rather a recommendation of an additional literacy teaching method along with the existing sound-based sentence method. I think it can be useful in other classes under your guidance and mentoring at critical times.

Discussion, Conclusion, and Recommendations

It is important, in modern societies, that individuals become literates without needing anyone (Akyol, 2006). It is because individuals require literacy to become integrated into social, cultural, and economic fields in society. The first step to literacy is literacy teaching (Kesginci, 2011). Literacy teaching is essential since it serves to improve children's potential, and literacy skills directly affect their success at school and in social life starting from the first grade (Celenk, 2007).

The main purpose of first reading and writing is to provide the basic literacy skills that children will use for the rest of their lives and improve them mentally, emotionally, and socially (Akyol, 2006). The components of effective literacy teaching are fluency in word recognition, text processing, meaning construction, and development of phonetic awareness (Foorman & Santi, 2009). First reading and writing education depend on visual-motor coordination, memory processes, maturation, and development of affective and physical functions (Ferah-Ozcan & Ozcan, 2016).

The sound-based sentence method has been used in the teaching of literacy since 2005 in Turkey. In the sound-based sentence method, education starts with sounds, and after the introduction of a few sounds; syllables, words, and sentences are reached from these sounds. However, as a path from sounds to syllables is followed in this method, meaning can be of secondary importance, and some students have difficulty in phases of sound-syllable-word formation. Therefore, some teachers who take their students' needs into account may have to try different methods in their literacy teaching (Deliveli, 2014; Deliveli, 2020; Deniz & Sari, 2017). In literacy teaching, the aim should be to minimize the difficulties to be experienced by children who cannot express themselves especially in Turkish and who have needs different from their peers (Aykiri, 2017; Gungor & Senel, 2018; Kan &Yesiloglu, 2017; Saritas, Sahin & Catalbas, 2016; Polat, 2019). At this point, it may be helpful that teachers adopt mixed methods.

The present study has evaluated the opinions of a class teacher who taught in the 2018-2019 academic year using the word-accompanied sentence method, a combined

reading-writing method peculiar to the Turkish language. To apply the word-accompanied sentence method, the teacher taught vowels in the preparation stage where she made use of songs to make learning fun for children. She taught the sentences "Alim bal al. (bal) Talat kitap oku. (kitap) Ömer mısır ye. (mısır) Ufuk fener getir. (fener) Cemil çiçek ekmiş. (çiçek) Evde üzüm var. (üzüm) Hasan Jale ağlıyor (Jale)." in order during the structuring stage. While teaching the sentences accompanied by words, she stressed the syntax of the sentences formed by subject-object-verb. She also intended to teach literacy by hinting at the presence of words in sentences, syllables in words and sounds in syllables. After reaching consonants (l,m,b ∗ k,t,p ∗ y,r,s ∗ g,f,n ∗ ş,c,ç ∗ v,d,z ∗ ğ,h,j) by parsing each word in the order of verb-subject-object, she instructed students to read and write the acquired "syllables-words-sentences". Applying an integrated model of reading, speaking, listening, and writing activities, the teacher instructed them to add pictures to the sentences they were reading/writing to make sure that they were able to comprehend them. She also similarly instructed children to speak based on the meanings of texts and of the sentences in texts once meaningful texts are formed using sentences. The final stage covered comprehension and expression exercises. At the end of the method application, the teacher found the word-accompanied sentence method useful stating that all students including inclusive and refugee students became literate and acquired comprehension skills and pleasing reading rates.

The "Word-Accompanied Sentence Method" developed based on the cognitive and neurophysiological theories on how learning occurs and the analytical and synthetic methods of literacy teaching, is among the hybrid methods of the Turkish literature. Vowels are taught and teaching continues with words and sentences. Sentence meaning is emphasized while matching similar words in a sentence to teach what "word and sentence" are. The functions of "subject, object, and verb" are taught while emphasizing the words in the sentence. Each word is read separately while also hinting at syllables in words and sounds in syllables. Parsing activities start once children realize the parts of a whole. Sounds are taught through parsing words in sentences, which is followed by formations of syllables, words, and sentences.

