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## Application of Sentence-Based Sound Teaching Method for First Reading and Writing in Education

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Sound based sentence method has been used since the 2005-2006 academic year in Turkey. However, criticism of these methods has brought the search for new methods to the agenda. One of these methods is sentence-based sound teaching method, which can be evaluated under the title of mixed methods specific to Turkish language. In the sentence-based sound teaching method, it is aimed to teach reading and writing with simple and regular sentences, reaching sounds in a short time and analyzing-synthesis-analysis logic. This process has five stages: “sentence stage, sentence completion stage, analysis, synthesis and evaluation”. The aim of this research is to evaluate the results of the sentence-based sound teaching method in practice according to the opinions of a primary school teacher and six teacher candidates. This research was designed as a case study from qualitative research patterns. It was carried out with a classroom teacher who stated that she had two students having difficulty in learning reading and writing in her classroom in a primary school in Muğla Province Center in 2018-2019 Spring Semester, and 6 volunteer teacher candidates who are registered to Muğla University Faculty of Education Primary Education Program and want to learn how to carry out their reading and writing activities in the first grades. Purposeful and criterion sampling methods were used to create the working group. The data were obtained by interview method and analyzed by descriptive analysis technique. In the heading of the findings, the opinions of the classroom teachers and teacher candidates who applied the sentence-based sound teaching method were evaluated under three sub-headings as “before application, during application and after application” impressions. The teacher candidates who applied the method in company with the class teacher also found the method useful. It was determined that it served their purpose and stated that they wanted to use the method when they became teachers.

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### Introduction

Teaching Turkish is a field of study that requires the use of certain methods, techniques and tools systematically. The general objectives of this course are to develop students' understanding and expression power, grammar and writing power; to give students pleasure

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with reading and listening habits; therefore it can be summarized as enriching students' vocabulary and gaining the ability to use Turkish correctly and effectively (Öz, 2006).

In the Turkish classes in the first grades, while the literacy skill is gained by the individual, activities based on listening and speaking are carried out. In this process, how the teaching should be carried out is an issue that needs to be emphasized. Because the skills gained during literacy training significantly affect the future success of the individual (Herbers, Cutuli., Supkoff, et al., 2012; Sever, Kaya & Aslan, 2006; Strickland Riley-Ayers, 2006) not only in Turkish lessons but throughout their education life, as these may affect their success in other courses. Because students who can read accurately, quickly, understand, and interpret what they read, use the language well in oral and written language can express themselves better in daily life (Çelenk, 2005), and thanks to the new skills gained after literacy education, the individual can learn new information and use this information in many fields that he /she needs (Shaul & Leikin, 2014).

Reading and writing activities, which can be defined as mental gathering, verbal expression, and transferring of sound symbols belonging to language, contain skills related to each other (Albertini & Schely, 2003; Çelenk, 2005; Kurudayıoğlu, 2018; Öz, 2006; Özcan & Özcan, 2012). During the literacy activity, the individual can improve his listening and speaking skills while learning how to read and write the basic features of the language, the syllables that make up the structure of the language, and the words and sentence structures. For this reason, while teaching reading and writing, including activities covering all skill areas; reading and writing activities need to be integrated with listening and speaking areas.

Reading and writing are related fields. The main purpose of reading instruction is to provide the child with the skills to use writing and drawing language effectively in communication (Akyol, 2014). Reading action based on meaning takes place in the brain. While making use of thinking factors such as individual evaluation, judgment, problem solving, and imagination, it makes use of its prior knowledge. Writing takes place in the brain just like reading. During the writing activities, the individual makes an intellectual effort while learning to use the necessary symbols and signs of the language (Akyol, 2005). This process takes place in two stages as “acquisition and development”. Basic information such as letters, syllables, words and what the sentences are and how to write them come into play during the acquisition phase; in the development phase, it is learned how to use the acquired skills in an effective expression (Akyol, 2014). Since both areas are related, students with reading difficulties may experience problems in the writing process (Döhla & Heim 2016; Di Brina, Aversa, Rampoldi vd. 2018). For this reason, children who do not understand the alphabetical system of the language during reading activities may have difficulties in writing activities. Moreover, children who cannot overcome these difficulties can develop negative attitudes towards reading and writing (Calhoon, Al Otaiba & Greenberg, 2010).

Reading and writing education should be carried out in a way to support the child's language development. There is a very close relationship between the child's mental development level and language development. In classrooms with different individual characteristics, teachers have to make an intense effort in teaching children to read and write with different interests and needs. While trying to provide basic skills related to literacy to children with different needs, they try to choose the most appropriate tool. In some cases, when the method applied is not suitable for the child, they need to use alternative methods. For this reason, it is useful to present different methods to teachers in teaching literacy (Deliveli, 2020).

Different methods used in the reading and writing education from past to present have been evaluated. According to this, while the specialized methods that were resorted to early on were letter, phonetic (voice); the methods that were referred to afterwards are syllable, clause, sentence and story methods (Öz, 2005: 3).

According to the basic principle on which the letter method is based, in order for the student to recognize the words and pronounce them, he/she first needs to recognize the letter. For this reason, the student, after learning the name of the capitals and small letters alphabetically, learns to pronounce the two, three, four and five letter syllables. By forming clauses and sentences with the syllables and words that were combined, reading, and writing teaching is complete. Another method, vocal method, is applied to annihilate the boundednesses of the letter method. In the education of reading and writing with the sound method; syllables, words and sentences are formed after teaching not the name of the letter but the sound of it as in “rrr”. In the languages that are read like they are written and written like they are read, it is thought that reading can only take place after the sounds are learned completely in this method, which is accepted as a method that is economic and partially easy to teach. Both methods left their place to the new ones on the grounds that they were not appropriate for the learning principles and for the child's perception of the world and that they badly affected the speed of reading and the act of reading-understanding (Güteryüz, 2002: 43-45).

In the syllable method, after the students memorize the syllables like “ba, be, bı”, they read/write the words and sentences with these syllables. As reading in this method is based on recognizing the learned syllables, it was the target of the criticisms in that students repeat the syllables too much during the process of recognizing the syllables and pronouncing them, these repetitions take too much time during the reading process and this causes difficulties in comprehending the text (Göçer, 2008: 6).

In the word method, as it is the basic understanding unit, after the words are taught; the words are separated into syllables and by forming new words and sentences out of them, the studies are continued. In the languages in which words are read and written the same way, reading and writing that is based on the word method is preferred (Cemaloğlu, 2000: 65). Word method was also criticized in that the number of words in the language is too high so it would be hard to teach all the words, teaching word by word forces the student to synthesise in some way and because of that the student finds it hard to understand what he/she reads, and that there could be problems in reading fast, fluently and effectively (Güteryüz, 2002: 46).

In the sentence method, students start reading and writing education with sentences. In time, reading and writing studies are completed by separating the sentences into words, words into syllables and syllables into sounds (Çelenk, 2005: 56). However, this method, was also criticised in that reading and writing education takes time, it delays reading, a mechanic reading and writing education takes place because students read and write sentences by heart without understanding them and the child is under the effect of too much stimuli, thus finding it hard to analyse sounds (Şahin, 2009: 120).

In the story method, stories that express the first grade child and short enthusiastic texts are benefited from. Students read these stories chapter by chapter and the sentences are analysed. Learning process is completed in time by separating the sentences into words, words into syllables, syllables into letters (Öz, 2005: 10-11). But this method was criticised in that reading and writing education would take time and if texts are not chosen according to the child's level, there could be problems in accomplishing the targets (Şahin, 2009: 120).

If the methods on reading and writing education in Turkey are evaluated in a historical process, it is understood that first reading and writing education was realized by the letter method which has been used since 1870s and in which not understanding but vocalizing was prominent. However, parallel to the developments in the education and psychology science, this method left its place to the word method. Practices of the word method that had been going on since 1924 contentiously served as an alternative to the vocalization method and letter method was prohibited (Öz, 2005: 10). With the elementary school program which was published in 1926, vocal method and letter method were both prohibited and the teacher was set free on choosing one of the methods of word method and combined (composite) methods. With the 1936 and 1948 programs, it became definite to pass on to the sentence method and in the 1968 program, explanatory statements on this method were included (Güleryüz, 2002: 54-55).

