

WCES 2012

Teacher views on initial literacy instruction with the sound based sentence method

Fatma Susar Kirmizi ^{a*}, Eda Bicak^b, Ayten Duran^c, Gurbet Batmaz^d

^aFaculty of Education, Department of Primary Education, Pamukkale University, Denizli, 20070, Turkey

^bSocial Science Institute, Department of Primary Education, Pamukkale University, Denizli, 20070, Turkey

^cSocial Science Institute, Department of Primary Education, Pamukkale University, Denizli, 20070, Turkey

^dSocial Science Institute, Department of Primary Education, Pamukkale University, Denizli, 20070, Turkey

Abstract

Problem Situation: Literacy has an important place in people's academic and social life. The initial literacy process is important for both the learner and the teacher. There are several methods of teaching initial literacy. The new curricula that is being implemented in Turkey assumes the sound based sentence method in the teaching of reading and writing. This method has certain positive and negative effects on teachers, pupils and parents. Identifying and evaluating these effects may be useful in revealing the functioning of the sound based sentence method. *Purpose of the Study:* The study aimed to identify and evaluate the positive and negative aspects of using the sound based sentence method in the initial literacy process, according to the views of elementary first grade teachers. *Method of the Study:* In order to identify the views of first grade teachers on the sound based sentence method, the qualitative "single holistic case design" was used. This design is used to reveal whether or not an accepted situation works. *Population and Sample:* The population of the study comprises the first grade teachers from the elementary schools located in central Denizli. The sample was selected by using the "maximum variability sampling" method used in qualitative research. The participants were first grade teachers working at lower, middle and upper socioeconomic level elementary schools in central Denizli (n=41). *Data Collection Instrument:* In order to identify the views of first grade teachers on the sound based sentence method, a semi-structured interview form designed by the researchers was used. Content analysis was performed on the qualitative data set that emerged as a result of the interviews. Reliability was secured by examining the consistency between codes identified by two of the researchers. *Data Collection and Analysis:* Open coding was used for data analysis. Data obtained from teacher interviews were analyzed to reveal codes, which were then combined to form themes (categories). *Findings and Results:* The in-service SBSM training that teachers received was not satisfactory for them. Owing to their personal experience over the years, the teachers thought themselves adequate in SBSM. On the other hand, they believed SBSM reduced the speed of reading comprehension. Pupils have difficulty in joining up words and guidebooks do not meet regional needs.

© 2012 Published by Elsevier Ltd. Selection and/or peer review under responsibility of Prof. Dr. Hüseyin Uzunboylu

Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Keywords: Sound based sentence method, qualitative study, 1st grade teacher, initial literacy;

1. Introduction

Initial literacy is perceived to be the most basic knowledge and skill needed by everyone and an important milestone in life. In this stage, first graders are expected to both develop the skills of using their native tongue and

* Fatma Susar Kirmizi. Tel.: +0 258 296 1141

E-mail address: fsusar@pau.edu.tr

learn literacy. At the same time, the initial literacy process does not only involve the teaching of reading and writing skills, but a wide array of skills involving social, cognitive and physical development.

In addition to reading and writing skills, individuals also learn higher level skills such as communication, decision-making, problem solution, judging, analyzing and synthesizing in the initial literacy process. Seen from this perspective, initial literacy instruction has a significant role in the development of pupils' mental, emotional and social skills (Akyol, 2010). These skills affect all areas of pupils' lives. Their attainment starts in the first grade and continues throughout life. According to Çelenk (2006, 12), owing to their importance, "initial literacy programs make the backbone of school curricula. Literacy has an important place in all courses. Being successful at literacy affects pupils' school success, and thus their life success." Therefore, every learning experience that children are to face in educational environments should be organized with care.