Among cognitive learning advocates for the cognitive approach are Piaget, Bruner, Gagne, and Ausubel, who focused on increasing interest-process capacity, connecting different units of information, developing concepts, mental development, rational thinking, and inductive approach in investigative thinking (Varis, 1996). Cognitive learning theories address the mental processes that humans use to understand life. In cognitive terms, learning is to facilitate changes in an individual's mental structures. Such changes allow individuals to experience changes in their behaviors or to adopt new behaviors (Senemoglu, 2013). This approach underlines that learner is in charge of learning and participating actively in the learning process. It is emphasized that learners do not record the information readily made available by teachers but rather actively participate in the learning process by undertaking the responsibility of learning (Erden & Akman, 2012). The main principles of the cognitive approach are as follows: Understanding is possible only through interacting with one's surroundings. Transfer skill is improved. It is essential to transfer what is learnt to the distant and the

close. Information and learning materials are picked within the real-life itself. The information to be learnt is structured and sorted meaningfully (Ulgen, 1997).

Cognitive learning points to re-structuring one's perceptions in his or her memory by using his or her cognitive processes. The information made available for learners should thus serve as a bridge between what they already know and what they will learn. The arguments of cognitive theories concerning the nature of learning are also supported by the studies on neurophysiological foundations of learning (Deniz, 2010; Senemoglu, 2013). The nature of the brain should be considered in the design of instruction. Brain-based learning theorists investigated how learning occurs by focusing on the human brain and its formation. Advocates of this approach identified twelve main principles concerning the impact of cerebral processes on learning (Medina, 2008; Degan, 2011). Some of its principles that are compatible with the brain are as follows: The brain is a parallel processor, The human brain can multitask, The brain tries to give meanings to incoming data (Caine & Caine, 1990). Giving meaning is possible through patterning. An enriched setting is needed for effective, efficient, and permanent learning. Learning progresses with mentally challenging activities and gets stuck because of danger. Every brain is authentic in its way (Caine, Caine, McClintic & Klimek, 2015). Learning should be organized to allow students to express their audio-visual and emotional preferences. The brain perceives a whole and its parts simultaneously. To teach a subject, a whole itself and its parts should be presented simultaneously in a manner where the whole and its parts are mutually interactive. There is no single prescription or method to be followed in brain-based learning (Caine & Caine, 1990).

According to Gardner (2011), human intelligence is multifaceted, each individual has specific intellectual talent. Teaching practices should be appropriate to the individual's intelligence areas. As it is understood from the explanations, it makes little sense to use a learning system that expects every brain to learn in the same way as every other. The existing systems of learning are based on expectations that certain learning goals should be achieved by a certain age. The reality is that students at the same age show a great of intellectual variability (Medina, 2008; Degan, 2011). These explanations show that the teaching practices should be arranged according to the individual characteristics of the students. Teachers should therefore be given the liberty to employ different methods in literacy teaching of children with individual differences to overcome the practical difficulties they encounter, as in the teaching of other classes.

For the last fifteen years, MoNE has been insisting that the sound-based sentence method be used as the only method of literacy teaching. However, it is not appropriate to expect this method to be used in all kinds of cases. This is already reported by studies focused on this issue (Erdem, 2017; Pehlivan-Eroglu, Tozlu & Ozbas, 2019; Ferah-Ozcan & Yildiz, 2018; Ozenc & Saat, 2019; Sagirli, 2018; Susar-Kirmizi, Ozcan, & Sencan, 2016) that some students have difficulties with the sound-based sentence method. In the studies mentioned, it was reported that some students taught literacy with the sound-based sentence method, read slowly by spelling, and thus had comprehension problems along with punctuation and misspelling problems.

In this study, the teacher who applied the word accompanied sentence method got positive results. Therefore the word-accompanied sentence method can be suggested as an alternative method.

It is not of course possible to recommend the word-accompanied sentence method for all cases with no exception. New literacy teaching methods can be designed in parallel with both children's cognitive characteristics and the structural characteristics of the Turkish language (considering deductive inductive approaches). Literacy teaching that should be practiced integrated with basic skills such as listening and speaking can be enriched by visual reading and presentation exercises so synthesis- and analysis-based methods are developed and recommended to teachers. It is, therefore, useful to seek different methods and offer alternative methods for teachers to be able to acquire a rich pool of methods in literacy teaching as well.