In Turkey, the method debates have been going on until today and in the end, the sentence method which left its place to other methods in West Europe and in the USA from 1965, was totally left in 2005. Sound based sentence method has been used since 2005-2006 school year, and with the sound based sentence method that was improved by Güneş, it is aimed to teach the students to read and write in a short span of time. In this method, first reading and writing education starts with the vocals. Firstly, the students are made to feel the vocals. So, with the students' preliminary information, vocals are correlated with the daily life. After giving a couple of voices that form a meaningful whole, students form respectively syllables, words and, ultimately, sentences through voices. When these practices are evaluated, reading and writing education is organized in a way to attain sentences in a short time (Güneş, 2005: 140).

Considering applications in Turkey, teachers do not have the right to choose reading and writing instruction method and for many years one method has been used. For this reason, primary school teachers had to apply the sentence method from 1948 to 2005 and the sound-based sentence method has been used since 2005. Whatever method is used in literacy teaching, it is important to evaluate the applicability of the method, to investigate its suitability to language and its effect on student behaviour. As a matter of fact, in the studies on method conducted after 2005, the results of the sound based sentence method in practice were examined and the results were discussed. Demirel (2006), one of the researchers who evaluated that the sound based sentence method with positive aspects, determined that it was suitable for the development level of the students and increased their self-confidence. Güneş (2005) suggested that the sound based sentence method is suitable for the language structure of Turkish. He argued that through the sounds taught in groups, they started reading in a very short time and that the students were active in the learning process, and that the method increased the students' attention and understanding levels. In studies conducted on different dates (Turan & Akpınar, 2008; Aktürk, Mentiş & Taş, 2011; Baydık & Kudret, 2012; Belet & Karadağ, 2014; Bıçak & Susar-Kırmızı, 2013), it was found that with the sound based sentence method the students start reading in a short time. Turan & Akpınar (2008) the researchers who showed advantages of the method suggested that the sound based sentence method is student-centered because it easy to learn and does not entail just memorizing.

On the other hand, among the researchers who showed negative effects, Korkmaz (2007) found that students who learned to read with the sound based sentence method had difficulty in reading fast, making meaningful reading and forming sentences; Bilir (2005), Akman & Aşkın, 2012) argued that the method does not comply with learning principles and does not give the child a fast, fluent and proper reading and writing habit. Investigating the difficulties of teaching reading and writing with the sound based sentence method, Akıncı, Bektaş, Gülle, Kurt & Kurt (2016) found that students had difficulty in understanding the whole with this method. They

pointed out that children learning to read and write with this method focus on sounds, syllables, and words, in this case, it causes problems in catching semantic integrity while reading sentences or longer texts. While there have been debates about methods, Baştuğ & Erkuş (2016) SBSM conducted meta-analysis research about 35 method studies between 2005 and 2015 in Turkey. As a result of the research, they found that in some studies the students had easier and shorter reading time with the sound based sentence method, and the reading speed was better, but in some studies, it was found to be negative in terms of reading speed and reading comprehension.

In studies comparing the sound based sentence method and the sentence method, Aldemir (2005) and Beyazıt (2007) stated that reading quality decreased when teaching to read and write with the sound based sentence method; and revealed that children make more spelling errors and cannot read fluently, and have problems in reading and understanding what they read. Pointing to a similar problem, Şahin, İnci & Turan (2006) determined that students made an insertion error during reading. Karadağ & Gültekin (2007) underpinned that compared with the sound based sentence method, the comprehension of the sentence method is better in terms of reading and writing speed. It was revealed that it has positive aspects in terms of individual differences and suitability of the child for developmental characteristics. On the other hand, Güzel-Özmen & Doğan (2011) reached the conclusion that students who learn to read and write with the sound based sentence method make more reading errors. Arslantaş & Cinoğlu (2010) stated that in terms reading speed, sound based sentence method is more appropriate; however, the syllable and word derivation from sounds makes the correct pronunciation of syllables difficult. When students add vowels to the end of closed syllables, they read without paying attention to the emphasis and it was also found that the method made it difficult for students to perceive the sentence as a whole. They suggested that the student's reading speed was better since he could focus on the whole (sentence and text) in the analysis method. Having reached a similar result, Kadioğlu, Ateş & Baysal (2014) found that, compared to sound based sentence method, the sentence method has positive aspects in terms of "being able to understand the passages, reading it quickly, fluently without spelling". However, they determined that the sentence method had limitations as it was based on memorization and the transition to reading took a long time. In his study, which examined the results of research on sentence and sound-based sentence method, Sağırılı (2019) determined that sentence method is better at the level of sentence learning and recognition and recognition / creation of words, recognition / creation of syllables, voice / letter recognition / reading-writing stage. The sentence method is better in terms of reading speed, reading quality (fluency, pronunciation, etc.), reading comprehension and quality in reading (canonical, legible, busy, aesthetic, etc.), however, sound-based sentence method is better in starting reading in a short time. These results show that both methods have limited sides, as well as positive aspects, and one should give up one method practice in teaching reading and writing.

With the sound based sentence method that they are currently applying, teachers can use the mixed method to overcome these problems in the process of reading and writing.

Actually, in Turkey, the combined method practices are the practices that the teachers have already been using with the purpose of solving the problems that they come across during the prototype method practices. During these practices, teachers may use practices of their own by combining methods like sentence-vocal, vocal-syllable, vocal-syllable-sentence (Çelenk, 2002: 40). However, teachers' search for new methods through trial and error may cause time loss. For teachers who want to eliminate these problems and try different applications for children who need different methods, the sentence-based sound teaching method developed in



accordance with the structural features of the Turkish language can be proposed.

In this research, the practical results of the sentence-based sound teaching method, which is a mixed method specific to the Turkish language recommended for students who have difficulty in teaching reading and writing will be examined. The results presented in this application are important in terms of offering an alternative perspective to teachers who want to learn or try different methods in teaching reading and writing.

### ***Purpose of the study***

The aim of the research is to evaluate the results of the sentence-based voice teaching method in practice according to the opinions of a primary school teacher and six teacher candidates. Within the scope of the research, answers to three sub-problems were sought. Bearing in mind the lassroom teachers and teacher candidates applying the sentence-based sound teaching method;

- (1) How did they explain the rationale for implementing the method before implementation?
- (2) What kind of student behavior change were observed during the application process?
- (3) How did they evaluate the method results when the application was completed?

### **Methodology**

This research is designed as a case study from qualitative research (Punch, 2013; Glesne 2012) patterns, as it serves the purpose of understanding and explaining current situations, allowing detailed and in-depth data collection. Case studies are qualitative research patterns that enable longitudinal and in-depth analysis of the event or situation (Flyvbjerg, 2006). In this study, the sentence will be applied for the first time because how and in what way the situation was handled in the research (Merriam, 2013) allows the participants to examine how they evaluate the situation, and it also allows to investigate all the factors related to the case with a holistic approach (Yıldırım & Şimşek, 2013). The researcher planned the research as a 12-week case study to evaluate the results of the sentence based sound teaching method in practice.

### ***Sentence Centered Sound Method and Stages***

In the sentence-based teaching method, a path from whole to piece, from piece to whole is followed. The method was developed by taking the positive aspects of the sentence and sound method. Instead of teaching a large number of sentences from the sentence method, 6 sentences consisting of less simple and regular "subject and predicate" are taught in the sentence-based teaching method. This pathway is in accordance with the holistic understanding that improves fluency in reading and the principle of simple to complex in teaching. In the sentence-based voice teaching method, the Turkish syntax is tried to teach children the new words added between the subject and the loading during the completion of the sentence. With this application, it is understood that there are words in the sentence. While adding new words to the sentences, the principle of from known to unknown was taken into consideration and examples from daily life were chosen. Words, syllables, and sounds are taught within a short time in the sentence-based sound teaching method. Through word analysis, as the sound is reached, it tries to grasp the part-whole relationships as in the sound method. Syllables, words are obtained from sounds, sentences and texts are created and read / printed.