Being the first stage of planned instruction, literacy teaching was undertaken in the Turkish curricula of the years 1936, 1948, 1962, 1982 and 2000 by following the sentence method inspired by the influence of Gestalt psychology on Satı Bey (Güleryüz, 2001). This method was abandoned with the educational transformation in 2005, and the hybrid sound based sentence method was adopted. In the sound based sentence method, initial literacy instruction starts with sounds. After the teaching of a group of sounds that make a meaning when combined, sounds give way to syllables, syllables to words, and words to sentences. Initial literacy instruction is organized so that short sentences can be reached in a short time. Throughout initial literacy instruction, reading and writing activities are undertaken simultaneously (MEB, 2005). In the sound based sentence method, first literacy instruction starts with sound groups. Starting with students' previous knowledge, sounds are linked with daily life. The method thus has a constructivist approach. It is important in the method that meaningful syllables, words and sentences are formed after teaching two sounds. Any element that can be read is written, and any element that is written can be read. In the writing dimension of sound based sentence method, cursive writing is used as it is believed to be suitable to pupils' development. There are three main stages in the initial literacy method adopted by the new elementary curriculum: preparation, starting to read and write and progress and reaching literacy (Yılmaz & Ağırtaş, 2009; Değirmenci, 2008; Öz & Çelik, 2007; Cemaloğlu & Yıldırım, 2005). Some recent studies on the sound based sentence method are as follows:

Bay (2010) conducted a study in Ankara in which he assessed initial literacy with the sound based sentence method (SBSM). He used the survey model and observation technique. The study was conducted during the 2005-2006 school year with 144 first graders, and the results showed that first grade pupils gained 98-100% of initial literacy skills with the sound based sentence method. Duran and Çoban (2011) studied teacher views on the sound based sentence method. They used semi-structured interviews with 123 elementary teachers working in Uşak. The majority of their participants reported that the technique made it more difficult for students to read and needed to be changed. Akyol and Temur (2008) compared the sound based sentence method and the sentence method in a study of 18 pupils from two elementary schools in Ankara that used different methods. They found no meaningful difference between the two methods concerning reading comprehension, number of words read and reading speed. Durukan and Alver (2008) studied the views of 2nd grade teachers in Giresun on SBSM via semi-structured interviews. Their results revealed that the teachers thought the pre- and in-service training they were offered inadequate; SBSM hastened literacy instruction; serious problems did not exist with teaching cursive writing; though accessing initial literacy teaching materials were not problematic, technological tools and guidebooks needed revision; and the views of elementary teachers on initial literacy teaching needed to be considered. In an attempt to evaluate SBSM, Tok, Tok and Mazı (2008) distributed questionnaires to teachers in Hatay. They concluded that reading occurred sooner with the sound based sentence method, more retention was observed in literacy after summer holidays, pupils participated more actively in the instructional context, and visualized syllables. In another study, Samancı (2007) attempted to identify the problems that first grade teachers face in literacy instruction with SBSM. This study was conducted with 15 elementary teachers working at 12 elementary schools in Didim, Aydın and used the qualitative research method of document analysis. The results suggested that written resources on literacy instruction with SBSM were inadequate and teachers wished to have more information about the implementation of the method. Kapkın Yener (2008) studied the difficulties that arise during the implementation of first literacy activities with 146 elementary teachers in Konya, and found that teachers had little difficulty in the reading and visual reading subdimensions, and moderate difficulty in others: listening, speaking, writing and visual presentation.

The present study evaluates teacher views on the difficulties faced when implementing SBSM, positive and negative aspects of the method, adequacy of SBSM training and the explanations offered in the curriculum about the method. The results are expected to guide future studies and curriculum development work.

The purpose of the study is to identify the difficulties faced in the process of initial literacy when using SBSM in line with first grade teachers' views.

The sub problems of the study were: 1. According to teachers, how does the initial literacy process with SBSM affect “teachers”? 2. According to teachers, how well do “guidebooks” help SBSM?

2. Method

This is a qualitative study (Cemaloğlu, 2009; Ekiz, 2009; Yıldırım & Şimşek, 2008). Considering the purpose of the study, the case study design was preferred, during which the “single holistic case design” was employed (Yıldırım & Şimşek, 2008).

2.1. Population Sample

The sample was selected by using the purposeful sampling method of “maximum variability sampling”. The aim here is to form a small sample, in which the variability of the individuals concerned can be represented at a maximum (Yıldırım & Şimşek, 2008: 108). Denizli Directorate of National Education was contacted for a list of all schools in the central district of Denizli during the 2011-2012 school year. These schools were then grouped under three socio-economic dimensions – lower, moderate and upper – according to their neighborhood, the income of their pupils' families, profession of parents, and attendance of the pupils. Among these, four for each dimension were chosen randomly, and teachers working at a total of 12 schools comprised the sample. The study was conducted with 41 teachers (22 females, 19 males) teaching first grades in these schools. Of these teachers, 12 had received in-service training, and 29 had not.