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Bir Durum Çalışması: Kelime Eşlikli Cümle Yöntemi ile Okuma ve Yazmayı Nasıl Öğrendik?

Atıf

Deliveli, K. (2021). A case study: How did we learn literacy through word-accompanied sentence method? *Eurasian Journal of Educational Research* 94, 49-78, DOI: 10.14689/ejer.2021.94.3

Özet

Problem Durumu: Türkiye'de 2005 öğretim yılından başlayarak okuma yazma öğretiminde tek tip yöntem olarak ses temelli cümle yöntemi kullanılmaya başlamıştır. 2005 yılından itibaren ses temelli cümle yöntemiyle okuma yazma öğretim sürecini güçlüklerini inceleyen bazı araştırmalarsa (Özsoy, 2006; Avcı ve Şahin, 2016; Akman ve Aşkın, 2012; Aktürk ve Taş , 2011; Calın, 2019; Deliveli, 2014; Durukan ve Alver, 2008; Eroğlu, Tozlu ve Özbaş (2019), Gözüküçük, 2015; Kadıoğlu vd., 2014; Özcan ve Ferah-Özcan, 2014; Saban ve Yiğit, 2011; Sağırlı, 2018) okuma yazma öğretim sürecinde zorlanan öğrenciler olduğunu tespit etmişlerdir. Bu araştırmalar farklı gelişim özellikleri öğrencilerin olduğu sınıflarda yöntem seçimini öğretmene bırakılması gerektiğini düşündürmektedir. Çünkü sınıfındaki öğrenci özelliklerini bilip, değerlendirerek yöntem ya da yöntemlere karar vermesi gereken öğretmendir.

Araştırmanın Amacı: Bu araştırmanın amacı Türk diline özgü karma bir okuma yazma yöntemi olan kelime eşlikli cümle yöntemini, 2018-2019 öğretim yılında uygulayan bir sınıf öğretmenin uygulama sürecine ilişkin görüşlerini değerlendirmektir.

Araştırmanın Yöntemi: Araştırma nitel araştırma yaklaşımlarından durum çalışma desenine göre tasarlanmıştır (Yin, 2009). Bu araştırmada ele alınan durum kelime eşlikli cümle yöntemini uygulayan bir sınıf öğretmenin okuma yazma öğretiminde yaptığı çalışmaların incelenmesidir. Bu amaç için uygulama öncesi, uygulama sırası ve sonrası Ankara Keçiören'de 2018-2019 öğretim yılında kelime eşlikli cümle yöntemini uygulayan sınıf öğretmeninin görüşleri değerlendirilmiştir. Araştırma verileri içerik, betimsel analiz ve dokuman inceleme yöntemiyle analiz edilmiştir (Yıldırım ve Şimşek, 2013).

Araştırmanın Bulguları: Çalışmada ilk olarak kelime eşlikli cümle yönteminin nasıl uygulanacağı aşamalar halinde örneklerle açıklanmıştır. Kelime eşlikli cümle yöntemi Türkçe alan yazında karma yöntemler başlığı altında değerlendirilebilecek bir yöntemdir. Bu yöntemde ünlü sesler verildikten sonra, öğretime kelime ve cümlelerle devam edilmektedir. Cümle içinde benzeri bulunan kelime eşleştirilirken cümlenin anlamı üzerinde durulmakta "kelime ve cümlenin" ne olduğu, cümle içinde kelimelere dikkat çekilirken de "özne, tümleç ve yüklemin" görevinin ne olduğu öğretilmektedir. Ayrıca cümle içinde her bir kelime içinde ayrı ayrı okunurken, kelimenin içinde hece, hecelerin içinde ses olduğu sezdirilmektedir. Çocuklar bütün içindeki yapıları fark etmeye başladıklarında ise çözümlemeye geçilmektedir. Cümle içindeki kelimeler çözümlendikçe sesler edilmekte, ses yoluyla ise hece, kelime, cümle

oluşumları incelenmektedir. Bu yöntem ile okuma yazmanın öğretilirken "hazırlık, yapılandırma ve serbest okuma" olmak üzere üç aşama izlenmektedir.