Starting with the sentence, reaching the sound in a short time, offers the teacher the opportunity

to apply different methods together in classes with children with different individual characteristics. In the following part the steps of the method are introduced and how to apply the method is explained.

Before the method practices, by doing preparation practices, students are made to prepare to adapt to the school and their preparation of equipment are carried out. During the preparation of adapting to the school, by benefiting from visuals, listening, speaking and visual reading practices are included. In this process, by including games and drama practices, in order to make the practices more enjoyable, songs, riddles and tongue twisters are used. Also, by reading illustrated tale and story books, teachers draw children's attention to reading. Apart from the coloring, scission and sticking practices to improve children's hand/finger muscles; practices of using pencil and notebook and basic line-drawing practices which are necessary for writing are included. When the preparation is completed, teachers pass on to the process steps of the method.

The purpose of reading and writing education with the sentence based sound method is to teach reading and writing by forming vocals as soon as possible with basic and regular sentences and by not missing the meaning. According to this method, there are five stages in reading and writing education. These are, sentence stage, sentence completing stage, analysis, synthesis, and evaluation stages (Figure 1).

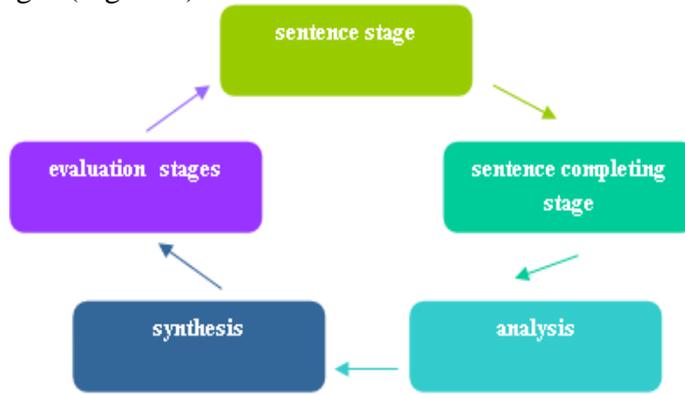


Figure 1. Stages of the Method

The chart below includes the sentences that can be used in the process steps of this method, the words which can complete the sentence that lacks its object and the vowels that are aimed to be attained by analysing the words (Table 1.).

Table 1. Sentence, Sentence Completing and Analysis Stages

Sentence Stage	Completing Sentence Stage	Analysis Stage	Target Sounds
Ali al.	ekmek, kalem, limon, kitap,	al, ekmek, Ali, kalem, limon, kitap	a, e, i, l, k, t, m, n
Kaya içmiş.	su, süt, ayran	içmiş, su, süt, ayran, kaya	u, ü, ç, ş, s, y
Yıldız okuyor.	kitap, dergi, gazete	okuyor, yıldız, kitap, dergi, gazete	ı, o, d, z, g
Ömer söyleyecek.	şarkı, türkü	söyleyecek, Ömer, şarkı, türkü	ö, ü, r, c,
Cemil sever.	börek, çörek, kavun, karpuz	sever, cemil, çörek, kavun, karpuz, börek	b, v
Hasan gördü.	fil, dağ, jandarma	gördü, Hasan, fil, dağ, jandarma	f, j, h, ğ

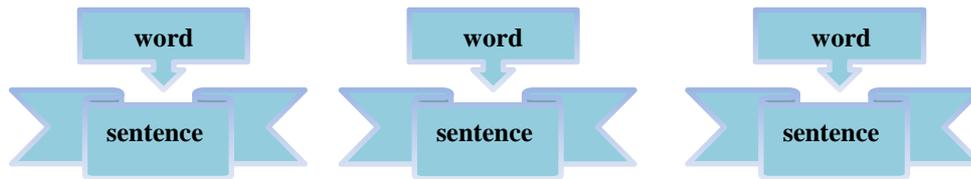
In the first stage which is the sentence stage, the sentences that lack the object that are formed of “subject and predicate” are taught. These sentences are chosen in different tenses in order to teach the students the concept of time in Turkish. The teacher draws attention to the sentence which is brought to the class written on a big cardboard along with its visualization that evokes the sentence (Table 2.).

**Table 2.** Example of Sentence Teaching

	<p>For example, by showing the first sentence "Ali al.", the teacher asks the children to speak by asking "What do you see in this picture, children? What do you think this child is doing?". When the speeches are complete, the children animate the event in the picture. After the animation, and after the sentence is read once more emphatically, the teacher hangs them on the board with their visualizations and they pass on to writing studies.</p>
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While the teacher writes the sentence on the board, he/she draws attention to the reading and writing of the subject and predicate, respectively. The teacher wants the students to read each word respectively with emphasis while they write down the sentence. During these practices, the teacher tries to explain the children what the sentence and word are. During these explanations, the teacher wants the students to form different sentences by using the words they use in their daily lives. It is aimed for the child to benefit from his/her preliminary information. Thereby the teacher focuses on the children to do mental processes aimed at through understanding that sentences are formed through words.

In the second stage, words that can be the object of the target sentence are found by asking the question “what” and the sentence and words that can be the object of the sentence are read-written. For example, by pointing at “Ali al.” sentence which is hung on the board in the class, the missing object of this sentence is searched with the students. For example, the students can form sentences like “Ali bal al. Ali şeker al. Ali un al. Ali et al.” The teacher teaches the words “bread, pencil, lemon, book” that he/she determined along with their visualizations by drawing attention to their pronunciations and spellings respectively (Figure 2).



**Figure 2.** Sentence Completion Stage

After teaching each word, the teacher wants the children to combine the learned sentence with these words (Figure 3). Thus, new sentences are formed and as reading and writing of these sentences are complete, the teacher hangs them on the board as notecards and basic texts with new sentences are formed. The texts that are formed through the sentences are hung on the board along with their visualizations on 50x50 size cardboards. (Example: Ali al. Ali ekmek al. Ali kalem al. Ali limon al. Ali kitap al.)

**Table 3.** First Group Words



After the words of the sentences are emphasised and repeated sufficiently and their pronunciations/spellings are complete, teachers pass on to the analysis stage. In the analysis stage, which is the third stage, the vocal is attained starting with the predicate of the target sentence and respectively analysing the words. For example, in the sentence “Ali al.”, the predicate (al) is analysed and “a-l” vocals are attained, the subject (Ali) is analysed and “a, l, i” vocals are attained. Teachers draw attention to sentence-word-syllable-vowel formations while the analysis of the sentences in the first group (Ali al. Ali ekmekek al. Ali kalem al. Ali limon al. Ali kitap al.) are respectively carried out. When the analysis of the words is complete, the students form “a, e, i, l, k, t, m, n” sounds (Figure 3).



**Figure 3.** Process Steps of the Method

In the fourth stage where the synthesis studies begin, by analysing, when the “a, e, i, l, k, t, m, n” sounds are formed, new syllables-words are formed by combining each vowel with consonants. “Kemal, Tan, Ata, Mine, Emin, Emel, kel, kekek, kilit, lale, nane, nine, kat, tat, mal, nal” are some of these words (Table 4.).

