

# Whole Language Method and Phonics Instruction as Literacy Teaching Methods: A Systematic Review\*

Elif Akan\*\*, Meryem Özdemir Cihan\*\*\*, Engin Kurşun\*\*\*\*, Mine Yıldız\*\*\*\*\*,  
Melike Aydemir Arslan\*\*\*\*\*

## To cite this article:

Akan E., Özdemir Cihan, M., Kurşun, E., Yıldız, M., & Aydemir Arslan, M. (2024). Whole language method and phonics instruction as literacy teaching methods: a systematic review. *Journal of Qualitative Research in Education*, 37, 247-280. DOI: 10.14689/enad.37.1720

## Abstract:

This study aims to systematically synthesize the findings obtained in terms of reading skills, learning, and methodological features from studies dealing with the whole language and phonics instruction, which are among literacy teaching methods. In line with the purpose of the study, Web of Science, ERIC, Ulakbim (Tr-Dizin), and Google Scholar databases were searched with the keywords determined. As a result of the review, 40 articles were analyzed through the content analysis based on reading skills, learning, and methodological features with the help of a computer-aided qualitative data analysis program. According to the findings on reading skills, it was found that individuals who learned to read through the phonics instruction could not read in accordance with the stress, intonation and punctuation marks, read incorrectly, and that the whole language method was more effective than the phonics instruction in terms of reading speed and comprehension. According to the findings in the learning category, it was concluded that individuals who learned reading through the whole language method perceived the whole, while those who learned reading through the phonics instruction had problems in perceiving the whole. It was also seen that the studies reviewed in this study are mainly qualitative. However, there is a need for empirical studies on reading speed, reading comprehension, accurate reading, and prosodic reading skills based on objective evidence besides research methods based on the self-reports of the stakeholders.

**Keywords:** Literacy teaching, whole language method, phonics instruction, systematic review.

## About the Article

Received: 22 Nov. 2022

Revised: 26 Dec. 2023

Accepted: 26 Jan. 2024

## Article Type:


Review


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
\* This study was presented as an oral presentation at the "27th International Congress on Educational Sciences" held in Antalya between 18-22 April 2018.

\*\*  Corresponding Author, PhD Student, Ataturk University, Türkiye, elif.akan15@ogr.atauni.edu.tr

\*\*\*  Dr., Ataturk University, Faculty of Education, Türkiye, meryem.ozdemir@atauni.edu.tr

\*\*\*\*  Prof. Dr., Ataturk University, Faculty of Education, Türkiye, ekursun@atauni.edu.tr

\*\*\*\*\*  Assist. Prof. Dr., Ataturk University, Faculty of Education, Türkiye, mine.yazici@atauni.edu.tr

\*\*\*\*\*  Assoc. Prof., Ataturk University, Open and Distance Education Faculty, Türkiye, melikeaydemir@atauni.edu.tr

## Introduction

Reading, one of the basic language skills, is defined as the process of recognising words and making sense of their individual or contextual use (Mesmer & Griffith, 2005). In other words, reading is defined as the process of matching visual symbols with sound units in order to reach meaning (Ziegler & Goswami, 2005). Reading, as a means of acquiring information, opens the door to a learning process that will last throughout life (Balci, 2019). Reading skill is a process that starts with picture reading in pre-school and goes from the letter, which is the smallest structural unit of language after learning to read and write in primary education, to text reading, which is the last step of the reading process (Gündüz & Şimşek, 2011).

The aim of literacy teaching is to provide individuals with reading and writing skills, which are among the basic language skills that they will use throughout their lives. However, these skills should be developed not in a random way, but quickly and accurately by understanding and criticising in accordance with the conditions of contemporary life (Parlakıldız, 2019). Reading and writing skills have an important place in almost every lesson. The proficient literacy level of an individual affects his/her success throughout his/her educational life (Akan, 2021). In fact, the main problem underlying many failures stems from the inability to acquire efficient literacy in primary education (Öz, 1999). In summary, in order to keep up with an age in which the flow of information is extremely fast, reading skills should be acquired with the most accurate teaching method. It makes important and necessary to teach literacy through the right method.

From the past to the present, various teaching methods have been applied in literacy teaching. When the literacy methods used in Türkiye until today are considered, it is seen that the letter method, the word method, the whole language method and, the currently used, phonics instruction are preferred respectively. Among these methods, the whole language method was used in Türkiye for 57 years from 1948 to 2005 and was replaced by the phonics instruction in 2005. In the whole language method, sentences are first given as a meaningful whole and then small parts such as words and syllables are given (Kutluca-Canbulat, 2013). In the phonics instruction, on the contrary to the the whole language method, the sentence, which is a whole, is reached from small parts such as letters, words and syllables in the process (Ministry of National Education [MEB], 2009). The reason why the whole language method is preferred is based on Gestalt Psychology and it is argued that the child learns as a whole, and the most appropriate method for this is the whole language method. One of the most important reasons for preferring the phonics instruction is that it develops students' skills related to the whole, such as text formation, since the method starts with sound and follows a path towards text formation (MEB, 2005). An individual who acquires literacy effectively is expected to have good, fluent reading skills and to understand the text he/she reads.

Fluent reading consists of accurate reading, reading speed and prosodic reading skills (Hasbrouck & Tindal, 2006; Klauda & Guthrie, 2008; Samuels, 1997; Schwanenflugel et al., 2004). In order for an individual to be able to read by paying attention to prosodic features, he/she should have acquired accurate and fast reading skills respectively (Mathson et al., 2006). Therefore, it can be stated that speed reading skills act as a bridge between accurate and prosodic reading skills. In order to gain these skills in a good way, it is important that the early reading and writing instruction is carried out with the most accurate method. However, when we look at the literature, it continues to be a matter of debates on which method of teaching literacy will make this process more effective.

The issue of literacy teaching methods has been the focus of many studies with the desire to achieve effective literacy teaching (Foorman & Santi, 2009). Considering some studies in the literature, Ortabağ-Çevik (2006) concluded that the phonics instruction was not effective in reading comprehension, interpretation, perceiving the whole and dividing syllables correctly. On the contrary, as a result of some studies dealing with the phonics instruction, it was emphasised that it is a more useful method in terms of both reading mechanics and reading comprehension and reading speed (Krashen, 2002) and that reading is faster in this method compared to the whole language method (Akıncı et al., 2016; Bayat, 2014). Tok et al. (2008), in their study, stated that both methods have limitations and that listening skills develop more in individuals who learn reading with the phonics instruction, less forgetting occurs on holiday returns, and this method is more suitable for Turkish sound structure. In Gün's (2006) study, it was revealed that teachers generally had positive opinions about the phonics instruction and believed that the problems arising from the whole language method could be reduced with this method. In the national and international literature, it is seen that early literacy teaching methods are frequently discussed and especially the last two most commonly used methods are compared. It can be concluded that both methods have negative aspects as well as positive aspects.

When the aforementioned studies were examined, it was pointed out that the results obtained from the studies conducted with the whole language method and phonics instruction varied. For this reason, it is of great importance to consider the related studies together and to present the results of those studies in a holistic manner. However, there is no systematic review study in the literature that deals with both early literacy teaching methods together. Therefore, it can be stated that this study is the first to present a general evaluation of the two early literacy teaching methods within the scope of the literature. This study is thought to contribute to the literature in terms of providing an overview of the whole language method and phonics instruction, which continue to be the subject of discussion and the focus of research. From this point of view, the aim of the study is to systematically synthesise the results obtained in terms of reading skills,

learning and methodological features from the studies in which the whole language method and phonics instruction are discussed. In line with this purpose, answers to the following research questions were sought.

The whole language method and phonics instruction;

1. How was it evaluated in terms of reading skills?
2. How was it evaluated in terms of learning?
3. How was it evaluated in terms of methodological features?

## Method

### Research Design

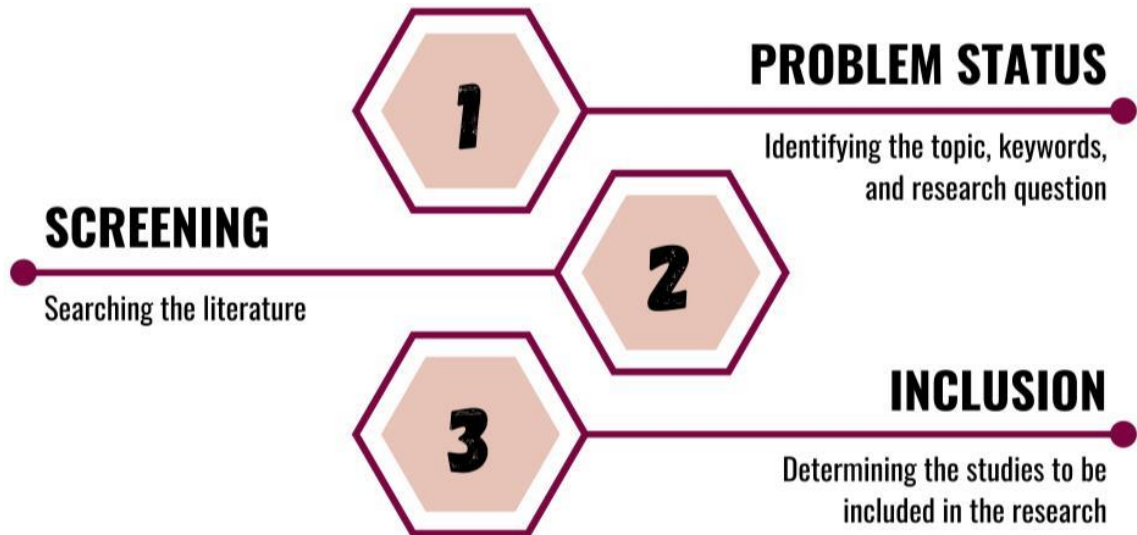
This study was conducted with the systematic review method. Systematic review is defined as the process of critically and systematically identifying, evaluating and interpreting studies related to a specific research question, subject area or phenomenon (Kitchenham, 2004; Moher, et al., 2009; Mueller, et al., 2014). This method is seen as an independent research method that allows the investigation of clearly defined questions through existing studies (Denyer, 2009). In this study, the systematic review method was used since it was aimed to examine the results obtained from the studies on the whole language method and phonics instruction in terms of reading skills, learning, and methodological features.