2.2. Data Collection Instrument

In line with the purpose of the study, an attempt was made to identify teacher views on initial literacy instruction with SBSM and the problems during this process. Eight open-ended questions regarding the topic and a personal information form were prepared. The semi-structured interview form which included the personal information form and the open-ended questions were submitted for the review of 3 academics in the field and 2 elementary teachers. After expert views were taken, the form was finalized, and a semi-structured interview form with eight questions and personal information resulted. However, four of the questions were evaluated, and analyses and interpretations were made in relation to these. These questions were: 1. Do you think the SBSM training you received during your university studies or in-service training was adequate? 2. Do you find yourself sufficient in the implementation of SBSM? 3. What do you think about the explanations on SBSM given in the teachers' guidebook? 4. What difficulties do you face as a teacher in the implementation of SBSM?

Following the implementation of the form, the qualitative data set obtained from 41 teachers was read carefully, line by line by two researchers, and typed on the computer. The computer texts were coded by both researchers and reliability coefficients were computed separately for each question. As a result of this computation which followed the formula “Reliability=Agreement/Disagreement+ Agreement x 100”, the coefficients obtained for the questions were as follows: 77,58 for the first question; 81,03 for the second; 68,42 for the third; and 65,33 for the fourth.

2.3. Data Analysis Technique

The qualitative data from the teachers were evaluated with the help of content analysis, by using the open coding method (Yıldırım, Şimşek, 2008). The codes identified when reading the data were brought together to form themes (categories). The codes under themes were related to each other, explained and interpreted, and quotations were used to support these interpretations. The quotations involved abbreviations that defined the participants. They were female (F), male (M), years in the profession (1, 2, 3...years), degree held (two-year degree, BA degree, etc.), and order (1,2,3...). For instance, (F, 25 years, BA, 37); F: Female, 25 years: teacher of 25 years, BA: Bachelors degree, 37: 37th participant.

3. Findings

In order to study the first sub-problem, the themes “the SBSM training teachers have received and the problems they face in implementation” were identified. The following codes were identified under the theme teachers’ SBSM training: 1. Inadequate SBSM training, 2. Theoretical training; no practice, 3. Finding oneself adequate in SBSM practices. For the problems theme, the following codes were identified: 1. Slow reading comprehension. 2. Problem of joining up words. 3. Ignorance of parents on the method. 4. Difficulty in achieving syllables.

Quotations obtained by studying the code of “inadequate SBSM training” under the theme “SBSM training teachers have received” included:

“(…)I was trained in the sentence method during my undergraduate studies. I wasn’t trained in SBSM. I have not received enough in-service training in my professional life. (...) [F, 12 years, BA, 8]” “(…) I can’t say that I received this training in my BA studies. I was trained in the tag method. It wasn’t sufficient. I also don’t think my in-service training was adequate either. (...) [F, 18 years, BA, 9]” “(…) No, it wasn’t adequate. My training has been very superficial. It was completely irrelevant. (...) [F, 13 years, BA, 10]” As the study was conducted in central Denizli, the teachers in the sample had considerable work experience. Thus, they did not receive pre-service training in SBSM. According to teacher views, the majority of them had insufficient pre- and in-service training in SBSM practices. This finding corroborates previous studies (Turan & Akpınar, 2008; Şahin, 2008; Değirmenci, 2008). It could thus be claimed that the SBSM training offered by the Ministry of Education was insufficient. This may have resulted from the fact that the training was planned too hastily, was not practical enough, or was not offered by competent trainers. Teacher efficiency in SBSM practices may be increased by a revision of these training programs by MEB.

Quotations showing the views of teachers on the code of “Theoretical training, no practice” under the theme “SBSM training teachers have received” included: “(…)I didn’t have any SBSM training during my undergraduate studies or any in-service training on it. I also don’t think that undergraduate students receive adequate education. After theoretical SBSM training, teacher candidates should see implementations at schools and meet with teachers who teach literacy with SBSM. (...) [M, 30 years, 2-year degree, 4]” “(…) any training received should be practical. (...) [M, 25 years, BA, 14]” “(…) No it wasn’t adequate. I find my way around with my own experience. I mostly use the internet and books. SBSM training should be practical. Just using a slide show is not enough. (...) [M, 24 years, BA, 30]” As shown by the quotations, teachers state that in-service SBSM training seminars they received were not practical. This view is in accord with the findings of certain previous studies (Yılmaz & Ağırtaş, 2009; Durukan & Alver, 2008). In order to reach the best results by using SBSM in initial literacy instruction, it may be best to give teachers practical SBSM training. Combining theoretical and practical training in SBSM training for teachers and candidate teachers may help increase the success of the method.

