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The problems and suggestions encountered during the implementation of the sound based sentence method

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Abstract

The purpose of this study is to determine the problems encountered during the implementation of the sound based sentence method regarding classroom teachers' views and to explore the suggestions of those teachers to overcome these problems. The research has descriptive characteristics. The datas related with research were gathered by a qualitative survey method. The research was conducted with classrom teachers assigned at the central schools in province Ankara. At the result of the research, the problems encountered during the implementation of the sound based sentence method and the suggestions which were made to overcome these problems by teachers were revealed.
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Keywords: The sound based sentence method; classroom teacher; problems; suggestions.

1. Introduction

The improvements occured in science and technology affect the societies and drive them to change. These developments, also, affect all the scopes of education and especially, make the fundemental changes in instructional approaches compulsory. As being all of the areas, continuing innovative attitudes of the educational systems must be inevitable situation in a sharply changing world; because, these sharp changes lead the societies to the conditions where they seek to more qualified human power training (Gültekin, 2004; Bektaş, 2007).

At the light of these developments, the primary school course cirriculas were altered by the Ministry of National Education through the study conducted in 2004, in Turkey. One of the lessons that their teaching programmes were changed during the efforts of program amendements in Turkey was Turkish. The teaching program of Turkish Course (1–5 grades) was prepared at the basis of the constructivist approach. And also, in this comprehension of this program, the first reading and writing teaching method was changed as well as basic approach. In this new program, The sound based sentence method was identified as the first reading and writing teaching method.

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In the sound based sentence method, the first reading and writing teaching is initiated by sounds. After giving some sounds that can be used for making a meaningful whole, it can be attined that from the sounds to syllabels, to words and to sentences (MEB, 2005). The sound based sentence method was developed at the basis of theory, approach and researches that raised recently in the scope of the first reading and writing. In this method, sub-teaching scopes, such as sound conscious, exploring the alphabetical relationships, structuring the alphabetical principles, recognizing word, developing a mental vocabulary and a fluent reading, writing and uderstanding of reading-writing learning scopes, were taken into account (Güneş, 2007). One of the major contributions of the sound based sentence method on the process of the first reading and writing is the emphasis on the importance of emerging sound and writing conscious by the students. The students who can recognize the sounds and discriminate the symbols will be able to easily realize reading action (Ünal, Göçer ve Elkatmış, 2008).

The effective implementation of the sound based sentence method requires to identify problems encountered during the implementation of method and to describe the proposals that aim to cope with these problems. The most appropriate (the best) person who suffers the problems occured in implementation and, therefore, who sees the inappropriateness and deficiencies is teacher. For this reason, to determine and to evaluate the problems encountered during the implementation of the sound based sentence method regarding views of teachers who participate with implementation and then to develop some proposals towards implementation of the method is one of the ways for producing solutions for existing problems. Especially, diagnosing the reasons behind the problems that teachers faced with and removing these matters are going to make the education and instruction process better and the learning process will be at the parallel of predetermined goals (Çelenk, 2002; Acat and Özsoy, 2006).

1.1. The purpose of the study

The purpose of this study is to determine the problems encountered during the implementation of the sound based sentence method regarding classroom teachers' views and to explore the suggestions of those teachers to overcome these problems.

2. Method

1.2. The research model

The reseach has descriptive characteristics. The datas related with research were gathered by a qualitative survey method.

1.3. . The research area

The research was conducted with 26 classroom teachers who were assigned at the central schoolls in province, Ankara and who were selected by the easily attainable situation sampling method that is one of the aimed (objective) sampling methods. The researcher choose the situation that is so close and easily reachable in the the easily attainable situation sampling method. This sampling method makes the investigation faster and more practicable (Yıldırım ve Şimşek, 2006, 113).

1.4. Gathering and analyzing data

In the research, the semi-structured interviews were held with classroom teachers. At the first step, interview questions were prepared by researchers for the interviews that will be made. The views of specialists (professionals) who related with prepared interview questions were applied. And then, the preview (preinterview) was generated with three classroom teachers and after that, the final design of the questions was made. The datas obtained from these interviews were recorded by recording tape and then, these recorded datas were transformed into the text. The datas' repetiton frequency was examined through coding the datums that are on the matrix. The reliability of these

datas were provided by means of analysis of the datas obtained from research by two researchers, seperately. The datas obtained from interviews were examined through describing analysis and content analysis techniques.