### Data Collection

In the research process, firstly, the keywords “çözümleme yöntemi (the whole language method)”, “ses temelli yöntem (phonics instruction)”, “sound-based method”, “sound-based sentence method”, “phonic-based method”, “phonic instruction”, “whole language instruction”, “sentence method”, “phonic based instruction” were determined by experts. In line with the determined keywords, a literature search was conducted in Web of Science, ERIC, Ulakbim (Tr-Dizin) and Google Scholar databases. The main reason for searching in these databases is that the majority of the studies conducted in Turkey are in these databases. As a result of the search, 56 articles containing the relevant keywords were identified, the abstracts of the studies were first reviewed, and then the method and findings sections were examined to determine whether they were appropriate. In addition, the data collection process is shown in Figure 1.

Figure 1.

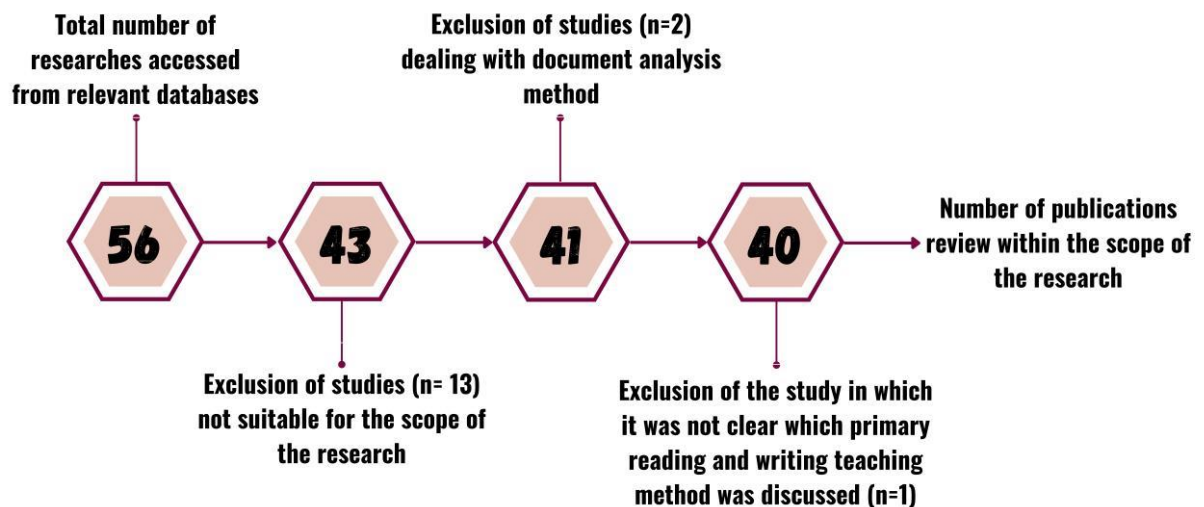
Data Collection Process



In the selection of the studies included in the study, articles that were not suitable for the scope of the research ( $n=13$ ), that dealt with the document analysis method ( $n=2$ ) and whose teaching method was not clear ( $n=1$ ) were excluded. As a result, a total of 16 articles were excluded from the study and 40 articles were transferred to MAXQDA Analytics Pro 2022 for analysis. For the articles included in the study, the inclusion criteria listed below were taken into consideration and the flow diagram for the inclusion process of the documents is presented in Figure 2.

Figure 2.

Flow Diagram Showing the Selection of Included Studies



### **Criteria Used in the Selection of Research**

Articles published in the specified years and language: It was ensured that the articles to be analysed were published in Turkish or English between 2000-2021.

- Containing keywords reflecting the main purpose and research questions of the research: It was ensured that it contained at least one of the keywords of the research.
- Identified data represent the relevant population (the literature on early literacy in Turkey): In the articles included in this systematic review study, it was ensured that the sample was selected only from Turkey.
- Being published in the selected databases: Articles in Web of Science, ERIC, Tr-Dizin and Google Scholar databases were used.
- The research is clearly and explicitly stated: It was ensured that the purpose, method, study group, data collection tools, data analysis, findings and results of the research were clearly and comprehensibly stated.

### **Data Analysis**

In this study, content analysis was used to analyse the documents. Content analysis, which is frequently used to determine the existence of concepts in the field of social sciences, is defined as a systematic and repeatable analysis method in which a text is summarised with smaller categories as a result of certain coding (Büyüköztürk et al., 2019). The most basic step in content analysis is to make sense of the data that you get by putting together similar phrases within the context of certain ideas and themes in a way that is clear and easy to understand (Yıldırım & Şimşek, 2018). Within the scope of the research questions, content analysis was preferred in order to examine in detail the findings of the reading, teaching and learning categories of the studies dealing with the whole language method and phonics instruction.

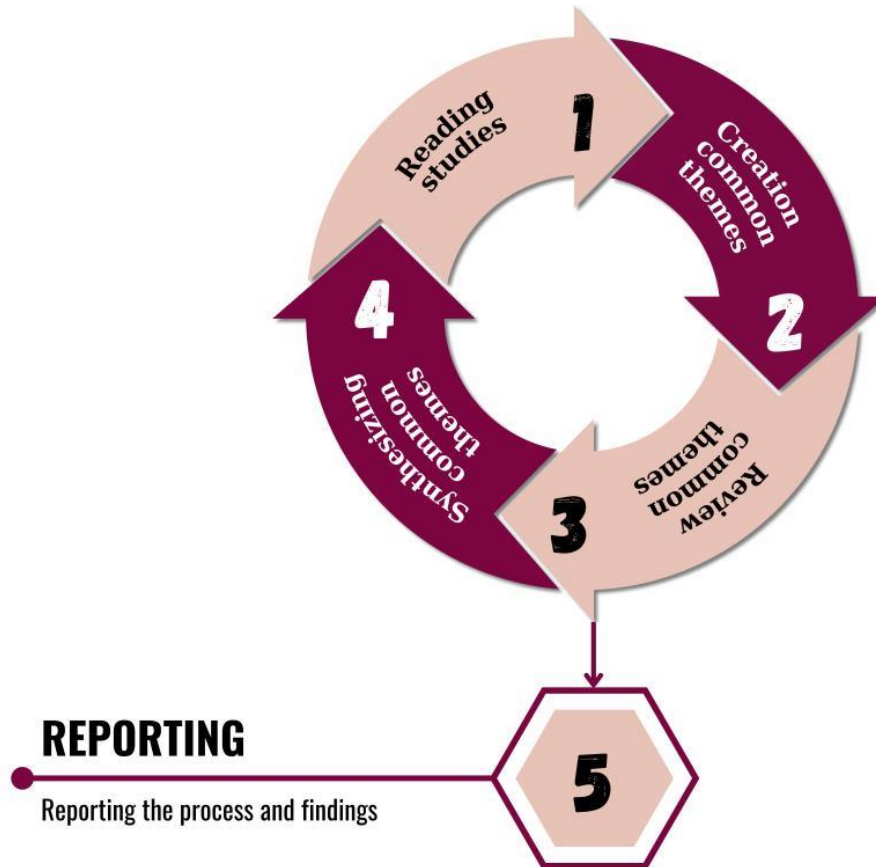
Firstly, the articles examined for inclusion criteria were read in detail in the MAXQDA Analytics Pro 2022 programme. Thus, the findings and results of the studies were coded. The codings obtained were categorised by the researchers at different times and places. Then, the differences between the categories were determined and the categories were organised by reaching a consensus. While creating the categories and codes, it was aimed to reveal the similar and different aspects of the findings and results of the studies that addressed at least one of the literacy teaching methods. Within the scope of the determined categories, the relevant parts of the studies were carried out in three stages: open, axial and selective coding (Neuman, 2012). Within the scope of open coding, the main outputs, findings and results in the analysed studies were handled separately for each study with appropriate concepts. In the axial coding stage, the studies were re-read in depth and new codes were added to the codes obtained in the first stage and similar codes were combined. Some statements that could not be categorised in the first stage were classified as a result of re-reading the studies and included in the relevant categories. In selective coding, a re-reading was carried out to identify new codes that may be relevant to the previously created codes. Classified codes were reviewed, identical codes were deleted, and similar codes were merged or revised. The steps



followed in data analysis are presented in Figure 3. In addition, the code, category, and theme relationships are given in Appendix 1.

**Figure 3.**

*Data Analysis and Reporting Process*



The studies analysed within the scope of the research are presented in tables in accordance with their purpose. The main reason for showing the data in tables is to provide an idea about the analysed studies at first glance and to facilitate readability by increasing visuality. In addition, the tables allow the comparison of the codes obtained as a result of the content analysis on the method axis of the research. In addition, it is considered important to clearly present from which research the findings are obtained in order to reveal whether similar results can be reached, if the study is repeated.