Bu araştırma kapsamında yöntemi uygulayan sınıf öğretmeni araştırmacının önerdiği şekilde, hazırlık aşamasında yansımalardan, hayvan ve ses taklitlerinden yararlanılarak 8 ünlü sesin (a, e, ı, i, o, ö, u, ü) öğretimini gerçekleştirmiştir. (Figüre 2) Etkinlikleri oyunlaştırarak gerçekleştiren öğretmen, şarkı sözleri içinde ünlü sesleri hissettirdikten sonra okutup, yazdırmış, yeri geldikçe tekrar ettirmiştir.

Yapılandırma aşamasında "Alim bal al. (bal) Talat kitap oku. (kitap) Ömer mısır ye. (mısır) Ufuk fener getir. (fener) Cemil çiçek ekmiş. (çiçek) Evde üzüm var. (üzüm) Hasan Jale ağlıyor (Jale)." şeklinde kelime eşlikli cümleleri öğretmiştir. Bu eşlikte kelimeleri her bir cümleyi çağrıştıracak ve hatırlatacak bir araç olarak kullanmıştır. Örnek olarak "Alim bal al." cümlesi "bal" kelimesi ile öğretilirken, zihinsel çözümleme aşamasında cümle içinde "bal" kelimesine dikkat çekmiştir (Ek 1). Cümle içinde, kelimeye vurgu yapıldıktan sonra küçük fiş olarak hazırladığı cümle (Alim bal al.) ve kelime (bal) okutup, yazdırmıştır. Öğretmen tarafından hazırlanan büyük fişler sınıftaki okuma ve yazma köşesine asılmıştır (Figüre 6).

Cümle ve kelimeler gruplar halinde öğrenildikçe; İlk çözümleme işlemi (Alim **bal** al.) cümlesiyle gerçekleştirilmiştir (Ek 1). Çözümleme sonrası elde edilen, seslerle, 'hece, kelime, cümle ve metinler' elde edilmiştir (Figüre 3). Yeni kelime eşlikli cümleler öğretildikçe her bir cümle yüklem-özne-tümleç sıralamasına uygun olarak çözümlenmiş ve hedeflenen ünsüz seslere (k,t,p * y,r,s * g,f,n * ş,c,ç * v,d,z * ğ,h,j) ulaşılmıştır (Figüre 4). Bu gruptaki seslerle de yeni hece, kelime, cümleler elde edildikçe, yeterince okutulup/yazdırılan kelime ve cümlelerle metinler oluşturulmuştur. Elde edilen yapılar (cümle, metinler) tekrar çalışmaları sırasında okuma akıcılığını geliştirmek için kullanılmıştır.

Serbest okuma ve yazma aşamasında öğretmen, çocukları bireysel özelliklerine göre değerlendirmiştir. Tamamlayıcı eğitim çalışmaları sırasında iki, üç, dört sesli kelimeler (al, aç, iç, at/yap-sat-kat-çık/dört, kırk, yırt, grup) ile telaffuzu güç kelimeler (portakal, mutfak, kalorifer) üzerinde durmuştur. Ses tekrarlı cümleler (b-d-m; g-k-n-m) ile birbirine karıştırılan seslerden oluşan cümleleri (Çağrı dayısıyla düğüne gitmiş. Didem, dedesine mektup yazmış. Gamze annesine yardım ediyor) okutup, yazdırmıştır. Öğretmen serbest okuma döneminde seviyeye uygun metinler, şiirler, paragraf, seçerken çocukların okuma ve yazma yeterliliklerini ölçmüştür (Figüre 5).

Uygulama sonucunda sınıf öğretmeni, tüm sınıfa uyguladığı kelime eşlikli cümle yöntemiyle çocukların okuma yazmayı öğrendiklerini, anlayarak okuma becerisi kazandıklarını, okuma hızlarının daha iyi durumda olduğunu gözlemlediğini belirtmiştir. Uygulamalar sırasında çocukların Türkçenin yapısal özelliklerini, ögelerin dizilişini, hece, kelime, cümle oluşumlarını öğrendiklerini belirtmiştir. Mülteci öğrenciler ile özel eğitim ihtiyacı olan çocuklara (hafif derecede zihin engelli olan bir öğrenci ile sesletim bozukluğu olan üç öğrenciye) bu yöntem ile okumayı

yazmayı öğrettiğin belirten öğretmen, kendi sınıfında yararını gördüğü kelime eşlikli cümle yöntemini meslektaşlarına önerdiğini ifade etmiştir.