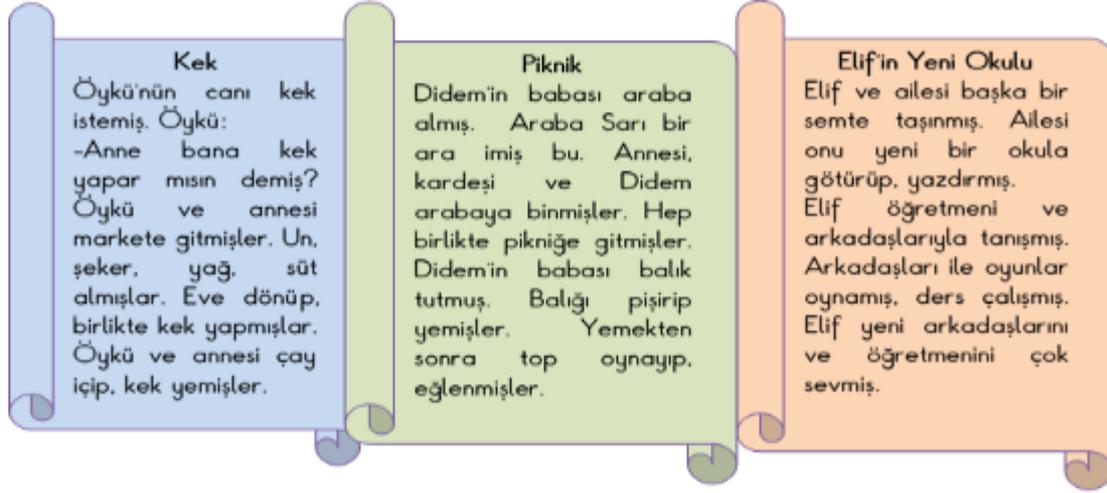
**Table 4.** First Group Synthesis Studies

Vowels	Consonants	Syllables	Words
Aa,	Ll	al, el, il, la, le,	eli, ele, elele, elli
Ee,	Kk,	li	kel, kekek, kil, kal, elek,
İi	Tt,	ak, ek, ik, ka, ke,	at, Ata, etli, etti,
	Mm	ki	Kamil, melek, mil, mala, kelime,
	Nn	at, et, it, ta, te,	Melike, kekek, kilit
		ti	nal, Nalan, inle, inlemek, anne,
		ma, me, em, im	enli, nine, nane, Metin,
		an, en, in, na, ne,	
		ni	

When the pronunciation and spelling of the words are complete, the children are asked to form simple sentences with the chosen words. For example, the sentences of “Mine al. Emine elimi al. Melike eline kilit al. Emel kekek al. Emin kalem al. Metin elli kalem al. Anne, Nalan’a nane, limon al.” can be attained. At the end of each practice, the teacher hangs the attained words and syllables on the board and uses them during the review studies. New sentences and texts are formed out of these chosen words and students read/write them.

In the last stage which is the evaluation stage, in each group level, new sentences are formed

after completing the teaching of the sentences and realizing the analyses. New texts are formed with these sentences and the students read/write them. During the studies, while examining the meronymy; the teachers try to improve the children's vocabulary, to make them apprehend the structural features of the language and to solve the problems in reading and writing (Figure 4).



**Figure 4.** Texts of Reading and Writing

### **Participants**

The research was carried out with a primary school teacher who stated that she had two students having difficulties in reading and writing in her classroom in a primary school in Muğla Province Center in 2018-2019 Spring Semester, and with 6 volunteers who are registered to Muğla University Faculty of Education Primary Education Program and who want to learn how to apply the sentence based sound teaching method as teacher candidates. Purposeful and criterion sampling methods are used in determining the study group (Yıldırım & Şimşek, 2018).

The primary school teacher's experiences in literacy teaching and with different literacy methods; his believing that different methods should be used for students with different individual characteristics; his being willing to apply the sentence-based sound teaching method because it is suitable for two students in the classroom meet the criteria to start the study in an adequate fashion. Having completed 34 years in the profession, the male classroom teacher is 59 years old, has taught the first classes 15 times and believes that holistic methods should be used for students with different individual characteristics. There is a total of 18 students (Female: 13, Male: 8 the numbers are perplexing please consider revising) in the class of the teacher. Since 2 students, one girl (S1-S) and one boy (S2-Y) in the class of the teacher, were forced to take steps in the sound based sentence method even after the second semester, the primary school teacher voluntarily applied the sentence-based voice teaching method that the researcher followed from the educational documents he wanted- not clear.

While determining the participants formed by teacher candidates, criteria such as having knowledge about different literacy methods, being open to cooperation, being willing and volunteering to implement a new method were sought. While the classroom teacher continues read and write activities with the sound based sentence method with a group of 6 students during the 2018-2019 Spring semester; he tried to teach two students (S: S1-K and S: S2-E) to read and write using the sentence-based sound teaching method. Six volunteering teacher candidates who wanted to experience how the method was applied, accompanied the teacher in the

implementation of the method for 12 weeks after observing, following the teacher's approach to the students and how the method was applied for 2 weeks. Teacher candidates (ÖA4-K, 7 hours; ÖA1-K, 6 hours; ÖA2-E, Ö3-K and Ö6-K 5 hours each; Ö5-K 4 hours each) for 32 hours learned how to apply the sentence based sound teaching method in this process.

### ***Data Collection***

In this study, it was tried to reveal the pre, during and post impressions about the application of the sentence-based sound teaching method by using the interview method. During the interviews with the participants, enabling the research to continue according to the pre-prepared interview protocol (Bogdan & Biklen, 2007; Denzin & Lincon, 2005) provides more systematic and comparable information (Yıldırım & Şimşek, 2018) with different sub-questions depending on the flow of the interview. While preparing the interview forms, the questions that measure what results were achieved before, during and after the application were included in order to serve the purpose of the research. In order to meet the internal validity criteria, the questions in the interview forms were applied to an academician and two class teachers who are experts in teaching literacy before applying to the group of participants, and their suitability and comprehensibility were confirmed. In the first interviews with the participants before the implementation, information about the purpose of the research, the content and how to use the obtained data were given. In order to evaluate the results of the sentence-based voice teaching method in practice, the interviews with the class teacher took approximately 30-35 minutes before implementation, implementation process, after implementation.

In the first meeting with teacher candidates, they were asked to explain the reasons for participation in the practice. In order to monitor the implementation process, teacher candidates observing the studies with both students (S1 and S2) were asked to write the results of each application in their reflective diaries. During the interim evaluation meetings, developments were also addressed, and plans were made on how to carry out the next step. At the end of the semester, four questions were sought in the final assessment meeting held with teacher candidates.

### ***Data Analysis***

In this study, the document review method that includes the analysis of the targeted facts or facts written materials was used (Yıldırım & Şimşek, 2018). While examining the notes written by teacher candidates in their reflective diaries, it was tried to monitor what kind of behavior change occurred in 2 students (S1 and S2). In addition, two students' notebooks (S1-S and S2-Y) showing the work done by teacher candidates during their reading and writing studies were evaluated as permanent product records. The data obtained based on the participants' impressions were analyzed with the descriptive analysis method. Descriptive analysis technique was also preferred because it allows systematization of data and systematic interpretation of research findings (Gay, Mills & Airasian, 2006). While presenting the findings objectively, care was taken to express the results in an understandable and easy-to-read language (Bogdan & Biklen, 2007). At the request of the participant teacher, "school name, institution name" was kept confidential, and while sharing information about how the study was carried out and what kind of results were obtained, it was expressed using codes such as "student name, teacher name, teacher candidate name". In this study, S1 (S) symbolizes the female student to whom the method is applied and S2 (Y) female student. Codes such as "ÖA1-K, ÖA2-E, ÖA3-K, Ö4-K, Ö5-K, ÖA6-K" were used while conveying the impressions of 6 teacher candidates, 5 of whom were girls and 1 of whom were boys. The codes of the ÖA1



teacher candidate in the codes symbolize the participation, and the letters E (Boy) and K (Girl) at the end symbolize the gender of the teacher candidate.

### ***Validity Reliability***

Validity (internal-external) and reliability (internal-external) criteria valid for qualitative research were taken into consideration while putting forward the research results. In qualitative research, validity is the concept that includes the degree of reflection of the researched phenomenon / event objectively, and reliability is the consistency of the research findings (consistency) (Merriam, 2013; Creswell, 2013). In this study, the researcher paid attention to present the findings in accordance with the current reality in order to provide the internal validity criterion (credibility) and to accurately reflect the degree of application of the results obtained in the research to different situations in order to provide the external validity criterion (transferability) (Merriam, 2013). In order to ensure internal reliability, it has predetermined with whom and for how long the literacy studies will be held, and attention has been paid to spending enough time in the field (interviews, document review etc.) (Odom, Brantlinger, Gersten, Horner, Thomson & Harris, 2005). While reflecting in detail all the events and situations handled within the scope of the research, she cited excerpts from the participants' impressions. In order to ensure external reliability, she determined her role in the scope of the research, shared the purpose of the research with the participants, and tried to maintain its impartiality during all interviews. While sharing the results in the findings section, she took care to reflect the data correctly and kept all the data (participant interview forms, student notebooks, reflective diaries of teacher candidates, etc.) in order to be re-examined (Merriam, 2013).