The results and findings of 40 studies on literacy teaching in Turkey were analysed around the axis of the research method. In addition to the research method, the codes of the articles analysed in the studies and other components used in this study are presented in Appendix 2. According to these components, the distribution of the codes in terms of method was analysed and these distributions were presented in tables. Afterwards, each publication analysed was classified according to the focus and findings of the study and a general explanation was made for the data obtained.

## Credibility, Transferability, Confirmability and Consistency

In this study, the strategies listed by Yıldırım and Şimşek (2018) were utilised to ensure credibility, transferability, confirmability and consistency. The credibility, transferability, confirmability, and consistency measures taken within the scope of the study are presented in Table 1.

**Table 1.**

*Implications on the Credibility, Transferability, Consistency and Confirmability of the Research*

Strategy	Precaution	Implementation
Credibility (Internal Validity)	Expert view	Expert opinion was consulted and evaluated about the subject of the research and coding. In addition, all stages of the study were critically reviewed by four experts.
	Long-term interaction	In order to avoid any errors during coding, the studies were analysed for three months after they were downloaded from the databases. For the reliability of the coding, the analyses were reviewed again in line with the main categories for one month.
	Including direct quotations	The results were descriptively presented and direct quotations were frequently used.
Transferability (External validity)	Detailed description	The purpose and questions of the research were clearly stated. For the validity of the findings, the data collection method and inclusion criteria were clearly explained. In addition, detailed explanations were made about the number of studies included in the scope of the research and its limitations. The stages of data analysis and creating common themes were presented in detail. In addition, all findings obtained from the studies were conveyed using descriptive expressions. In addition, the articles included in the study group are given with their identities.
Consistency (Internal reliability)	Inter-coder agreement	After the coding was carried out, the codes were categorised by the researchers in different places and times. Then, the researchers analysed the categories and reached a consensus. The agreement values of the coding performed by the researcher at two different times were calculated and the agreement value was determined to be 90.48% (see Table 2).
Confirmability (External reliability)	Confirmability of the research	All data obtained, qualitative analyses of the data and all documents related to the study were kept by the researcher in order to verify the findings obtained as a result of the research. The articles that constitute the study group of the research and the coding system are shown in the Appendix. In addition, in the tables in the findings section, it is clearly presented from which studies the findings were obtained. Thus, the findings obtained from the studies given in the appendix can be confirmed by going to the relevant studies. The selection and number of studies analysed within the scope of the purpose and the reasons for the exclusion of the studies are stated.



In order to ensure the coder reliability of the study, 4 randomly selected publications (10% of the studies) were coded by the same researcher at two different times. The reliability of the codings and the level of compatibility with each other were calculated with the "interrater agreement calculation" formula proposed by Miles and Huberman (1994):

$$\text{Reliability} = \frac{Na}{(Na) + (Nd)} \times 100$$

As a result of the calculation carried out with the above-mentioned formula, the agreement between the codings made at different times is expected to be above 90% (Miles & Huberman, 1994). In this study, the agreement value of the coding performed by the same researcher at two different times was found to be 90.48%. These agreement values show that the coding system created for the research is reliable. The values obtained as a result of the calculations are shown in Table 2.

**Tablo 2.**

*Intrarater Reliability of the Researcher's Coding at Different Times*

Data Set	Amount of Match (Na)	Amount of Mismatch (Nd)	Percentage of Match (%)
M1	8	1	88,89
M8	2	-	100
M15	3	-	100
M34	6	1	85,7
<b>Total</b>	19	2	90,48

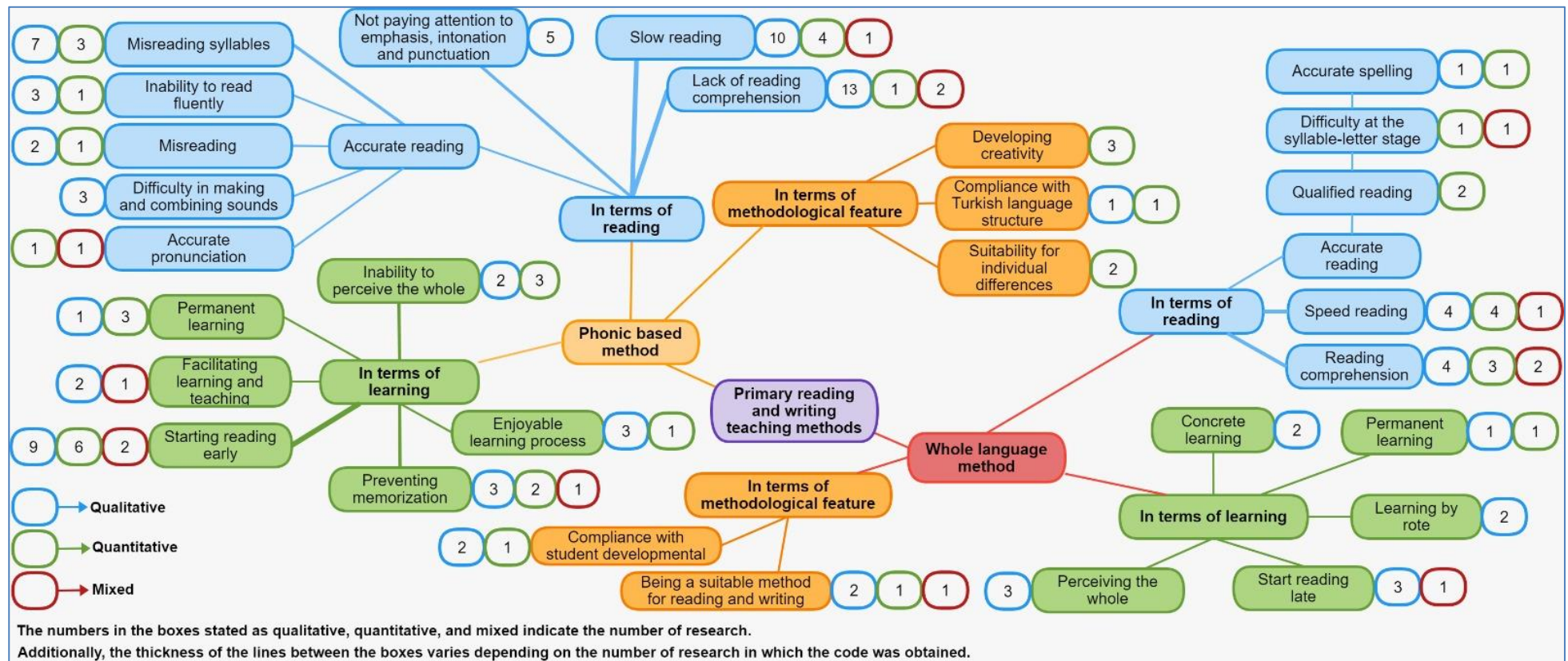
All data obtained, qualitative analyses of the data and all documents related to the study were kept by the researcher in order to verify the findings of the research. The articles that constitute the data source of the research and the coding system are shown in the Appendix. In addition, the selection, number and reasons for the exclusion of the studies examined within the scope of the purpose are stated. All measures taken in the study were presented in a holistic manner (Table 1).

## Findings

The findings were obtained on the basis of reading skills, learning and methodological features in the findings of the studies on the whole language method and phonics instruction in literacy teaching in Turkey. Each dimension was analysed and presented in terms of qualitative, quantitative and mixed methods.

Figure 4.

Examining the Results Obtained in Terms of Reading, Learning, and Methodological Features on the Method Axis



Considering the codes obtained from the study, the findings obtained from at least two studies were examined on the axis of research method. As a result of the analyses, it is seen that the findings related to reading speed are involved in qualitative studies at most and mixed method studies at least. It is seen that 10 of the studies dealing with the phonics instruction are qualitative, 4 of them are quantitative, 1 of them is mixed method; 4 of the studies dealing with the whole language method are qualitative, 4 of them are quantitative and 1 of them is mixed method. On the other hand, when the findings on prosodic reading are examined, it is seen that it is mostly the subject of qualitative studies. In addition, it was determined that sub-codes were addressed less in quantitative studies compared to qualitative studies and were not addressed in mixed-method studies. It was determined that all of the studies dealing with the phonics instruction were qualitative, while the study dealing with the whole language method was a quantitative study.

When we look at the findings of the reading comprehension category, it is seen that it is the subject of qualitative studies at most and mixed method studies at least. It was found that 13 of the studies on the phonics instruction were qualitative, 1 of them were quantitative and 2 of them were mixed; 4 of the studies on the whole language method were qualitative, 3 of them were quantitative and 2 of them were mixed-method studies. On the other hand, when the findings related to accurate reading are analysed, it is seen that it is the subject of qualitative studies at most and mixed-method studies at least. It was found that 15 of the studies on phonics instruction were qualitative, 6 of them were quantitative, 1 of them was mixed method; 1 of the studies on the whole language method was qualitative, 4 of them were quantitative, 1 of them was mixed method.

When the methodological feature category is analysed on the method axis, it is seen that the findings are the subject of quantitative studies at most and mixed method studies at least. It was also found that 1 of the studies on the phonics instruction was qualitative and 6 of them were quantitative; 2 of the studies on the whole language method were qualitative, 2 of them were quantitative and 1 of them was mixed method. On the other hand, when the findings of the learning category were analysed, it was found that it was the subject of qualitative studies at most and mixed-method studies at least. It was pointed out that 20 of the studies on the phonics instruction were qualitative, 15 of them were quantitative and 4 of them were mixed; 11 of the studies on the whole language method were qualitative, 1 of them was quantitative and 1 of them was mixed method.