Quotations obtained by studying the code of “Finding oneself adequate in SBSM practices” under the theme “SBSM training teachers have received” were as follows: “(…)This is the 4th time I’m teaching with this method. I find myself adequate in it. (...) [F, 9 years, BA, 6]” “(…)I’ve used the sentence method twice in the 12 years that I’ve taught. And I’ve used SBSM four times. I think I’m experienced. I find myself adequate. . (...) [F, 12 years, BA, 8]” “(…)Now that I’ve taught first graders four times, definitely yes. (...) [F, 26 years, ...,35]” These findings show that despite finding their pre- and in-service training inadequate, teachers found themselves adequate in the implementation of SBSM. This is a noteworthy contradiction. Teachers attribute their satisfaction with their own performance to having previous experience with the method. Two issues arise here. Even though the teachers did not receive quality training, they think they are adequate. It is also possible that they have made a huge effort to improve themselves and gained experience during SBSM practices. However, it is worth noting that these were individual efforts and endeavors. This finding is in accord with those of certain previous studies (Turan & Akpınar, 2008; Samancı, 2007).

Some of the quotations from the code “slow reading comprehension” under the theme “problems in implementation” theme were as follows: “(…) This method makes reading comprehension difficult for emergent readers. Reading stays slower. Concepts such as sentence, word and syllable become more difficult to grasp (...) [F, 13 years, BA, 7]” “(…)In this method, if pupils don’t read regularly for a long time, reading becomes slower and meaningless. Reading comprehension slows down (...) [F, 21 years, BA, 12]” “(…) With SBSM, pupils can’t read fast. As they read syllable by syllable, a) they can’t understand what they read, b) get bored because they don’t

understand, c) and they stop reading (...) [M, 24 years, BA, 32]" As SBSM relies on induction, the effort to reach meaning occurs later. Delaying the teaching of units that are meaningful to pupils (words and sentences) can turn the process of seeing out of the corner of the eye, which is the key to speed reading, into a problem. Until sounds and syllables start to make meaning, pupils cannot see the unit visually, and thus it is not possible to speed up reading. More importantly, reading comprehension becomes seriously problematic. Speed reading and comprehension are both crucial to pupils who are continuously tested throughout their educational lives. This finding also corroborates the results of previous studies (Bay 2010; Acat & Özsoy, 2006; Tosunoglu, Tosunoglu & Arslan, 2008; Turan & Akpınar 2008).

Quotations in the code of "problem of joining up words" under the theme "problems in implementation" were as follows: "(...) the problem of joining up letters appears in the implementation of the sound based sentence method (...) [M, 25 years, BA, 14]" "there are problems in joining up sounds (...) [F, 12 years, BA, 34]" After each letter is introduced as a sound, it should be joined with newly learned sounds. In the process of joining up sounds, misconceptions such as voicing sounds not as sounds but as the name of letters may lead to certain problems. These problems include not being able to repeat the joined up unit and starting with the sound first, meaningful unit next. Minimizing the problems that stem from the method itself and planning an efficient literacy instruction process may make teachers' and pupils' job easier.

Quotations in the code of "parents not having adequate information about the method" under the theme "problems in implementation" were as follows: "(...) Parents need to be informed. As they don't know enough about the method, they try to bring letters together and make their children read syllables (...) [M, 30 years, 2-year degree, 4]" "(...) Learning literacy is difficult without parent support at home. Parents don't meet their responsibilities regarding this because they don't have enough information on this system (...) [F, 9 years, BA, 6]" "(...) Parents don't have much awareness, they teach letters not as a sound but as syllables (...) [F, 13 years, BA, 10]" Any practice that runs counter to the essence of the SBSM process can affect the continuity and effectiveness of the method negatively. In light of the data from this study, it can be said that parents do not adequately meet their responsibilities in the initial literacy process. Even when they do meet these responsibilities, they misguide their children.