### ***The Role of the Researcher***

As in other qualitative research methods, the researcher is a primary level data collection and analysis tool in case studies (Merriam, 2013). Within the scope of this study, the researcher involved in every step of the application and tried to fulfill the role of primary data collection tool and to interact with the participants throughout the process (Glesne, 2012). To the teacher who decided to apply the method on his own will, and to the 6 teacher candidates who attended the school experience lesson at the school where the teacher worked, the stages of the method and how to apply it, and details about the training documents were explained. In addition, the researcher tried to provide feedback for the practitioners during the application phases of the sentence based sound teaching method. The researcher, who recorded the impressions conveyed by the classroom teacher and prospective teachers, took care to adopt an attitude that is free from personal opinions and prejudices during this process too and tried to reflect participatory opinions, thoughts and impressions with an objective attitude.

### ***Findings***

In this part, the opinions of the classroom teachers and teacher candidates who applied the sentence-based sound teaching method were evaluated under three sub-headings as “before application, during application and after application” impressions.

### ***Opinions before Implementation***

In order to start the 12-week practice in the preparatory phase, a conversation was held on the reading and writing level of the two students (S1-S and Ö-2-Y) that the classroom teacher had previously used and the sentence-based voice teaching method. The class teacher stated

that he had taught the first grade 15 times in her 34 years of professional life, using the sentence method and the voice based sentence method in this process, and had to apply mixed methods when students had difficulties in reading and writing. It is easy to switch to mixed method applications when the classroom teacher has difficulty in reading and writing in the sentence method; on the other hand, in the sound based sentence method, he stated that they have difficulties in creating solutions for children who have difficulties in reading and writing, since voice and syllable applications cannot be excluded. He stated that in the sentence method, the speed of reading is better and that children can express themselves better, but the transition to reading takes a long time. He stated that children who are clever with the sound based sentence method can easily read, but students who cannot combine the voice cannot pass reading and writing until the end of the second semester. He added that he wanted to use the method proposed to him to overcome the problems arising from both methods. The quotations from the interviews with the classroom teacher are given below during the preparatory period.

### **1. Could you tell us a bit about the literacy methods you used in previous years?**

*In the years when I applied the sentence method, I tried mixed method applications for children who learned to read and write late. If I am to compare, I think the sentence method is more useful than the sound based sentence method. When applying the sentence method, after 7-8 chips, we could give the advanced students the sounds and create syllables. The process was slow, students started to read and write in March-April. We could apply mixed method (sound, syllable) applications to shorten the time. We were able to teach syllables to children who had learned some sounds, for example, hard consonants, and we could create words with these syllables. With the sentence method, the children expressed themselves better and the reading speed was high (they could read up to 100 words per minute.) With the sound based sentence method, intelligent perhaps to sound more ethical we can say “abled” students learn reading and writing earlier.*

*Students with normal developmental characteristics start reading in 1-1.5 months (November). Students who cannot combine the sounds have difficulty in literacy activities (forming syllable-word-sentence) until the second term. They have difficulties especially in the first group, they hardly grasp the syllables, and they cannot form words. Because the time is limited, when you give the child a syllable, she forgets the syllable, and she has a hard time separating the words. Compared to that, reading speed was better in sentence method. I noticed that the sentence-based sound method you suggested includes the positive aspects of both methods. I have two students, one girl (S) and the other boy (Y). I hope that we can teach these students to read and write with the sentence-based sound method.*

### **2. Could you please introduce your students whom you want to apply the sentence-based sound method?**

*SI (S), a sensitive child. She has a protecting family. Sensitive students become introvert when they fail in literacy activities. There is already a perception problem. Their cognitive skills are low. When we show them the first group sounds sings, she produces the sounds, but she cannot combine and form syllable, but there is no word, sentence. Writing the sounds is poor. Perception of the sounds is already a problem. She cannot form syllables, words, sentences in any way during writing studies.*

*S2 (Y), he reads the sounds he has learned, and can read some syllables, albeit limited. Although he sometimes makes mistakes, he can form syllables with the first group sounds, and even if he makes mistakes, sometimes he writes what we say. He does not recognize other sounds except the first group and therefore cannot form syllables with other group sounds. He cannot form a word or a sentence. In the classroom, only these two students failed to read and write. The perception level of Y is better than S. There is also an attention problem in the child. In literacy activities, during production activities such as syllable, and word production he is distracted quickly.*

The teacher candidates who participated in the application recorded the problems experienced during the literacy activities of S1 and S2 while observing the class teacher during the preparation period lasting two weeks. During the preparatory period interviews, pre-service teachers stated that they only received training on how to apply the sound-based sentence method during their undergraduate education but realized that there were students who had difficulty in reading and writing when they went to school. For this reason, they stated that they want to support this practice voluntarily because they want to help the students who have difficulties in reading and writing and to learn how to apply the sentence based sound teaching method. The teacher candidates' descriptions are briefly as follows:

*S1 has attention problem and the course does not attract her attention. S2 is better than the other, he has confidence problem. He usually knows the sounds but cannot read syllables. I was sad to see them behind the rest of the students in the classroom. They do not communicate with the class because they are illiterate. They are quietly waiting in a corner. It is normal to have students with individual differences in a classroom. I want to take part in this project to support them and to improve myself professionally. ÖA1-K*

*S2 has communication problem, quiet. S1 is not interested in learning. Both students do not want to attend the lessons because they are bad at reading and writing. How can we help them? I hope this method works. ÖA2-E*

*S1 is very active and indifferent. S2 is shy. Both of them have reading and writing problems. These children who are behind the class cannot communicate with the rest of the class. I was curious about different methods. This method can help me find solutions when I become a teacher. ÖA3-K*

*S1 is very active. Distracted. She has a problem of recognizing letters. She cannot form words and syllables. S2 lacks of self-confidence, it is not a literacy problem. He doesn't answer any of our questions because he doesn't trust himself. He is afraid to even say his r name. It made us sad that the children were lagging behind their friends. I want to learn this method and help these children. ÖA4-K*

*S2's problem is a lack of self-confidence rather than a literacy problem. He doesn't answer the questions because he doesn't trust himself. We observed that as he was afraid to communicate, he did not attend classes and there was a problem with his self-confidence together with reading and writing. S1 is unwilling to study. She is having problems in connecting and separating the letters. I want to learn the new method. When there are students behind the class, I may need to apply different methods. ÖA5-K*

*S2 is very calm and smart, reluctant to learn. S1 does not like studying and writing. When I have students who are behind their peers, I don't know what to do. In the teaching of reading*

and writing, we learned the voice based sentence method. I want to learn how the different method is applied. **ÖA6-K**

**Opinions during Application**

In the interviews where interim evaluations were made, it was understood that while the classroom teacher evaluated the general situation of the students, there was progress in both students, that they were able to form new sentences when a new sentence was added to the sentence, and that both students could easily recognize the sound while analysing the sentences, and they could create new words and different sentences with syllables. Class teacher's impressions are as follows:

*S1 (S), they start to be interested in reading and writing. They can easily write the sentences we give. When we add words to the sentence, they can form a new sentence. Their vocabulary and self-confidence began to develop. Putting words between the sentences made it easier to create different sentences. My student S notices the sound as she analyzes the sentences. She previously knew some sounds. Now she can easily recognize the sound in a sentence or word. It was not difficult while analyzing. After the analysis, she started to form new words and different sentences with new syllables. Before, she had a lack of attention. When she was successful in reading and writing, she started to communicate with her friends.*

*S2 (Y), can easily read the words you put between the sentences and form new sentences. As he resolves the sentences, he notices the sound. He previously knew some sounds. He does the analysis better than S, so Y has made a better progress. Problems in sound, connecting, analysis disappeared. He makes minor mistakes. He expresses himself better. He started to participate in class activities. As he succeeded in his reading and writing activities, he began to participate more in class activities with his friends and between classes. From time to time, I observe that he is reading a book with his friends.*

When the reflective diaries of the teacher candidates who participated in the application of the sentence-based sound method accompanied by a teacher were examined; it was observed that both students did not like literacy activities at the beginning; however, as they progressed in reading and writing over time, it seems that their interest in literacy activities has increased (Table 5).