### **1. Evaluation of the Phonics Instruction and Whole Language Method in terms of Reading Skills**

The phonics instruction and whole language method in the studies on early literacy teaching in Turkey were analysed in terms of reading skills. The results obtained in terms of reading speed, prosodic reading and reading skills are presented in Table 3.

**Table 3.**

*Findings on Reading Speed, Prosodic Reading, and Comprehension*

		Phonics Instruction			Whole Language Method		
		Qualitative	Quantitative	Mixed	Qualitative	Quantitative	Mixed
Reading Speed	Slow reading	M2, M7, M9, M10, M11, M13, M16, M21, M22, M36	M3, M18, M30, M33	M37	-	-	-
	Speed reading	M8	-	-	M4, M14, M17, M24	M28, M30, M31, M32	M34
Prosodic Reading	Not reading in accordance with punctuation	M2, M10, M28	-	-	-	-	-
	Not reading in accordance with stress and intonation	M4, M9	-	-	-	-	-
	Reading in accordance with punctuation	-	-	-	-	M32	-
Comprehension	Inability to comprehending reading	M1, M2, M5, M6, M9, M10, M11, M16, M20, M21, M22, M23, M36	M29	M25, M26	-	-	-
	Comprehending reading	M4, M8	M18, M30	M40	M15, M17, M24, M36	M28, M32	M31, M26, M34

When we look at the studies in Table 3 that deal with literacy teaching methods and reading speed skills together; almost all of the studies that deal with the phonics instruction concluded that individuals who learn to read through this method read slowly. When the studies on the whole language method are examined, it is mentioned that the reading speed of individuals who learn to read through this method is at a good level in all of the studies. In the study coded M3, it was found that "Although the students were slow in the phonics instruction in speed reading, they were more successful in early reading.", in the study coded M14, it was found that "With the whole language method, the children expressed themselves better and their reading speed was high." and in the study coded M33, it was found that "The reading speed of the students is low, the students read quite slowly.". Based on these findings, it can be stated that the reading

speed of individuals who learn to read through the phonics instruction is weak and the whole language method positively affects the reading speed of individuals.

On the other hand, when the findings related to prosodic reading are examined, it is seen that the existing studies are mostly related to the prosodic reading skills of individuals who learn to read through the phonics instruction. In the study coded M10, which deals with the prosodic reading skills of individuals learning to read through the phonics instruction, it was stated that "The teachers participating in the study stated that another problem experienced in teaching with the phonics instruction was that students had difficulty in learning to use punctuation marks while reading (n=3) and writing." and in the study coded M9, it was stated that "It was determined that the method .. caused problems in reading by paying attention to stress and intonation ...". Based on these quotations and the findings obtained in other studies, it can be stated that individuals who learn to read through the phonics instruction are weak in terms of prosodic reading skills.

When the findings of the comprehension category were analysed in general, it was found that individuals who learnt to read through the phonics instruction could not comprehend what they read in 16 studies. In addition to this, it was determined that in the studies on the whole language method, it was concluded that individuals who learnt to read through this method understood what they read. When the study coded M36 is examined, the statement "When the themes emerged in the research are examined, it is concluded that classroom teachers are of the opinion that the whole language method improves reading comprehension, while the phonics instruction makes reading comprehension difficult." stands out. It can be stated that most of the studies dealing with this issue in the study group have reached similar results. Therefore, from this point of view, when we look at the studies dealing with the comprehension skills of individuals who learn reading through the whole language method and phonics instruction, it can be said that individuals who learn reading through the whole language method understand what they read, while individuals who learn reading through the other method cannot comprehend what they read.

The findings obtained from reading skills in terms of accurate reading skills were analysed. The general distribution of the data obtained as a result of the analyses is presented in Table 4.

**Table 4.**

*Findings on Accurate Reading*

	Phonics Instruction			Whole Language Method		
	Qualitative	Quantitative	Mixed	Qualitative	Quantitative	Mixed
<b>Misspelling</b>	M1, M9, M10, M11,	M19, M30, M38	-	-	-	-

	M22, M23, M36					
Inability to read fluently	M2, M5, M23	M33	-	-	-	-
Correct spelling	-	M35	-	M32	M36	-
Inaccurate reading	M5, M16	M33	-	-	-	-
Difficulty in producing and combining sounds	M5, M15, M39	-	-	-	-	-
Accurate pronunciation	-	M30	M40	M17	-	-
Difficulty in spelling and letters	-	-	-	-	M27	M12
Reading quality	-	-	-	-	M27, M28	-
Fluent reading	-	-	-	-	-	M40

When Table 4 is analysed, it is seen that in almost all of the studies that include the spelling skills of individuals who learn to read through the phonics instruction, it is concluded that individuals who learn to read through this method perform incorrect spelling. For example, in the study coded M36, it was emphasised that the phonics instruction caused incorrect spelling in reading with the statement "In line with the opinions of classroom teachers, it was determined that there was no situation regarding the incorrect division of syllables in the whole language method, while it was concluded that the syllables were divided incorrectly in the phonics instruction.". In addition, it was suggested that individuals who learnt to read through the phonics instruction could not read fluently. On the contrary, it was emphasised that individuals who learn to read through the whole language method perform a qualified reading and spell the words correctly. In addition, it was stated that individuals who learnt to read through the whole language method had difficulty at the syllable and letter stage, while individuals who learnt to read through the other method had difficulty in producing and combining sounds. In addition, only in the study coded M31 was a finding obtained from the statement, "... teachers state that students who learn reading and writing through the whole language method acquire the reading skill accurately, meaningfully and quickly." that individuals who learn reading through the whole language method perform accurate reading. However, since this finding was coded only once, it was not included in the table.

## 2. Evaluation of the Phonics Instruction and Whole Language Method in terms of Learning

The category of "learning" was analysed in depth within the scope of the studies on teaching literacy. The findings obtained are presented in Table 5.



**Table 5.**

*Findings on Learning*

	Phonics Instruction			Whole Language Method		
	Qualitative	Quantitative	Mixed	Qualitative	Quantitative	Mixed
Early start of reading	M1, M4, M10, M11, M14, M15, M22, M24, M36	M3, M28, M30, M32, M35, M38	M40, M34	-	-	-
Preventing memorisation	M1, M11, M24	M3, M32	M34	-	M31	-
Permanent learning	M24	M3, M32, M35	-	M17	M31	-
Inability to perceive the whole	M1, M22	M19, M30, M35	-	-	-	-
Enjoyable learning process	M1, M11, M36	M35	-	-	-	-
Meaningful learning	M22, M24	-	-	M2	-	-
Perceiving the whole	-	-	-	M4, M17, M24	-	-
Easy learning	M10, M13	-	-	M17	-	-
Late start of reading	-	-	-	M14, M17, M36	-	M40
Facilitating learning and teaching	M1, M36	-	M34	-	-	-
Active student participation in the learning process	-	M32	M34	-	-	-
Concrete learning	-	-	-	M2, M17	-	-
Rote learning	-	-	-	M1, M24	-	-
Sentence and word formation earlier	M1	-	M40	-	-	-

According to Table 5, it is noticeable that among the findings of the learning category, the most frequently coded findings are early reading, preventing memorisation and permanent learning. However, considering the focus of the study, it was determined that the findings of preventing memorisation and early reading were confirmed by three research methods. Therefore, it is seen that these findings are significant. As in many studies, in the research coded M1, as can be understood from the statements "Teachers

stated that as the most powerful aspect of the phonics instruction, students started reading earlier through this method than with the whole language method." and "... one of the biggest concerns is that students have difficulty in understanding the whole", it is stated that students who learn to read through the phonics instruction start reading early but cannot perceive the whole. In addition, in the studies, it was stated that the phonics instruction makes the learning process enjoyable, prevents memorisation, facilitates learning-teaching, and allows students to form sentences and words earlier. It was stated that students who learnt through the other method could perceive the whole as well as start reading late. In addition, it is suggested that this method leads to concrete learning and a learning process based on rote memorisation. In the studies analysed, it was concluded that the whole language method increased vocabulary and in a different study, it was concluded that fewer words were derived. However, since these statements were only seen once in 40 studies, they were not involved in the table.

### 3. Evaluation of the Phonics Instruction and Whole Language Method in terms of Methodological Features

Within the scope of the studies on teaching literacy, the category of "methodological features" was analysed in depth. The findings obtained are presented in Table 6.

**Table 6.**

*Findings on Methodological Features*

	Phonics Instruction			Whole Language Method		
	Qualitative	Quantitative	Mixed	Qualitative	Quantitative	Mixed
Being suitable for developmental characteristics	-	-	M34	M17, M24	M31	-
Being suitable for literacy	-	-	-	M17	M31, M32	M12
Being suitable for individual differences	-	M32, M35	-	M17	-	-
Developing creativity	-	M18, M32	M30, M40	-	-	-
Being suitable for the structure of Turkish language	M14	M32	-	-	-	-

When Table 6 is examined, it is noticeable that being suitable for developmental characteristics, being a suitable method for literacy and developing creativity were at most among the findings of the methodological features category. However, when the focus of the study is taken into consideration, it is clear that the findings of being a suitable method for literacy and being a suitable method for developmental characteristics are confirmed by 3 research methods. Therefore, it is seen that these

findings are significant. On the other hand, when the studies dealing with the whole language method are examined, it is concluded that this method is the most appropriate method in terms of reading and writing processes and the developmental characteristics of the students, as seen in the statement "Most of the teachers stated that the whole language method is more effective in teaching literacy thanks to its suitability for the developmental characteristics and individual differences of the students." in the study coded M17. In addition, in the study coded M32, teachers are of the opinion that the phonics instruction "improves the creativity of individuals... and is suitable for the Turkish language structure...". In the studies, there are also statements that the whole language method makes the literacy teaching process difficult, that it is not suitable for individual differences, and that the saccades of individuals who learn to read through this method are fast. In addition, it was also stated that the phonics instruction improves the ability to plan and conduct literacy teaching easily and develops critical thinking skills, and that this method is not suitable for student development and is challenging. However, since these statements were coded only once in 40 studies, they were not included in the table.