Quotations in the code of "difficulty in reaching syllables" under the theme "problems in implementation" were as follows: "(...) We sometimes have problems in teaching open syllables (...) [M, 16 years, 2-year degree, 2]" "(...) I find it hard to make them read closed syllables (such as *ta, le*) (...) [M, 23 years, 2-year degree, 17]" "(...) Pupils mostly read syllables according to the order to letters, not syllable by syllable (...) [F, 26 years, 35]" According to the data obtained, teachers seem to have problems reaching syllables from sounds. Transitions to units that may be meaningful for pupils are rather limited in the first stage of SBSM. This is because the method is based on teaching unmeaningful units (such as *-la, -le*) until a meaningful unit is reached. However, what is meaningful for this age group is the whole, but syllables and sounds are far from being meaningful units. With induction, problems are possible when reading and joining up letters (sounds) separately in the stage of reaching sounds and syllables. Duran and Çoban (2011) also identified problems in reaching the open syllable in their study.

In line with the second subproblem of the study, the theme "the extent to which guidebooks help teachers" was chosen. The codes that made this theme were as follows: 1. Guidebooks being inadequate 2. Guidebooks being adequate 3. Guidebooks not being regional.

Some of the quotations in the code "guidebooks being inadequate" under the theme "the extent to which guidebooks help teachers" were as follows: "(...) I think they are inadequate. I would like them to have more explanations. More sample words, sentences, and texts would make teachers' job easier (...) [F, 20 years, BA, 41]" "(...) I find them too long and indirect. They should be short and concise, with clear explanation (...) [F, 13 years, BA, 10]" "(...) they include unnecessary activities. They do nothing but confuse teachers. (...) [F, 21 years, BA, 11]" Considering that SBSM is a new method in the country and teachers have not had enough training in it, guidebooks are essential in the process of initial literacy instruction with SBSM. They should guide teachers and support their work. However, this study has shown that guidebooks did not include enough examples, did not have a clear and easy-to-follow language, and offered activities that did not serve the purpose. These may cause teachers to be inefficient in the implementation of SBSM and thus develop new alternatives that may or may not fit in with SBSM. Also, lack of enough activities in guidebooks that would develop the initial literacy process may hinder pupils from growing in the expected way. The results of this study support those of earlier ones (Durukan & Alver 2008; Şahin, 2008).

Certain quotations in the code “guidebooks not being regional” under the theme “the extent to which guidebooks help teachers” were as follows: “(...) teachers’ guidebooks are rather inadequate in SBSM. The explanations do not fit in with Turkey. (...) [F, 9 years, BA, 6]” “(...) They have been based on the schools of the pilot schools. (...) [F, 12 years, BA, 28]” The data of this study showed that regional differences had not been taken into consideration when preparing the guidebooks. This is a result of imposing the practices in pilot schools everywhere in Turkey, ignoring the fact that not all schools across the country have the same opportunities. They also do not have some of the equipment needed for some of the activities required by guidebooks. The importance of regional differences becomes noteworthy here. Problems such as students not having the same readiness level, the irrelevance of meaningful units to pupils’ lives, and the failure of classroom settings to accommodate the directions required that regional differences should be taken into account when preparing these guidebooks.

Certain quotations in the code “guidebooks being adequate” under the theme “the extent to which guidebooks help teachers” were as follows: “(...) Guidebooks help teachers tremendously. We teachers should read them in advance, and come to class prepared by incorporating our own knowledge and skills. (...) [F, 40 years, 2-year degree, 25]” “(...) Yes, I like the explanations in the guidebook. A detailed examination shows that it is quite good. (...) [F 16 years, BA, 40]” “(...) It’s very well-prepared. An interactive CD would make it perfect. I use other resources for this purpose. (...) [M, 24 years, BA, 30]” The quotations showed that some teachers think the guidebook is satisfactory. Guidebooks not only help teachers and guide them in the method but they also provide continuity and regularity in the process. However, teachers can also use activities of their own choice that are not mentioned in the guidebook to meet their goals. Planning the instructional process in accord with guidebooks and offering enriching activities for initial literacy would make lessons more effective. Results of this study corroborate earlier findings (Gülbaş, 2008; Bektaş, 2007).