**Table 5.** Teacher Candidates' Impressions on the Application Process

<b>S1 (S: Female)</b>	<b>Teacher Candidate's Impressions</b>
<p><b>04.03.2019</b></p> 	<p>We taught <i>S1</i> the sentence "Ali al." There is a problem of recognizing letters. When reading, she gets up and looks around when she cannot read. <b>Interview with the Teacher:</b> The teacher said that the student was very active and did not show interest in the lesson. <b>Evaluation:</b> To me, <i>S1</i> has a lot of shortcomings. She is distracted quickly. When she can't achieve, her motivation disappears. <b>ÖA4-K</b></p>
<p><b>13.03.2019</b></p> 	<p>I wanted <i>S1</i> to write the "Ali al." sentence. She wrote the sentence in one go. I wrote the word "ekmek", which we added to the sentence, as "kemke". She wrote very nicely by looking, so her writing was also attentive. After writing 4 times, I made her spell the word bread and read it. <b>ÖA6-K</b></p>
<p><b>18.03.2019</b></p> 	<p>I dictated the sentence "Ali al." to <i>S1</i> because he knew from the previous work. We added the words "limon, kalem, kitap" to this sentence and repeated the new sentences we formed. While writing these sentences and words, I asked them to print them on a blank paper and cut them with scissors, and put them in sentence, word, syllable, and letter boxes. Gradually, she noticed her mistakes and managed to write the words with a little less error each time. She also wrote the punctuation marks that she should use, and placed them in the box. <b>ÖA1-K</b></p>

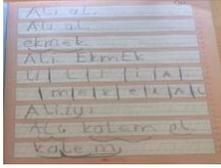


25.03.2019

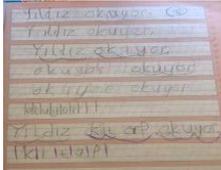


**S1**, confuses some letters and has trouble combining letters. We have no problem writing the words and phrases that she knows. She could write "Ali ekmek al." She was fast until "Ali kalem al." sentence. **Interview with the Teacher:** The teacher said that the student made progress in the lessons, but there is still a difference between the student and her friends. **Evaluation:** I think our student has made progress. Now she can focus a little more on the lesson. When she gets bored, we can take a few minutes and continue the lesson. **ÖA5-K**

08.04.2019



**S1** has problems in combining and separating the letters. We do not have any trouble while printing a word or sentence that she knows, but she constantly produces excuses while printing the word she does not know. We repeated and analyzed words and sentences. She did it with much less error than before. She made mistakes in monosyllabic words only when she was distracted. Compared to before, the focus time has increased significantly. She enthusiastically writes her articles, cuts the words and puts them in the boxes. **ÖA2-E**



We tried to make **S1** write the following sentence: "Yıldız okuyor."

It was not difficult while writing. For the first time, we passed to three-syllable words. While writing letters, she made mistakes such as "okuar, okar, okyar". When she repeats, she gets improved. It was not as difficult to write while devoting to syllables. She struggled a little while separating the sounds, but she did all the analysis correctly.

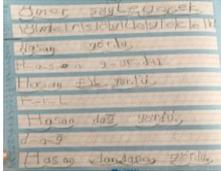
**ÖA4-K**

15.04.2019



We did review work. We worked track-whole relationships with the "Cemil sever." sentence. She wrote "Cemil börek sever." sentence without errors. After spelling the sentence, we analyzed the words. At the end of the analysis, he wrote the letters one by one. We liked to print the letters he had separated on small pieces of paper and put them in our letter box. Later, we made them write, analyze and read "Cemil çörek sever." and "Cemil kavun sever" sentences. We tried to combine the syllables, words, letters while repeating what we wrote; "Cemil karpuz sever." sentence and analyze the word "karpuz". **Interview with the Teacher:** The teacher said that the student was more prone to the lessons. He didn't get bored while writing and he was writing with his friends. **Evaluation:** As the student worked together, he got used to classes and writing. Now he can write the said sentence in one go without error. **ÖA6-K**

17.04.2020



Respectively, in "Ömer söyleyecek ve Hasan gördü." sentence the words and letters were analyzed and thrown into the syllable and letter box. "Hasan fil/dağ/jandarma gördü." were formed, after the words of elephant / mountain / gendarmerie were read and written respectively, their sounds were analyzed. **Interview with the Teacher:** The teacher said that the student was making progress. **Evaluation:** Our student is better than the first time, and I observed progress. **ÖA5-K**

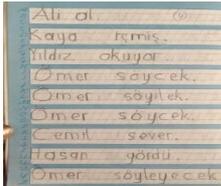
**S2 (Y:Male)**

14.03.2019

**Teacher Candidate's Impressions**

I wanted **S2** to write "Hasan gördü". I repeated the sentence when he wrote the word "görgü". I made him spell the word and read it and made her realize what she wrote. This time she wrote the sentence completely and accurately. I wrote "Yıldız okuyor" and "Ömer söyleyecek" again. She wrote both sentences without errors. **Interview with the Teacher:** The teacher said that the student did not raise hand in the lesson and that he spoke very hard even if he was given the right to speak. However, he followed the given instructions. **Evaluation:** I don't think the student's situation is very bad. He needs one-on-one instruction. He looks at me as he writes everything I say and continues after confirming that it's true. **ÖA6-K**

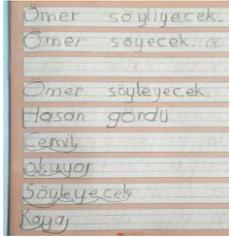
18.03.2019



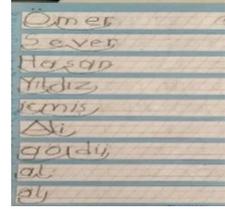
**S2** was afraid to talk to me before. However, as our work continued, we managed to communicate. We wrote and read all the sentences we gave. We took sentences from the sentence box. This is more like it because it draws and writes itself please clarify the sentence. He writes sentences very well. There were spots where it was attached, but with our help, it can easily overcome the places where it was attached. He did not even say his name when we met. After my friends' work, I realized that the speaking and writing level improved compared to the past. **ÖA3-K**

26.03.2019

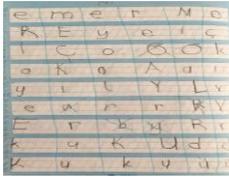
I want **S2** to write "Ömer söyleyecek." sentence. He wrote "Ömer söylice". Then he wrote "Ömer söylecek". When I repeated the word more and more, I tried to print the truth "Hasan gördü." He wrote the sentence correctly. We divided the words "Cemil, Okuyor, Söyleyecek, Kaya" into syllables and were able to write correctly. **Interview**



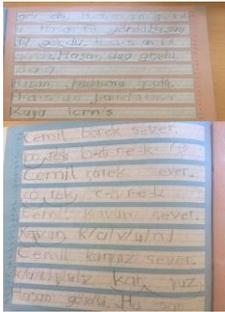
27.03.2019



08.04.2019



06.05.2019



**with the Teacher:** Our teacher said that our student was making progress and her self-confidence began to increase. **Evaluation:** I can see that our student's self-confidence has started to develop in relation to the first lesson. I observe that he also made progress during our lessons. **ÖA5-K**

We made S2 re-read all the sentences she knew before and repeated the analysis. We combined the syllables and taught them. So, we checked whether he learned it by chance or by really grasping it. He read almost all of the syllables that we could practice.