3. Findings and Comments

3. 1. The problems encountered during the preparation stage

More than half of the teachers participated with the research (15 persons) reported that they have no any problem with the *preparation* stage of the sound based sentence method, on the contrary to those that have problems (11 persons). The most common problems teachers faced with in the preparation stage are the lack of adequate source and instruments-materials (5 persons), low levels of being readiness of the students (3 persons), time shortages (3 persons) and the lack of sufficient activities in the course book (3 persons). These theachers offered some proposals for overcoming the problems encountered during the preparation stage; such as, doing more exercises, making time longer for preparation process, doing students to draw more line practices and diversing the samples which gave for sloping line. The findings gained from the research put forth that the theachers has suffered some variety of problems during the preparation phase of the sound based sentence method. In addition, it was observed that the teachers has some proposals, based on their own personal experience, about these troubles.

3. 2. The problems encountered during feeling and recognizing the sounds stage

The half of the teachers participated with the research (13 persons) reported that they have no any problem with the *feeling and recognizing the sound* stage of the sound based sentence method, on the contrary to the other half part of the teachers that have problems (13 persons). The most common problems teachers faced with in the feeling and recognizing the sound stage are, feeling and vocalizing the consonants (10 persons), the lack of adequate knowledge about the method on the side of family (3 persons) and the lack of sufficient activity (2 persons). These theachers offered some proposals for overcoming the problems encountered during the feeling and recognizing the sound stage; such as, doing more repetitions, giving the sounds as a game, utilizing from the visuals, songs and posters for giving the sounds and doing drama exercises related with sounds. These findings acquired, also put forth that teachers have variety of problems in this stage, too. The problems that teachers suffered intensifies on the point of feeling and vocalizing the consonants. The teachers, especially, propose that necessary activities appropriate to levels of the students must be accomplished to eliminate this difficulty

3. 3. The Problems encountered during reading and writing the sound stage

The nearly half of the teachers participated with the research (10 persons) reported that they have no any problem with the *reading and writing the sound* stage of the sound based sentence method, on the contrary to more than half of the teachers that have problems (16 persons). The most common problems teachers faced with in the reading and writing the sound stage are, not being able to vocalize the consonants by themselves (7 persons), misguidance of families on the students about reading the sounds (7 persons) and misspelling the consonants (5 persons). These teachers offered some proposals for overcoming the problems encountered during the reading and writing the sound stage; such as, playing letter-sound game, doing more repetitons, narrating the written forms of the sounds and utilizing the visuals, giving the necessary knowledges about the vocalizing and writing the sounds to the families. These findings indicate that majority of the teachers have some troubles in the reading and writing the sound stage. It can be claimed that the problems experienced in this stage are caused by the families who have no any knowledge about the method and by the structure of the sound based sentence method. And finally, it was understood that the teachers suggest that different activities related with reading and writing the sound should be used and the families should be instructed about the process.

3. 4. The Problems encountered during generating syllabels from sounds, words from syllabels, sentences from words stage

The most of the teachers participated with the research (20 persons) reported that they have no any problem with the *generating syllabels from sounds, words from syllabels, sentences from words* stage of the sound based sentence method, on the contrary to the other part of the teachers that have problems (6 persons). The most common problems teachers faced with in the generating syllabels from sounds, words from syllabels, sentences from words stage are, generating a little number of syllabels and words from initial sound groups (4 persons) and not being able to incorporate the sounds appropriately (2 persons). These teachers offered some proposals for overcoming the problems in this stage; such as, not building the words by means of incorporating wrong syllabels, using syllabels that built, absolutely, in a different word, playing spelling games and writing the syllabels in a different colors. The findings obtained from the research put forth that most of the teachers have no any problem in this stage. Since the teachers and the students understand, comprehend and apply, in a better way, the working principles of the sound based sentence method in reading-writing process in successive stages, the theachers have less problems in this stage. Moreover, the theachers have proposed that there should be more activities on sound, syllabel and word to overcome the problems faced within that stage.