4. Discussion and Suggestions

The results showed that in-service SBSM training was not adequate for teachers. This training was too theoretical, superficial, and inadequate. This finding of the study corroborates the results of certain previous studies (Kapkın Yener, 2008; Öğreten, 2008; Bektaş, 2007). The teachers stated in general that they obtained their SBSM competency from their experiences over the years. This shows that, there have been groups of students who did not receive good SBSM training as their teachers gained experience in a trial-and-error fashion. At the same time, this means that teachers try to master SBSM on their own. This finding is also in accord with certain earlier findings (Durukan & Alver, 2008). SBSM leads to slower reading comprehension. Demirci (2008) found similar data in his thesis work. Failure to read earlier and, more importantly, failure to read and comprehend with SBSM may hinder the initial literacy process to function efficiently. This is because the importance of reading comprehension and speed reading appears in future courses. Those pupils who cannot read fluently and meaningfully may fail in other courses as well. Pupils clearly have difficulty in joining up words. As the meaningful units are taught later on in SBSM, joining up letters (sounds) initially lead pupils to problems with reading skills and mistakes. Therefore the units learned are guided by teachers and the process may be hampered. Pupils find it hard to reach syllables from sounds. This is due to induction, and pupils have sounding problems especially in producing open syllables until they reach meaningful units. Therefore, it is not possible to obtain the practicality of the syllable. It is also a problem regarding SBSM that parents do not know much about the method. Parents may return to the literacy instruction they themselves received, and may misguide the process for their children. Such endeavors that go against the basics of the method may cause serious problems in pupils’ literacy process. In addition, the failure of parents to support literacy studies may also lead to level differences among students. According to the findings of this study, guidebooks are not clear or easy-to-understand. They contain minute details and are not regional. This finding was not mentioned in previous studies. Thus, it is an original finding from the present study. In light of the data obtained from the study, the following recommendations have been made: All elementary teachers should undergo a quality SBSM training program designed and taught by field experts. This should be a practical program. In addition, the guidebooks should strive to meet the needs of different regions. They should be revised for being clear, using a simple language, and including practical examples. An interactive CD should also accompany the guidebooks. Curricula, on the other hand, should include more detailed and varied activities to reach open syllables. In order to improve the speed of reading comprehension, practical activities that emphasize meaning, facilitate the storage of

meaningful units in pupils' visual memory, and exercise seeing out of the corner of the eye should be organized. Parents should be informed on SBSM, and may undertake training. Only then can parents refrain from misguiding the initial literacy process of their children. The Ministry of Education should offer teachers alternative methods in the initial literacy process. Teachers should not be imposed one single method; they should be able to teach initial literacy with the method that works best for them.