**Interview with the Teacher:** Our teacher said that our student progressed significantly as a result of these studies. He said that he had never spoken before in the lesson, that he was completely passive, but that this problem was beginning to disappear.

**Evaluation:** Talking or warning before did not make any sense to him. He started communicating with us over time. **ÖA2-E**

Until this lesson, 7 sentences in the sentence stage were written. The sentences were divided into words and words into syllables. In this lesson, we took words from the syllable box and divided them into letters. By combining sounds, we formed syllables and words. **Interview with the Teacher:** Our teacher said that our student's self-confidence increases day by day this takes places in lessons. **Evaluation:** Our student can now communicate better with us and talk to us more comfortably. **ÖA5-K**

S2 After dictating "Cemil sever." sentence, we added "börek, çörek, kavun, karpuz" words and formed new sentences. Starting with his favorite food, he read, spelled, and wrote the words. We reached the sounds of the words we chose. We made the process like a game. After reading and writing the sentence, syllable-word and sound, we put them in separate boxes. He loves the analysis process. When all sentences are completed, "Can you read what we wrote today" When I said, he read quickly without surprise. **Interview with the Teacher:** The teacher said that the student was better than before. He said that this would be better if his success and performance increased in the lessons. **Evaluation:** Our work with the student today was faster and more fluid than other studies. He did everything said at once. There was no spelling or spelling problem. Not surprised when reading- please make it mre clear. **ÖA6-K**

## Post-Application Evaluations

In the last interviews with the class teacher, it was determined that both students started reading and writing. At the end of the semester, the classroom teacher stated that both students participated in literacy activities without leaving the classroom; sometimes the group work and sometimes by doing one-to-one studies helped all children in the class who are trying to improve their literacy levels. She stated that children learning to read and write with the sentence-based sound method can read level books, write small texts, and these developments also eliminate the problems of self-confidence. At the end of the application, the classroom teacher stated that the sentence-based sound teaching method was suitable for the structure of the Turkish language. He said that this method is effective and he recommended it to his colleagues with students who have difficulty in learning to read and write and learn. Below, the impressions of the classroom teacher in the last meeting are shared.

### 1. Why do you think different methods should be used in teaching reading and writing?

*Every child is different. Some learn with the sentence method, some learn with the sound and some learn with the mixed method. It is not the only method. For example, the sentence method is suitable for students with good memorization. Sound based sentence method is suitable for children who come to school with some sounds and have basic knowledge. When*

*clever kids learn the logic of work, they learn without the need for the teacher to teach the sounds. For children who do not have a strong memory and have difficulty in the sound based sentence method, I think mixed methods such as the sentence based sound method should be applied.*

**2. In which way did the method (positive reading speed, learning to read, comprehensible reading, etc.) help students bearing in mind the developments?**

*There were positive developments towards the end of the term in both of my students. S (S1) had learning difficulties. S started reading and writing. Y (S2) progressed faster than S. When they started to read and write, they both started to participate in the literacy activities we did with the class. They both reached the speed of my 3 students in the lower level group I created in my class. Now, together, sometimes we work in groups, sometimes do one to one work, and we improve their reading. They started reading level books in series with small story books. They try to write the small texts we provide. They have difficulty in sentences and texts with high number of words. Actually not only these children, but other children have similar problems. To solve this problem, we are working on improving reading for all children.*

**3. Did the new method you used develop the children's 'ability to use Turkish'? Can you tell a little bit about this?**

*With this method, both of my students overcame problems in combining the sounds. They were able to express themselves better. They learned to make sentences. There were positive developments in listening and speaking skills when it came to reading and writing. Every morning when I ask all the children in my class to tell me what I did the day before in the Turkish lesson, Y (S2) also attends the lesson in S (S1). S expresses herself more. Y (S2) is quieter. However, when he promised, he was able to form a sentence. Although they cannot form a multi-word sentence during literacy activities, they can both participate in class activities.*

**4. Is the sentence-based sound method suitable for to the structure of Turkish? Why?**

*As individual differences are taken into account, the method is suitable for contemporary education and is in accordance with the structure of the Turkish language.*

**5. Have you suggested the sentence-based sound method to other friends, or would you like to recommend it? Why?**

*After the applications, I saw that the sentence-based sound method is suitable for students who are different from their peers and have difficulty in reading and writing. Both of my students learned to read and write with this method. I was defending the deductive method. Since the sentence-based sound method is a deductive method, it makes it easier for children to express themselves. I was already sharing the effect of the method with my teacher friends in the process. After applying, I suggested the sentence-based sound method to the friends I know.*

In the last interviews with teacher candidates, all of the teacher candidates stated that the method was useful and served the purpose, that the method works for students who have problems in learning to read and write, and that they can use this method when they have similar problems. In order to make the method more effective, they developed suggestions like it may be useful to spend more time in dictation work and to use audio-visual tools in the learning process. Quotations from the opinions of prospective teachers are presented below.

*If the student does not know the syllable-word separation after leaving the class, it is an effective method to teach this and to overcome the shortcomings of the children. Even if they had difficulty while forming syllables, words, and sentences, children learned to read with this method. The number of sentences and words can be increased. ÖA1-K*

*There was a general unwillingness and self-confidence problem of the students. Thanks to the method we applied, we were able to detect the mistakes that children made in the whole and then correct it by reducing it to a piece. I think the method serves the purpose. ÖA2-E*

*We wanted to minimize problems with the method we apply for our students who have problems in literacy. We tried to solve common mistakes by breaking them into pieces. I think it is a suitable method for students with learning difficulties in reading and writing. The method takes a long time to apply. However, when I have students who have difficulties in literacy activities, I will try to apply this method. ÖA3-K*

*It is a useful method for the students who are behind the class in literacy. Students struggled to grasp the syllables' logic. Concrete materials can be used during application. When I have students left behind, I can apply this method because I have seen that it is an effective method and I know its application. ÖA4-K*

*The method was effective in bringing the students who were behind in literacy to the class' level. We learned a new method, it also contributed to me professionally. In the future, I can apply this to my students in my class, and I observed that the method was useful. I think the process will be more effective if materials that can make the lesson a little more attractive are prepared. ÖA5-K*

*The sentence-based sound teaching method was an effective method for students who had difficulties in reading and understanding and behind the rest of their peers. The method worked as far as I can see during my application. To me, its implementation was an easy and effective method. Even if I don't teach the whole class to read and write with this method, I can use it for my students who have problems in learning and who are behind the classroom. During the method applications, we developed our own understanding and applied materials ourselves. ÖA6-K*

## **Discussion and Conclusion**

Within the scope of this research, the sentence-based sound teaching method was applied to two students who were behind the class and could not learn to read and write in a primary school in the city center of Muğla in 2018-2019 spring semester. The application was carried out with a classroom teacher and 6 volunteer teacher candidates enrolled in Muğla University Faculty of Education, Primary Education Program. While the classroom teacher teaches students how to read and write in the sentence method, it is easy to switch to mixed method applications. On the other hand, while applying the sound based sentence method, it was understood that it was not possible to get out of sound and syllable applications since the method was based on induction. In the first meetings, the teacher points out that both methods have their strengths and weaknesses. He stated that the reading speed is better in the sentence method and that children can express themselves better, but the transition to reading takes a long time. He determined that “abled” children could easily read with the sound based sentence method, but students who could not combine the sounds could not start reading and writing until the end of the second semester. It was understood that he wanted to use the sentence-based sound teaching method to overcome the problems arising from both methods.