### **Conclusion, Discussion and Suggestions**

This systematic review aimed to reveal the findings obtained in terms of reading, learning and methodological features in the studies on the phonics instruction and the whole language method. Within the scope of this purpose, the studies conducted on the phonics instruction and the whole language method were analysed in depth. As a result of the analysis, it was found that the findings in the reading and learning category for the phonics instruction were mostly qualitative, while the data in the methodological features category were mostly obtained from quantitative studies. In general, when the subcomponents in the reading category are examined, it is seen that the outputs of reading speed, comprehension and accurate reading mostly come from qualitative studies. However, quantitative studies are needed to measure these skills, which are not qualitative variables, accurately. When prosodic reading skill is analysed, it is determined that there are very few studies on this skill. It was concluded that the findings of the methodological features category under this method were predominantly quantitative and the outcomes of the learning category were predominantly qualitative. In general, it is seen that the results of the study were obtained from 22 qualitative, 12 quantitative and 6 mixed method studies. Thus, it can be stated that the findings of the study were mainly obtained from qualitative data. Therefore, it is thought that studies addressing these skills in terms of literacy teaching methods should be supported by quantitative and mixed-method studies.

When the findings obtained in the reading category were analysed, it was concluded that individuals who learn to read through the phonics instruction could not read in accordance with emphasis, intonation and punctuation marks. In other words, it can be

stated that individuals who learn to read through this method are not at a sufficient level in terms of prosodic reading. Kaya and Doğan's (2016) study pointing out that the prosodic reading skills of students who learn to read through the phonics instruction are not at a sufficient level also supports this study. Similarly, Baydık and Kudret (2012) concluded in their study that individuals who learn reading through the phonics instruction have difficulty in using punctuation marks. However, in Babayiğit's (2019) study conducted with sixth-grade secondary school students, it was emphasised that students' prosodic reading skills were at an adequate level. Like this study, Yıldız et al. (2023) compared the prosodic reading skills of undergraduate students learning to read through the phonics instruction and the whole language method. In this context, it was found that undergraduate students who learnt to read through the phonics instruction were at a better level in terms of prosodic reading. Therefore, it is seen that the results of this study on prosodic reading overlap with the results of some studies, but there are also studies with contradictory findings in the literature.

When the findings regarding reading speed and comprehension are examined, it has been concluded that individuals who learn to read through the phonics instruction read slowly and have problems with comprehension, while individuals who learn to read through the whole language method read quickly and understand what they read. Therefore, it can be said that the whole language method is more effective in terms of reading speed and comprehension than the phonics instruction. When we look at the studies in the literature, most studies find that individuals who learn to read through the phonics instruction read slowly and have problems with comprehension, which also supports the findings of this study (Akman & İlkay, 2012; Erkul & Erdoğan, 2009; Korkmaz, 2006; Yaşar & Güvey- Aktay, 2015). In Gündüz's (2006) study, similar to this study, it was stated that the phonics instruction is not a suitable method for speedy and meaningful reading. In addition, he stated that the reading and writing speed of individuals who learn to read and write through this method will be low because they read and write a sentence syllable by syllable. In a different study, it was similarly revealed that the phonics instruction prevents fluent and speed reading and delays understanding the text read (Tosunoğlu, 2006). However, contrary to the findings of these studies, Bay (2010) concluded that the reading speed and reading comprehension levels of individuals who learned to read through the phonics instruction were much higher. Similarly, Bilir (2005) emphasized that individuals who learned to read through the phonics instruction acquired fast and meaningful reading skills in a shorter time. In addition to all these studies, in the document review conducted by Baştuğ and Erkuş (2016), it was concluded that the phonics instruction positively affects reading speed and negatively affects reading comprehension. Its findings on reading speed contradict this study, while its findings regarding comprehension overlap with this study. When the studies on the whole language method are considered, it is stated that individuals who learn to read through this method understand what they read and read quickly, similar to this study (Karadağ & Gültekin, 2007; Maviş et al., 2014; Sağırılı, 2019a; Tok et al., 2008; Turan & Akpınar, 2008). Studies conducted with students who learned to read

and write with different methods revealed that students' reading comprehension skills did not differ from each other (Kuşdemir-Kayıran & Karabay, 2012; Şahin, 2011). Therefore, it can be stated that some studies in the literature do not coincide with the findings of this study (Bay, 2010; Bilir, 2005; Kuşdemir-Kayıran & Karabay, 2012; Şahin, 2011).

Considering the findings on accurate reading, it was determined that individuals who learned to read through the phonics instruction read incorrectly and could not read fluently. Avcı and Şahin (2016), Akman and Aşkın (2012), Yıldız et al. (2016) and Tosunoğlu et al., (2008) also reached the same conclusion in their studies. Additionally, it was concluded that individuals who learned to read through the phonics instruction spelled words incorrectly. In most studies, similar to the findings of this study, it is stated that the phonics instruction causes incorrect spelling (Akıncı et al., 2016; Bayat, 2014; Baydık & Kudret, 2012; Bıçak & Susar-Kırmızı, 2013; Kayıkçı, 2008; Korkmaz, 2006; Kutluca-Canbulat, 2013; Şahin et al., 2006; Yaşar & Güvey-Aktay, 2015). However, unlike these studies, Yalçın and Çelik's (2018) study stated that individuals who learned to read through the phonics instruction correctly separated words into syllables.

In addition, it was also found that it is difficult to articulate and combine sounds in the phonics instruction. In Avcı and Şahin's (2016) study, it was suggested that individuals who learned to read through the phonics instruction had problems combining two sounds by reading them separately and combining the sounds. In a different study, it was stated that there were problems in combining and pronouncing some sounds with this method (Yurdakul & Kırmızı-Susar, 2013). Both studies support this study. In addition, it was concluded that there was difficulty in the syllable and letter stages of the whole language method. Similarly, in Çelenk's (2002) study, in his interviews with teachers, it was stated that during the reading process carried out with the whole language method, the problem was mostly experienced in the syllable and letter stages. The same conclusion was reached in the study conducted by Sağırılı (2019b). Therefore, it seems that this study supports the findings of both studies.

On the other hand, according to the findings in the learning category, it was concluded that individuals who learned to read through the whole language method perceived the whole, but those who learned to read through the phonics instruction had problems in perceiving the whole. In addition, it can be said that the phonics instruction provides permanent learning, actively involves the student in the learning process and facilitates this process, and the whole language method provides concrete learning. Güneş et al. (2016) stated that the phonics instruction should actively involve the student in the lesson and increase the permanence of learning. In addition, unlike the other method, it has been determined that the phonics instruction shortens the time spent reading, prevents memorization and provides an enjoyable learning process. In Baştuğ and Erkuş (2016), it is stated that reading and writing are faster in all studies examined using this method. It is also stated in the Ministry of National Education (2009) program that this method prevents memorization.

When we look at the methodological features category, it is concluded that the whole language method is more suitable for the developmental characteristics of the students compared to the other method. In addition, based on the research examined, it has been determined that this method is more suitable for reading and writing. The opinions of 67% of the teachers in Şenel (2004) also support the findings of this study. Likewise, most of the teachers in Çelenk (2002) think that the whole language method is more effective to teach reading and writing. In addition to these results, it was also pointed out that the phonics instruction is suitable for the Turkish language structure and improves the creativity of the students. Similarly, in the primary education program of the Ministry of Education (2009), it was also stated that the phonics instruction is suitable for the Turkish sound structure and improves the creativity of students.

When the categories of reading, learning and methodological features are considered in general, it can be stated that both early literacy teaching methods have their own advantages and disadvantages. Therefore, it can be said that there is no single and perfect method (Akyol & Temur, 2014; Şenel, 2004). When the methods are examined, the prominent feature of the phonics instruction is that individuals read quickly. Therefore, it is believed to hinder individuals from reaching a proficient level in terms of reading speed, reading comprehension, accurate and prosodic reading skills. Gündüz (2006) also supports it by stating that this method enables reading faster than the whole language method, but that it is disadvantageous in terms of effective literacy.

This study is limited to 40 studies on literacy teaching methods in Turkey between 2000-2021. When the results obtained from the study are looked at from a general perspective, it can be seen that the research is mainly based on teachers' opinions. However, in order to measure reading speed and reading comprehension skills effectively, empirical studies based on objective evidence are required. Therefore, it is important to conduct more applied research in this field. It can also be concluded that people who learn to read through the whole language method are at a better level in terms of reading speed, reading comprehension and accurate reading compared to those who learn to read through the other method. In addition, it was also found that individuals who acquired literacy through the phonics instruction did not have a proficient prosodic reading level. Therefore, further research should be carried out to develop skills such as accurate reading, reading speed, reading comprehension, and prosodic reading. Longitudinal studies can also be planned to determine why individuals who learn to read through the phonics instruction are less proficient in terms of fluent reading and reading comprehension skills. Furthermore, reading processes can be examined with eye tracking systems that provide objective data. On the other hand, no conclusion can be reached since there is only one study investigating the prosodic reading skills of individuals who learn to read through the whole language method. In this regard, studies aiming to measure the prosodic reading skills of individuals who are taught literacy through the whole language method in different institutions outside the Ministry of Education (such as Public Education Centers) can be carried out.