3. 5. The problems encountered during generating the text stage

All of the teachers participated with the research reported that they have no any problem in *generating the text* stage. Having just a few problems in the generating syllabels from sounds, words from syllabels, sentences from words stage is the main reason for having no problems in this stage.

3. 6. the problems encountered during free reading and writing stage

A few of the teachers participated with the research (4 persons) reported that they have no any problem with *free reading and writing* stage of the sound based sentence method, on the contrary to nearly all of the teachers that have problems (22 persons). The most common problems teachers faced with in free reading and writing stage are, reading the words slowly (14 persons), not being able to understand what they read (8 persons), misreading of the words (7 persons), doing mistakes about articulations (5 persons), reading the letters and syllabels by skipping (4 persons), misdividing the syllabels (4 persons), reading by spelling (4 persons) and not doing reading quietly (4 persons). These teachers offered some proposals for overcoming the problems in this stage; such as, having more reading, doing dictation exercises, asking the questions related with text to make students to understand in a comprehensive way, building the sentences shifting from short phrases to long phrases. In addition, according to these teachers, the students should read what they write on their notebooks and they also read these writings to each other. The findings obtained from the research put forth that all of the teachers have problems in this stage. The situation that all of the teachers have problems in free reading and writing stage which is the last phase of the first reading and writing process is very significant and considerable implication for the sound based sentence method. In this stage, the problems that teachers faced intensify on reading slowly, not being able to understand what they read and misreading of the words. Moreover, the teachers suggest that variety of the studies should be conducted for eliminating these problems.

3. 7. The problems encountered during the measuring and assesment dimension

Some of the teachers participated with the research (10 persons) reported that they have no any problems with the measuring and assesment dimension, on the contrary to more than half of the teachers that have problems (16 persons). The most common problems teachers faced within the measuring and assesment dimension are, having some difficulties about applying the measurements given in program (7 persons), taking so much time for measuring and assessment (6 persons), the lack of adequate activities related with measuring and assessment (5 persons) and teachers' feelings themselves as having inadequecy (3 persons). The findings obtained from the research put forth that the teachers have variety of problems in this stage. It can be said that, the problems teachers encountered in this

stage derived from insufficiency of the measuring and assessment section. In addition, the teachers made no any suggestion to eliminate these problems faced within this dimension. The situation that the teachers have no any suggestion to eliminate these problems faced within this dimension may be caused by having no any adequate knowledge about the subject matter.

3. 8. The problems encountered during the implementation of italic cursive handwriting

The nearly half of the teachers participated with the research (11 persons) reported that they have no any problem during the implementation of italic cursive handwriting, on the contrary to more than half of the teachers that have problems (15 persons). The most common problems teachers faced during the implementation of italic cursive handwriting are that the students have some difficulties about writing (7 persons), the students have some mistakes about writing route of the letters (4 persons), students have writings that not readable and not good (4 persons), students can not make italic writing (3 persons), writing without hands up is very tiring (3 persons), students can not put together the letters truely (3 persons) and controlling the students is very difficult (3 persons). The teachers offered some tips for overcoming the problems during the implementation of italic cursive handwriting; such as, the preparation efforts should have more time, the visuals that display the writing route of the letters should be utilized, the writing exercises should be increased, the families should also know the writing routes of the letters and should help their students for doing exercises related with this matter. The findings obtained from the research put forth that the teachers have variety of problems in the implementation of italic cursive handwriting. It can be said that, the problems teachers encountered in this stage derived from both the students and the structure of italic cursive handwriting. It is seen that teachers suggested that the support of the family should be gained, as well as, classrom activities.