As in this research, Sengül & Akcin (2010) identified that teachers did not stick to only one method but used sound-sentence methods together for students with difficulty in literacy learning. Deniz (2008) also revealed that teachers tried different implementations of mixed methods (sentence method, sound-based sentence method and various versions of sound methods) for students with special needs who had difficulty in sound-based sentence method. In her study where opinions of primary school teachers with experience in teaching how to read and write were asked, Deliveli (2014) identified that teachers were in quest of mixed methods since kids with difficulties in learning how to read and write through sound-based sentence method had trouble perceiving sounds and combining syllables as they could not see the details. Moreover, Susar-Kırmızı, Özcan & Sencan (2016) established that students with difficulty in language use needed different practices in process steps of sound-based sentence method. Furthermore, Bugday (2015) acknowledged that kids with difficulty in sound-based sentence method learned how to read late, and the problems of reading 'sound, syllable, word and sentence' increased from the 1<sup>st</sup> group to the 6<sup>th</sup>. Balantekin (2020) determined that students had greater difficulties at the syllable formation stage; that a large section of students acquired literacy skills in second grade; that students had difficulty in learning certain sounds and that they confused some sounds; and that they had more difficulties with open syllables, with words in which consonant clusters occur together and with applying sentence rules.

In this study, teacher candidates who carried out the application together with the classroom teacher also realized that they were trained on how to apply the sound based sentence method, but when they went to school, they realized that they had difficulties in reading and writing, so they help both students who have difficulty in reading and writing (sound based sentence method). They stated that they want to learn how the new mixed method (sound based sentence method) is applied.

The sentence-based sound teaching method can be evaluated under the title of mixed methods specific to the Turkish language. The aim of the method is to grasp all-piece and piece-whole relationships, respectively, at the stages of "sentence stage, sentence completion stage, analysis, synthesis and evaluation" by reaching sounds in a short time with simple and regular sentences without departing from the meaning. In this method, sentences consisting of "subject and verb", the object of which is missing, are taught. In the second stage, instruction goes on by asking the "what" question. After finding the word that can be the object of the target sentence, new sentences are formed. In the third stage, starting from the verb of the target sentence, the words are analyzed and the sound is reached, respectively. In the fourth stage, as open and closed syllables are created by sounds, new words-sentences are produced, and texts are read and written. In the last stage, while examining all-piece and piece-whole relationships; the vocabulary of children is developed, the structural features of the language are comprehended, and problems related to writing are tried to be solved.

Methods applied by teachers in literacy teaching are comprehensible and suited to the students, this will have an effect on the students' motivation for their lessons and for reading and writing (Bunn, 2013). Considering the opinions of classroom teachers and pre-service teachers who applied the method in this study, it was understood that the new mixed method positively affected the motivation of both students.

During the process of using the sentence-based sound teaching method, while the classroom teacher evaluates the general situation of the students, both students have made progress, they can read / write the sentence when new words are added to simple sentences, and that both students can easily recognize the sound while analyzing the sentences, and they can create new

words and different sentences with syllables. When the reflective diaries of teacher candidates are examined, it was observed that both students did not like literacy activities at the beginning; however, as they made progress in reading and writing with this method over time, they observed an increase in their interest in course activities.

In post-application evaluation, it was determined that both students, who applied the sentence-based sound teaching method, learned reading and writing. It was witnessed that both students of the classroom teacher participated in literacy activities without leaving the classroom, and sometimes they tried to improve their literacy levels by doing group and sometimes one-to-one studies. It was understood that children learning to read and write with the sentence-based sound method were able to read the level books at the end of the term, they could write small texts, and these developments also eliminated the problems of self-confidence. The teacher stated that the sentence-based sound teaching method was suitable for the structure of the Turkish language and it was effective for children who have difficulty in learning to read and write and recommended the new method to their colleagues.

It was understood that the teacher candidates stated that the method served the purpose, that for the students who had problems in learning to read and write the method worked and that they could use this method when they had similar problems. In order for the method to be more effective, they have developed suggestions that more time can be spent on dictation work and the use of audio-visual tools can be enhanced in the learning process. According to International Reading Association (1999), no one method or a specific combination is able to teach kids literacy. Consequently, teachers should know about multiple methods besides child pedagogy; in this way, they are able to achieve a balance in methods meeting the needs of children. In a study comparing two literacy approaches, it was stated that the most effective results were to be obtained by combining the two (Maddox & Feng, 2013).

These results suggest that it is necessary to select different methods for students with varying developmental characteristics. When facing problems in teaching literacy, experienced teachers are able to use different mixed method implementations by blending methods such as “sentence-sound, sound-syllable, and sound-syllable-sentence” (Deliveli, 2014, 2020). However, it may take a long time to systematize a new method and see if the implementation results are effective or not. Especially young teachers’ searching for new methods by trial and error may lead to a waste of time. Therefore, it is essential to introduce and show how to use new methods with proven validity in practice to teachers requesting different practices for students in need.

According to Bilir (2005: 92), *“the type of method to be used in reading and writing was determined based on the actual situations of the individuals who will take part in the teaching process to a certain extent.”* According to Calp (2009: 60-63), *“Every science has its own method or methods. For this reason, teachers may have to use different methods within each lesson, and they can choose different methods suitable for teaching students the desired behaviors.”* These explanations show that while developing a new method, the limited and positive aspects of children's learning features and methods and approaches used in teaching reading should be examined.

The first literacy is one of the most basic skills that the student will learn. To teach it successfully; it is essential to decide on the most effective method to be used in the behavior acquisition phase by using this method correctly at the right time. It is clear that the method used is important to be successful in the teaching of reading and writing. In other words, one of

the reasons for success or failure in teaching primary reading and writing in elementary school may be the method-technical inaccuracy and inadequacy. Which method should be used when determining the method of teaching literacy for children or adults in any country? According to which criteria should the method be selected? What is the best method? These questions bring up the standards that will be considered for method choice (Kılıç, 2003: 29). However, there is no such thing as general acceptance or the best method for everyone. Because there are individual differences between students and therefore, some children may need special practices during the literacy teaching process. Therefore, the language used by the child, the developmental characteristics of the child and the level of readiness should be decisive in choosing the method.

New regulations were made in 2009, 2015, 2017, and 2018 in the basic education program implemented in Turkey. In this context, improvement / development studies have been carried out in the Turkish program since 2005. However, the Ministry of National Education (MoNE) still wants the teachers to use sound based sentence method as the only method in teaching reading and writing, just as in the case of using the sentence method in the past.

However, while the program development studies are being conducted, the student characteristics and the results regarding the application process should be evaluated (Demirel, 2017). The Turkish program, launched in 2005, was developed based on a constructivist approach. The constructivist approach is centered on the understanding that knowledge is subjective during learning. In this approach, it is important to establish relationships between the individual's experiences and the information to be learned (Airasian & Walsh, 1997; Chafi, Elkhoulai & Ouchoud, 2016). For this reason, it is desirable that students are learners who research, question, know what, where and why they learn, and it is desired to take into account the experiences, strengths and weaknesses and individual needs of learners in the learning process (Jonassen, Peck & Wilson, 1999; Çiftçi, Sünbül & Köksal, 2013). In the constructivist approach, each student uses the mental structures (schemes) existing in her/him while the student creates the information herself/himself. Since the mental schemes of all students are different, the level of mental perception and knowledge structure of each student is different.

In constructivist environments, instead of transferring information from memory, it is necessary to include practices in which the individual can take an active role, and the methods to be used in the learning process should be in accordance with the student characteristics (Saban, 2004). For this reason, applying the same method for each student, regardless of their different features and needs, does not fit the constructivist approach while teaching reading and writing. Therefore, if it is desired to carry out teaching reading and writing in accordance with constructivist education, it is useful to include applications that will support students' learning experiences and to diversify methods in the learning process. Following the developments in educational sciences in the world, new methods are developed / tested in teaching reading and writing. In our country, mixed method applications have become the subject of discussions. In teaching reading and writing from 1948 until 2005 in Turkey the only method was the sentence method, and since 2005 with the modifications to the Turkish program sound-based sentence method has been used. However, there are individual differences between children and the teacher may feel the need to try different practices by observing these differences from time to time. For this reason, different methods should be developed for teachers who want to try different practices in teaching reading and writing and the choice of method should be left to the preference of the teacher. If desired, new methods can be developed / tried to solve the difficulties students face during their reading and writing activities. The aim of this study is to emphasize whether the sound based sentence method is a correct method or not, but different

methods can be developed and applied in teaching reading and writing. It is important that the methods to be developed comply with the contemporary educational approach and the structural features of the language.

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