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## Genişletilmiş Türkçe Özet

İlk okuma yazma öğretiminin amacı bireye, hayatı boyunca kullanacağı temel dil becerilerinin içerisinde yer alan okuma ve yazma becerilerini kazandırmaktır. Fakat bu beceriler özensiz bir şekilde değil, çağdaş yaşamın şartlarına uygun hızlı, doğru, anlayarak ve tenkit ederek geliştirilmelidir (Parlakıldız, 2019). Okuma yazma becerisinin hemen hemen her derste önemli bir yeri vardır. Bireyin ilk okuma ve yazma becerisinin iyi düzeyde olması öğrenim hayatı boyunca başarısını olumlu yönde etkilemektedir (Akan, 2021). Aslında birçok başarısızlığın altında yatan temel sorun ilköğretimde ilk okuma ve yazma becerisinin iyi bir şekilde kazandırılmamasından kaynaklanmaktadır (Öz, 1996). Özetle, bilgi akışının son derece hızlı olduğu bir çağa ayak uydurabilmek adına okuma kültürünün ve becerisinin en doğru öğretim yöntemiyle edinilmiş olması gerekmektedir. Bu durum, ilk okuma yazma öğretim sürecinin doğru yöntem ile gerçekleştirilmesini önemli ve gerekli kılmaktadır.

Alan yazınındaki bazı çalışmalar ele alındığında Ortabağ-Çevik'in (2006) yaptığı çalışmada, ses temelli öğretim yönteminin okuduğunu anlama, yorumlama, bütünü algılama ve heceleri doğru bölme konusunda etkili olmadığı sonucuna varılmıştır. Bunun aksine ses temelli yöntemi ele alan bazı araştırmalar sonucunda hem okuma mekaniği hem de okuduğunu anlama ile okuma hızı (Krashen, 2002) açısından daha faydalı bir yöntem olduğu ve bu yöntemde diğer yöntemlere nazaran daha hızlı bir şekilde okumaya geçildiği (Akıncı vd., 2016; Bayat, 2014) vurgulanmıştır. Tok vd. (2008), yaptıkları çalışmada her iki yöntemin de sınırlılıklarının olduğunu ve ses temelli yöntemle okuma öğrenen bireylerde dinleme becerisinin daha çok geliştiğini, tatil dönüşlerinde daha az unutma gerçekleştiğini ve bu yöntemin Türkçe ses yapısına daha uygun olduğuna değinmiştir. Gün'ün (2006) çalışmasında ise öğretmenlerin ses temelli yöntem hakkında genel olarak olumlu görüşler ortaya koydukları ve çözümlene yönteminden kaynaklanan sorunların bu yöntemle azaltılabileceğine inandıkları ortaya koyulmuştur. Ulusal ve uluslararası alan yazınında ilk okuma yazma öğretim yöntemlerinin sıkça tartışıldığı ve özellikle en çok kullanılan son iki yöntemin kıyaslandığı görülmektedir. Yapılan çalışmalarda her iki yöntemin de olumlu yönleriyle beraber olumsuz yönlerinin olduğu sonucuna varılabilir.

Yukarıda bahsi geçen araştırmalara bakıldığında çözümlene ve ses temelli öğretim yöntemleriyle gerçekleştirilen araştırmalardan elde edilen sonuçların çeşitlilik gösterdiği tespit edilmiştir. Bu nedenle ilgili çalışmaların birlikte ele alınması ve araştırmaların sonuçlarını bütüncül bir şekilde sunulması oldukça önemli görülmektedir. Ancak alan yazınında her iki ilk okuma ve yazma öğretim yöntemini birlikte ele alan herhangi bir sistematik inceleme çalışmasına rastlanmamıştır. Dolayısıyla bu araştırmanın ilk okuma yazma öğretim yöntemlerinin genel değerlendirmesini alan yazını kapsamında ortaya koyan ilk çalışma olduğu ifade edilebilir. Bu çalışma, tartışma konusu ve araştırmaların odak noktası olmaya devam eden çözümlene ve ses temelli ilk okuma ve yazma öğretim yöntemlerine genel bir bakış sağlaması açısından alan yazınına katkı sağlayacağı düşünülmektedir.

Bu çalışmada ilk okuma yazma öğretim yöntemlerinden çözümlene ve ses temelli yöntemi konu alan araştırmalardan elde edilen sonuçların okuma becerileri, öğrenme ve yöntemsel özellikler açısından incelenerek sistemli bir şekilde sentezlenmesi amaçlandığından sistematik inceleme yöntemi kullanılmıştır. Sistematik inceleme belirli bir araştırma sorusu, konu alanı ya da olguyla ilgili çalışmaların eleştirel ve sistematik bir şekilde belirlenmesi, değerlendirilmesi ve yorumlanması süreci olarak tanımlanmaktadır (Kitchenham, 2004; Moher, vd., 2009; Mueller, vd., 2014). Bu yöntem, açıkça belirlenmiş olan soruların mevcut çalışmalar vasıtasıyla araştırılmasına olanak tanıyan bağımsız bir araştırma yöntemi olarak görülmektedir (Denyer, 2009).

Araştırma sürecinde öncelikle "çözümlene yöntemi", "ses temelli yöntem", "sound-based method", "sound-based sentence method", "phonic based method", "phonic instruction", "whole language instruction", "sentence method", "phonic based instruction" anahtar kelimeleri uzmanlar eşliğinde belirlenmiştir. Belirlenen anahtar kelimeler doğrultusunda Web of Science, ERIC, Ulakbim (Tr-Dizin) ve Google Scholar veri tabanlarında alan yazını taraması yapılmıştır. Bu veri tabanlarında arama yapılmasının temel sebebi, Türkiye'de yapılan çalışmaların çoğunluğunun bu veri tabanlarında taranmasıdır. Tarama sonucunda ilgili anahtar kelimeleri içeren 56 makale tespit edilmiş, çalışmaların ilk önce özet bölümleri gözden geçirilmiş sonrasında yöntem ve bulgular bölümü incelenerek uygun olup olmadıkları tespit edilmiştir. Bu doğrultuda hangi öğretim yönteminin konu edinildiği belli olmayan (n=1), doküman incelemesi yöntemini ele alan (n= 2) ve araştırmanın kapsamına uygun olmayan (n=13) araştırmalar çalışmada kapsam dışı bırakılmıştır. İncelemeler sonucunda toplam 16 çalışma araştırmadan hâriç tutularak belirlenen seçim ölçütlerine uygun 40 makale analiz edilmek üzere MAXQDA programına aktarılmıştır. Nitel veri analiz programına aktarılan araştırmalar ayrıntılı bir şekilde okunarak içerik analizine tabi tutulmuştur. Okumalar sırasında araştırmaların bulguları ve sonuçları belirlenen araştırma soruları kapsamında incelenmiştir. Elde edilen veriler tablolar ve şekiller aracılığıyla okuyucuya şeffaf bir şekilde sunulmuştur.

Araştırmada gerçekleştirilen incelemeler sonucunda ses temelli yöntem ile okuma öğrenen bireylerin vurgu, tonlama ve noktalama işaretlerine uygun bir şekilde okuma gerçekleştiremedikleri sonucuna ulaşılmıştır. Alan yazınındaki araştırmalarda da ses temelli yöntemle okuma öğrenen öğrencilerin prozodik okuma becerisinin yetersiz düzeyde olduğu sonucu bu çalışmayı destekler niteliktedir (Bayat, 2014; Kaya & Doğan, 2016). Ancak Babayiğit'in (2019) ortaokul altıncı sınıf öğrencileriyle gerçekleştirdiği çalışmada öğrencilerin prozodik okuma becerilerinin yeterli düzeyde olduğu vurgulanmıştır. Dolayısıyla çalışmanın prozodik okumaya yönelik sonuçlarının bazı araştırmaların sonuçlarıyla örtüştüğü ifade edilebilir. Ancak alan yazınında farklı sonuçlara ulaşan çalışmaların da olduğu görülmektedir.

Bunun yanı sıra okuma hızına ve anlamaya ilişkin çıktılara bakıldığında, ses temelli yöntemle okuma öğrenen bireylerin yavaş okudukları ve anlama konusunda sorun yaşadıkları, çözümlene yöntemiyle okuma öğrenen bireylerin ise okumalarının hızlı



olduğu ve okuduklarını anladıkları sonucuna ulaşılmıştır. Dolayısıyla ses temelli yöntemden ziyade çözümlene yönteminin okuma hızı ve anlama açısından daha etkili bir yöntem olduğu söylenebilir. Gündüz'ün (2006) çalışmasında da bu araştırmanın sonuçlarına benzer şekilde hızlı ve anlamlı okuma hususunda ses temelli yöntemin uygun bir yöntem olmadığı dile getirilmiştir. Ek olarak bu yöntemle okuma yazma öğrenen bireylerin bir cümleyi hece hece okuyup yazdıkları için okuma yazma hızlarının da düşük olacağını ifade etmiştir. Farklı bir çalışmada ise benzer şekilde ses temelli yöntemin akıcı ve hızlı okumaya engel olduğu ve okunan metni anlamayı geciktirdiği ortaya konulmuştur (Tosunoğlu, 2006). Ancak bu çalışmaların sonuçlarının aksine Bay'ın (2010) yaptığı çalışmada, ses temelli yöntemle okuma öğrenen bireylerin okuma hızlarının ve okuduğunu anlama düzeylerinin çok üzerinde olduğu sonucuna ulaşılmıştır.