Araştırmanın Sonuçları ve Öneriler: Bilişsel ve nörofizyolojik teoriler temel alınarak geliştirilmiş olan kelime eşlikli cümle yöntemi Türkçe literatürde karma yöntemler başlığı altında değerlendirilebilecek bir yöntemdir. Bilişsel yaklaşıma göre öğrencilerin bilişsel özellikleri farklı olduğundan, her bireyin aynı şekilde öğrenmesini beklemek doğru değildir. Beyin temelli yaklaşımına göre ise öğretimde uygulanabilecek tek bir yöntem ya da uygulama yoktur. Bu nedenle öğretmenler diğer derslerin öğretiminde olduğu gibi okuma yazma öğretim sürecinde farklı yöntemler kullanma özgürlüğüne sahip olmalıdır.

MEB okuma yazma öğretiminde 15 yıldır ses temelli cümle yönteminin tek tip yöntem olarak uygulanması konusunda ısrar etmektedir. Ancak araştırmalar bazı öğrencilerin bu yöntem aşamalarında zorlandıklarını kanıtlamaktadır. Okuma yazma öğretiminde zorlanan çocukların olduğu sınıflarda öğretmenler kelime eşlikli cümle yöntemini alternatif bir yöntem olarak kullanılabilir.

Elbette kelime eşlikli cümle yöntemini de her koşulda öğretmene önermek mümkün değildir. Araştırılırsa, hem çocukların bilişsel özelliklerine hem de Türk dilinin yapısal özelliklerine uygun yeni okuma yazma yöntemleri tasarlanabilir. Okuma yazma öğretiminde yöntem zenginliğine gidebilmek için farklı yöntem arayışlarına devam edilmesinde ve öğretmenlere alternatif yöntemler sunulmasında yarar vardır.

Anahtar Sözcükler: Okuma yazma öğretimi, kelime eşlikli cümle yöntemi, Türkçenin öğrenme alanları.

Ek 1. Yapılandırma Aşaması Uygulama Örnekleri

Etkinlik	Öğretmen Yönergesi
Türkçenin Söz Dizimi	-Öğretmen: Çocuklar 'Ali bal al.» cümlesi içinde kaç kelime var bulalım. -Çocuklar: Üç kelime var öğretmenim. -Öğretmen: Evet üç kelime var. Haydi! el çırparak, bu kelimeleri birlikte söyleyelim. Alim (1) bal (2) al (3). (Her bir kelimeyi vurgularken el çırparak kelimeye vurgu yapılır).
Kelimeyi Eşleştirme	-Öğretmen: Çocuklar elimdeki kelimeyi (bal) cümle (Ali bal al.) içinde gösterebilir misiniz? (Büyük boy cümle ve kelimeyi göstererek, eşleştirmelerini ister.) Alim bal al. bal
Kelime İçinde Hece Bulma	-Öğretmen: Çocuklar 'Alim kelimesini nasıl hecelediğime dikkat eder misiniz? El çırparak hecelemenizi istiyorum. -Çocuklar: 'A-lim' iki hece var öğretmenim. -Öğretmen: Evet A(1), lim (2) iki hece var çocuklar.
Hece İçinde Sesi Bulma	-Öğretmen: Çocuklar 'al' kelimesi hem hece hem de kelime! 'Al' derken öğrendiğimiz a sesi nerede, başta mı, sonda mı ? -Çocuklar: Başta öğretmenim. -Öğretmen: Evet başta. Öğretmen panodan (Aa) seslerini gösterir, hece içinde a sesini eşleştirir. -Çocuklar 'al' şeklinde okurken, öğretmen: -Şimdi dikkat edin 'a-lll' derken yeni bir ses duydunuz mu? -Evet öğretmenim, 'l' sesi duyduk. Öğretmen elindeki hecede (ll) sesini göstererek tekrar vurgular.