3. 9. The problems related with the instruments–materials

The half of the teachers participated with the research (13 persons) reported that they have no any problem related with the instruments-materials during the implementation of the sound based sentence method, on the contrary to the other half part of the teachers that have problems (13 persons). The most common problems teachers faced related with the instruments-materials are, insufficiency of activities in the course boks (10 persons) and the lack of adequate instruments and materials (8 persons). The teachers offered some propositions for coping with the problems related with the instruments-materials; such as, preparing the materials that appropriate for the level of classroom, enriching the activities in the course boks and providing adequate instruments and materials. The findings obtained from the research put forth that half of the teachers have variety of problems related with the instruments-materials and then, the problems teachers encountered in this point is caused by insufficiency of the activities in course books related with the sound based sentence method and the lack of adequate instruments-materials.

3. 10. The problems related with the collaboratin of school-family

The nearly half of the teachers participated with the research (12 persons) reported that they have no any problem related with the collaboration of school-family during the implementation of the sound based sentence method, on the contrary to more than half of the teachers that have problems (14 persons). The most common problems related with the collaboration of school-family teachers faced are that families do not have any knowledge about the collaboration scholl-family (10 persons), there is communication problem with the families (6 persons) ve families do not care about their children adequtly, at home (4 persons). The teachers offered some propositions for coping with the problems related with collaboration of school-family; such as, the families should have some knowledge about the method, the school should cooperate with the families, the regular meetings should be held and a communication notebook should be provided. The findings obtained from the research put forth that the teachers have variety of problems related with the collaboration of school-family during the implementation of the sound based sentence method. The teachers' problems related with the subject matter intensfy on that families do not have any knowledge about the method. The teachers gave some propasals to eliminate these problems; such as, improving the collaboration and communication among the school and families.

3. 11. The problems related with the proficiency of the teachers

The half of the teachers participated with the research (13 persons) reported that they see themselves as competent (qualified) in the implementation of the sound based sentence method, on the contrary to the other half part of the teachers that see themselves as inadequate (13 persons). The teachers reported that they have some reasons for seeing themselves as not qualified. For example, the proficient instruction related with the sound based sentence method was not given to these teachers in any settings (4 persons) and they have no enough experience on method (3 persons). The teachers offered some propositions for coping with the problems related with this subject matter; such as, the more qualified and applied in service training shoul be provided, the detailed boks explained the method gradually should be produced and the deficient points should be discussed and then opinions should be exchanged in class gatherings. The findings obtained from the research put forth that the half of the teachers see themselves as incompetent in the implementation of the sound based sentence method. This situation can be interpreted that the competency of the teachers can be effective to eliminate the problems encountered during the implementation of the sound based sentence method.

4. Discussion, Conclusion and Recommendations

The findings acquired in the research put forth that the teachers have variety of problems in all the stages and dimension of the implementation of sound based sentence method, except for, generating text. In addition, the problems teachers faced are commonly related with reading and writing the sound, free reading and writing, italic cursive handwriting and the instruments-materials. When the problems encountered during the implementation of sound based sentence method are examined generally, it can be seen that not feeling and vocalizing of the consonants, not being able to vocalize the words solely, misguidance of families on the students to read the sounds, reading slowly, not being able to understand what they read, misreading of the words, difficulties in the implementation of scales given for the program, inadequecy of activities in the course books, the lack of sufficient instruments-materials, not having any knowledge about the sound based sentence method and having some troubles about writing are the most common problems in this method. The basic reasons of the problems that teachers faced are that the structure of the sound based sentence method, the teachers and the families have no enough knowledge and experience about the method, the lack of instruments-materials required for the implementation of the method and the lack of sufficient explanations about the method in the program.

At the light of these results gathered in the research, the following recommandations may be given for the implementation the sound based sentence method regarding with its goals and for eliminating the problems encountered in execution stages:

1. The adequate instruments-materials should be provided for theachers in the implementation the sound based sentence method.
2. The students' readiness should be promote through providing that students spend their first reading and writing preparation process more effectively.
3. The activities in the course books about the method's stages should be enriched.
4. The families should be informed about the method through providing the school-family collaboration.
5. The proficient and applied in service training about the method should be provided for the teachers.
6. The more detailed interpretation related with measuring and assessment dimension of the method should be included by the program.
7. The necessary investigations on italic cursive handwriting should be conducted and then, the implementation should be reviewed.

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