Diğer taraftan doğru okumaya yönelik çıktılar göz önünde bulundurulduğunda, ses temelli yöntemle okuma öğrenen bireylerin hatalı okudukları ve akıcı okuyamadıkları saptanmıştır. Avcı ve Şahin (2016), Akman ve İlkay (2012), Yıldız vd. (2016) ile Tosunoğlu vd. (2008) de çalışmalarında aynı sonuca ulaşmıştır. Ayrıca ses temelli yöntemle okuma öğrenen bireylerin kelimeleri yanlış heceledikleri sonucuna ulaşılmıştır. Yapılan çoğu çalışmada da bu araştırmanın sonuçlarına benzer olarak ses temelli yöntemin yanlış hecelemeye neden olduğu ifade edilmektedir (Akıncı vd., 2016; Bayat, 2014; Baydık ve Kudret, 2012; Bıçak ve Susar-Kırmızı, 2013; Kayıkcı, 2008; Korkmaz, 2006; Kutluca-Canbulat, 2013; Şahin vd., 2006; Yaşar ve Güvey-Aktay, 2015). Ancak bu çalışmaların aksine Yalçın ve Çelik'in (2018) çalışmasında ses temelli yöntemle okuma öğrenen bireylerin kelimeleri doğru bir şekilde hecelerine ayırdığı ifade edilmiştir.

Öğrenme kategorisindeki çıktılara göre çözümlene yöntemiyle okuma öğrenen bireylerin bütünü algıladıkları fakat ses temelli yöntemle öğrenenlerin bütünü algılama konusunda sorun yaşadıkları sonucuna ulaşılmıştır. Bunlara ek olarak ses temelli yöntemin kalıcı öğrenmeyi sağladığı, öğrenme sürecine öğrenciyi etkin bir şekilde kattığı ve bu süreci kolaylaştırdığı çözümlene yönteminin ise somut öğrenmeyi sağladığı söylenebilir. Güneş vd. (2016) çalışmasında ses temelli yöntemin öğrenciyi derse aktif bir şekilde katmasını ve öğrenmelerin kalıcılığını artırması gerektiğini ifade etmiştir. Ayrıca diğer yöntemin aksine ses temelli yöntemin okumaya çıkma süresini kısalttığı, ezberin önüne geçtiği ve zevkli bir öğrenme süreci sağladığı saptanmıştır. Baştuğ ve Erkuş'un (2016) araştırmasında da incelenen tüm çalışmalarda bu yöntemde okuma yazmaya hızlı geçtiği ifade edilmektedir. Ayrıca bu yöntemin ezberin önüne geçtiği MEB (2009) programında da ifade edilmektedir.

Yöntemsel özellikler kategorisine bakıldığında, çözümlene yönteminin diğer yöntem nazaran öğrencilerin gelişim özelliklerine daha uygun olduğu sonucuna varılmıştır. Ayrıca incelenen araştırmalardan hareketle bu yöntemin okuma yazma için uygun bir yöntem olduğu belirlenmiştir. Şenel'in (2004) çalışmasında öğretmenlerin %67'sinin görüşü de bu çalışmanın sonucunu destekler niteliktedir. Aynı şekilde Çelenk'in (2002) çalışmasında öğretmenlerin büyük bir kısmı okuma yazma öğretimi için çözümlene yönteminin uygun bir yöntem olduğunu düşünmektedir. Bu sonuçların yanı sıra ses

temelli yöntemin Türkçe dil yapısına uygun olduğu ve öğrencilerin yaratıcılığını geliştirdiği saptanmıştır. MEB (2009) ilköğretim programında da ses temelli yöntemin Türkçe ses yapısına uygun olduğu ve öğrencilerin yaratıcılığını geliştirdiği ifade edilmiştir. Dolayısıyla alan yazınında yapılan çalışmaların sonuçları ve “2009 İlköğretim Programının” bu hususta örtüştüğü söylenebilir.

Genel olarak okuma, öğrenme ve yönetsel özellik kategorileri ele alındığında her iki ilk okuma ve yazma öğretim yönteminin de kendi içerisinde avantajları ve dezavantajları olduğu ifade edilebilir. Dolayısıyla tek ve mükemmel bir yöntemin varlığından söz edilemeyeceği söylenebilir (Akyol ve Temur, 2014; Şenel, 2004). Yöntemler incelendiğinde bireylerin hızlı bir şekilde okumaya çıkması, ses temelli yöntemin öne çıkan özelliğini oluşturmaktadır. Bu durumun okuma kategorisinde yer alan okuma hızı, okuduğunu anlama, doğru ve prozodik okuma becerileri açısından bireylerin yeterli düzeye erişemediklerine sebep olduğu düşünülmektedir. Gündüz’ün (2006), bu yöntemin çözümleme yöntemine nazaran daha hızlı bir şekilde okumaya çıkardığı ancak işlevsel bir okuryazarlık hususunda sakıncalı olduğunu ifade etmesi bu fikri desteklemektedir.

Bu çalışma 2000-2021 yılları arasında Türkiye’de gerçekleştirilen akıcı okuma ve okuduğunu anlama becerilerini ele alan 40 çalışma ile sınırlıdır. Çalışmadan elde edilen sonuçlara genel bir çerçeveden bakıldığında araştırmaların ağırlıklı olarak öğretmen görüşlerine dayalı olduğu görülmektedir. Ancak akıcı okuma becerileri ve okuduğunu anlama becerilerinin daha iyi bir şekilde ölçülebilmesi için görüş ve deneyimlere dayanan araştırma yöntemlerinin ötesinde objektif kanıtlara dayalı ampirik çalışmalara ihtiyaç olduğu düşünülmektedir. Dolayısıyla bu alanda daha fazla uygulamaya dönük araştırmaların yapılması önemli görülmektedir. Çözümleme temelli yöntem ile okuma öğrenen kişilerin diğer yöntemle öğrenenlere nazaran okuma hızı, okuduğunu anlama ve doğru okuma açısından daha iyi seviyede oldukları sonucuna ulaşılmıştır. Ayrıca ses temelli yöntemle ilk okuma ve yazma öğrenen bireylerin prozodik okuma açısından yeterli düzeyde olmadıkları belirlenmiştir. Ses temelli yöntemle okuma öğrenen öğrencilerin ilk okuma yazma sürecine ilişkin doğru okuma, okuma hızı, okuduğunu anlama ve prozodik okuma gibi becerilerin geliştirilmesine yönelik çalışmalar gerçekleştirilmelidir. Ayrıca ses temelli yöntemle okuma öğrenen bireylerin neden akıcı okuma ve okuduğunu anlama becerileri açısından yetersiz düzeyde olduklarını tespit etmeye yönelik boylamsal çalışmalar planlanabilir. Ayrıca gerçekleştirilmesi önerilen bu araştırmalarda okuma süreçleri, nesnel veri ortaya koyan göz izleme sistemleriyle incelenebilir. Diğer taraftan çözümleme temelli yöntemle okuma öğrenen bireylerin prozodik okuma becerilerini araştıran yalnızca bir araştırma olmasından dolayı herhangi bir sonuca ulaşamamaktadır. Dolayısıyla MEB dışındaki farklı kurumlarda (Halk eğitim merkezleri gibi) çözümleme temelli yöntem ile okuma yazma öğretilen bireylerin prozodik okuma becerilerini ölçmeyi amaçlayan bir araştırma gerçekleştirilebilir.

**Ethics Committee Approval:** Since this study did not involve any living organisms, no ethical approval document was required. In addition, scientific ethical rules were complied with in this study.