References

- Acat, M. B. & Özsoy U. (2006). Ses temelli cümle yöntemiyle ilkokuma-yazma öğretiminde karşılaşılan güçlükler. *Ulusal Sınıf Öğretmenliği Kongresi Bildiri Kitabı- II. Cilt*, Gazi Üniversitesi, Ankara, 14-16 Nisan, 15-37.
- Akyol, H. (2010). Türkçe ilkokuma yazma öğretimi (9. Baskı). Ankara: Pegem Akademi Publishing.
- Akyol, H. & Turan, T. (2008). Ses temelli cümle yöntemi ve cümle yöntemi ile okuma yazma öğrenen öğrencilerin okuma becerilerinin öğretmen görüşlerine göre değerlendirilmesi. *Mustafa Kemal üniversitesi sosyal bilimler enstitüsü dergisi*, 5, 9, 80-95.
- Bay, Y. (2010). Ses temelli cümle yöntemiyle ilk okuma-yazma öğretiminin değerlendirilmesi. *Kuramsal eğitimbilim*, 3, 1, 164-181.
- Bektaş, A. (2007). Ses temelli cümle yöntemiyle gerçekleştirilen ilkokuma-yazma öğretiminin değerlendirilmesi. Unpublished master thesis. Çukurova University, Adana.
- Cemaloğlu, N. (2011). Veri toplama teknikleri: nitel-nicel. In Tanrıoğen A. (Eds.), *Bilimsel araştırma yöntemleri* (pp.133-164). Ankara: Anı Publishing
- Cemaloğlu, N. & Yıldırım, K. (2011). İlkokuma yazma öğretimi. Ankara: Nobel Publishing.
- Çelenk, S. (2006). Etkinlik temelli ilkokuma ve yazma öğretimi. İstanbul: Morpa Publishing.
- Değirmenci, M. (2008). *İlkokuma yazma öğretiminde ses temelli cümle yönteminin uygulanmasına ilişkin sınıf öğretmenlerinin görüşleri*. Unpublished master thesis, Yeditepe University, İstanbul.
- Demirci, M.E. (2008). *Okuma becerisini ses temelli cümle yöntemi ile kazanan ilköğretim okulu ikinci ve üçüncü sınıf öğrencilerinin okuduğunu anlama, okuma hızı ve okumada doğruluk düzeyleri*. Unpublished master thesis, Yeditepe University, İstanbul.
- Duran, E. & Çoban, O. (2011), Ses temelli cümle yönteminin yönelik öğretmen görüşleri. *Pegem Eğitim ve Öğretim Dergisi*, 1, 3, 17-22.
- Durukan, E. & Alver, M. (2008). Ses temelli cümle yönteminin öğretmen görüşlerine göre değerlendirilmesi. *Uluslararası sosyal araştırmalar dergisi*, 1,5, 164-175.
- Ekiz, D. (2009). Bilimsel araştırma yöntemleri. Ankara: Anı Publishing .
- Eğitim Programları ve Öğretim Alanı Profesörler Kurulu (EPÖ). (2005). İlköğretim 1-5. sınıflar öğretim programlarını değerlendirme toplantısı. *Sonuç bildirisi*, Anadolu University Education Faculty, Eskişehir. In: Değirmenci, M. (2008). *İlkokuma yazma öğretiminde ses temelli cümle yönteminin uygulanmasına ilişkin sınıf öğretmenlerinin görüşleri*. Unpublished master thesis, Yeditepe University, İstanbul.
- Gülbaş, Ç. (2008) *Yeni ilköğretim 1.sınıf ilkokuma yazma dersi öğretim programı uygulamasına yönelik öğretmen görüşleri*, Unpublished master thesis, Muğla University, Muğla.
- Güleryüz, H. (2001). Türkçe programlanmış ilkokuma yazma öğretimi kuram ve uygulamaları. Ankara: Pegem Publishing.
- Kapkın Yener, Z. (2008). *Yapılandırmacı öğretim yaklaşımına göre 1.sınıf okuma yazma becerilerinin kazandırılmasında karşılaşılan güçlükler*. Unpublished master thesis, Selçuk University, Konya
- MEB. (2005). Türkçe öğretim programı ve kılavuzu. Ankara: MEB Yayınları.
- Öğreten, Ş. (2008). Yeni ilköğretim eğitim programı kapsamındaki ses temelli cümle yöntemiyle okuma yazma öğretiminin ilköğretim birinci sınıf öğretmenlerince değerlendirilmesi. Unpublished master thesis. Marmara University. İstanbul.
- Öz, M. F. & Çelik, K. (2007). Uygulamalı ilkokuma yazma öğretimi (6. Baskı). Ankara: Anı Publishing.
- Samancı, S. (2007). *Ses temelli cümle yöntemiyle okuma yazma öğretiminde ilköğretim birinci sınıf öğretmenlerinin karşılaştıkları problemler*. Unpublished master thesis, Afyon Kocatepe University, Afyon.
- Şahin, N. (2008). Ses temelli cümle yöntemine yönelik öğretmen görüşleri ve uygulamalarına ilişkin bir inceleme. Unpublished doctoral dissertation. Uludağ University. Bursa.
- Tok, Ş., Tok, T. N. & Mazi, A. (2008). İlkokuma yazma öğretiminde çözümleme ve ses temelli cümle yöntemlerinin değerlendirilmesi. *Kuram ve uygulamada eğitim yönetimi (Educational administration: theory and practice)*, 53, 123-144
- Tosunoglu, M., Tosunoglu, N. & Arslan, M. (2008). İlköğretim Türkçe dersi öğretim programına göre yapılan öğretimin ilkokuma yazma becerisi açısından değerlendirilmesi. *Ticaret ve turizm fakültesi dergisi*, 2, 117-133.
- Turan, M., & Akpınar, B. (2008). İlköğretim Türkçe dersinde ilkokuma-yazma öğretiminde kullanılan ses temelli cümle ve bitişik eğik yazı yöntemlerinin değerlendirilmesi. *Fırat üniversitesi sosyal bilimler dergisi (Fırat university journal of social science)*.18,1, 121-138.
- Yıldırım, A. & Şimşek, H. (2008). Sosyal bilimlerde nitel araştırma yöntemleri (6. Baskı). Ankara: Seçkin Publishing.
- Yılmaz, M. & Ağırtaş, M. N. (2009). İlk okuma yazma öğretiminde ses temelli cümle yönteminin öğretmen görüşlerine göre değerlendirilmesi: Hatay ili örneği. *Mustafa kemal üniversitesi sosyal bilimler enstitüsü dergisi (Mustafa kemal university journal of social sciences institute)*, 6,12, 164-165.