**Peer Review:** This study was peer-reviewed.

**Authors' Contribution:** The authors contributed equally to this research.

**Conflict of Interests:** The authors have no conflict of interest to disclose.

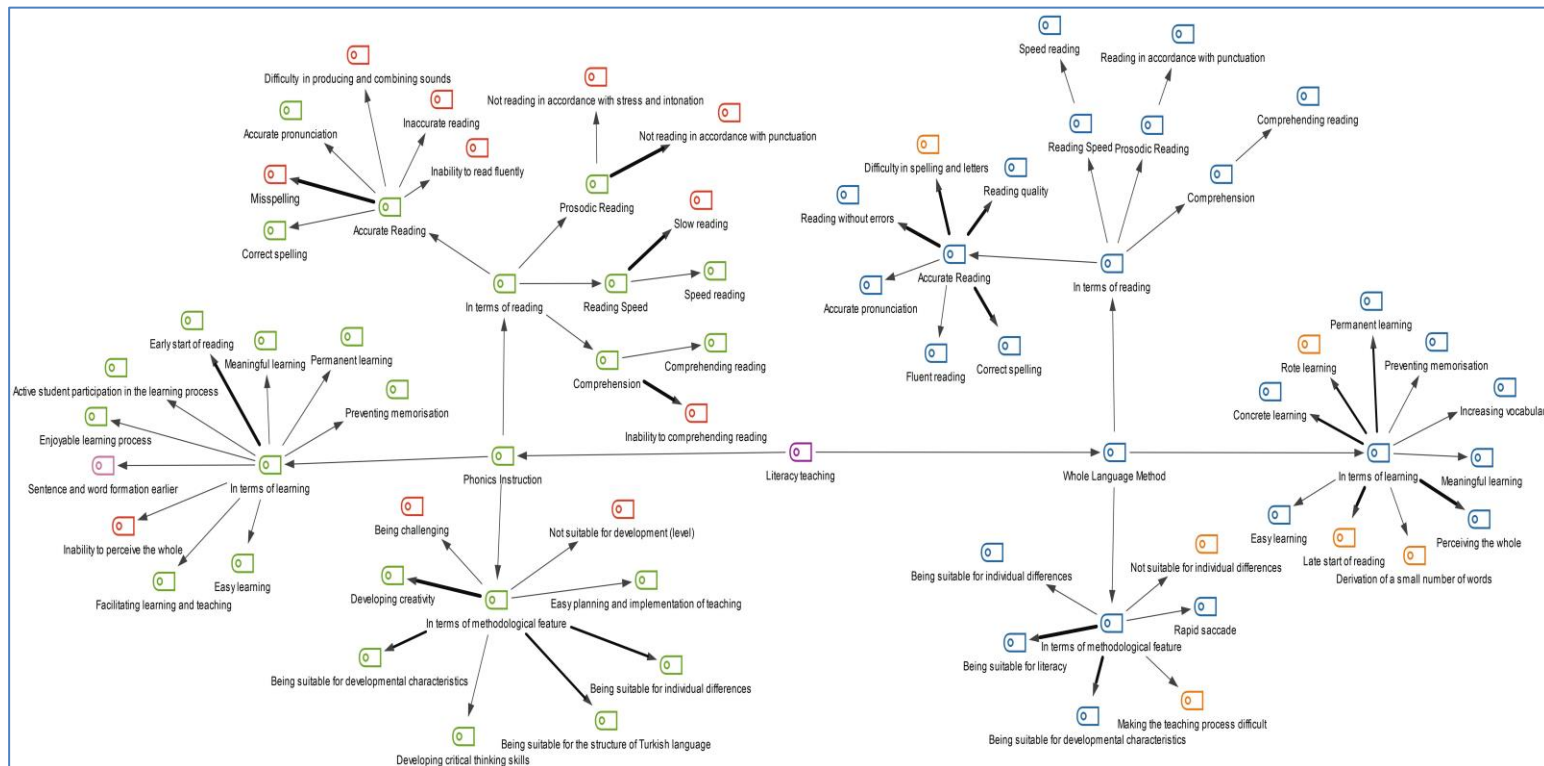
**Financial Disclosure:** No financial support was received for this research.

<b>Authors</b>	<b>Contact</b>
Elif Akan	Ataturk University, Faculty of Education, Türkiye E-mail: elif.akan15@ogr.atauni.edu.tr
Meryem Özdemir Cihan	Ataturk University, Faculty of Education, Türkiye E-mail: meryem.ozdemir@atauni.edu.tr
Engin Kurşun	Ataturk University, Faculty of Education, Türkiye E-mail: ekursun@atauni.edu.tr
Mine Yıldız	Ataturk University, Faculty of Education, Türkiye E-mail: mine.yazici@atauni.edu.tr
Melike Aydemir Arslan	Ataturk University, Open and Distance Education Faculty Türkiye E-mail: melikeaydemir@atauni.edu.tr

## Appendices

### Appendix 1.

#### Code, Category and Theme Relationships



## Appendix 2.

### Components Related to the Studies Included in the Research

Code	Reference	Research Method	Sample	Data collection tools
M1	Akıncı, M., Bektaş, S., Gülle, T., Kurt, S. & Kurt, Y. (2016). Ses temelli cümle yöntemi ile okuma-yazma eğitimi. <i>Boğaziçi Üniversitesi Eğitim Dergisi</i> , 33(2), 97-115.	Qualitative	Student/Teacher	Observation/ Interview
M2	Akman, E. & Aşkın, İ. (2012). Ses temelli cümle yöntemine eleştirel bir bakış. <i>Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi</i> , 3(1), 1-18.	Qualitative	Teacher	Interview
M3	Aktürk, Y. & Mentiş Taş, A. (2011). İlk okuma-yazma öğretiminde "ses temelli cümle yöntemi"nin uygulanmasına ilişkin öğretmen görüşleri (Şanlıurfa/Viranşehir örneği). <i>Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi</i> , 2(1), 27-37.	Quantitative	Teacher	Questionnaire
M4	Arlantaş, H. İ. & Cinoğlu, M. (2010). İlkokuma yazma öğretiminde ses temelli cümle yöntemiyle çözümlene yönteminin karşılaştırılması. <i>İnönü Üniversitesi Eğitim Fakültesi Dergisi</i> , 11(1), 81-92.	Qualitative	Teacher	Interview
M5	Avcı, Y. E. & Şahin, M. (2016). Ses temelli okuma-yazma öğretiminde sınıf öğretmenlerinin karşılaştığı sorunların incelenmesi. <i>Sosyal Bilimler Enstitüsü Dergisi</i> , (6-7), 59-79.	Qualitative	Teacher	Observation /Interview / Document review
M6	Aybek, B. & Aslan, S. (2014). Birleştirilmiş sınıflarda görev yapan öğretmenlerin ses temelli cümle yönteminin uygulanmasında yaşamış oldukları sorunlara ve çözüm önerilerine yönelik görüşlerinin incelenmesi (Nitel bir araştırma). <i>Turkish Studies</i> , 9(5), 251-263.	Qualitative	Teacher	Questionnaire /Interview
M7	Babayiğit, Ö. & Erkuş, B. (2017). İlk okuma yazma öğretimi sürecinde sorunlar ve çözüm önerileri. <i>Erzincan Üniversitesi Eğitim Fakültesi Dergisi</i> , 19 (2), 271-284.	Qualitative	Teacher	Observation/ Interview
M8	Bay, Y. (2010). Ses temelli cümle yöntemiyle ilk okuma yazma öğrenen ilköğretim birinci sınıf öğrencilerinin okuma yazma hızları ve okuduğunu anlama düzeyleri. <i>Ahi Evran Üniversitesi Eğitim Fakültesi Dergisi</i> , 11 (1), 257-277.	Qualitative	Student	Observation / Document review
M9	Bayat, S. (2014). Sınıf öğretmenlerinin ilkökuma yazma programının uygulanmasında karşılaştıkları güçlüklerle ilişkin görüşleri. <i>İlköğretim Online</i> , 13(3), 759-775.	Qualitative	Teacher	Interview

<b>M10</b>	Baydık, B. & Kudret, Z. (2012). Öğretmenlerin ses temelli cümle yönteminin etkilerine ve öğretim uygulamalarına ilişkin görüşleri. <i>Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi</i> , 45(1), 1-22.	Qualitative	Teacher	Interview
<b>M11</b>	Bıçak, E. & Susar Kırmızı, F. (2013). Öğretmen görüşlerine göre ses temelli cümle yöntemine ilişkin uygulamalarda öğrenci ve velilerin değerlendirilmesi. <i>Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi</i> , 13(1), 193-210.	Qualitative	Teacher	Interview
<b>M12</b>	Çelenk, S. (2002). İlkokuma-yazma öğretiminde karşılaşılan sorunlara ilişkin öğretmen görüşleri. <i>İlköğretim Online</i> , 1 (2), 40-47.	Mixed	Teacher	Questionnaire / Interview
<b>M13</b>	Çelik Şen, Y. & Şahin Taşkın, Ç. (2010). Yeni ilköğretim programının getirdiği değişiklikler: Sınıf öğretmenlerinin düşünceleri. <i>Yüzüncü Yıl Üniversitesi, Eğitim Fakültesi Dergisi</i> , 7(2), 26-51.	Qualitative	Teacher	Interview
<b>M14</b>	Develi, K. (2021). Application of Sentence-Based Sound Teaching Method for First Reading and Writing in Education. <i>Participatory Educational Research</i> , 8 (2), 330-356.	Qualitative	Student	Interview
<b>M15</b>	Duran, E. & Çoban, O. (2016). Ses temelli cümle yöntemine yönelik öğretmen görüşleri. <i>Pegem Eğitim ve Öğretim Dergisi</i> , 1 (3), 17-22.	Qualitative	Teacher	Interview
<b>M16</b>	Erkul, Ö. & Erdoğan, T. (2009). The problems and suggestions encountered during the implementation of the sound based sentence method. <i>Procedia Social and Behavioral Sciences</i> , 1, 2294-2300.	Qualitative	Teacher	Interview
<b>M17</b>	Karadağ, R. & Gültekin, M. (2007). İlkokuma yazma öğretiminde çözümlene ve bireşim yöntemlerinin etkililiğine ilişkin öğretmen görüşleri. <i>Eğitimde Kuram ve Uygulama</i> , 3(1), 102-121.	Qualitative	Teacher	Interview
<b>M18</b>	Karaman, M. K. & Yurduseven, S. (2008). İlk okuma yazma programına ilişkin öğretmen görüşleri. <i>Uşak Üniversitesi Sosyal Bilimler Dergisi</i> 1(1), 115-129.	Quantitative	Teacher	Questionnaire
<b>M19</b>	Kayıkçı, K. (2008). İlköğretim müfettişleri ve öğretmenlerin ses temelli cümle öğretim yönteminin uygulamasına ilişkin görüşleri. <i>Kuram ve Uygulamada Eğitim Yönetimi</i> , 55 (55), 423-457.	Quantitative	Inspector/Teacher	Scale
<b>M20</b>	Kırmızı Susar, F., Bıçak, E., Duran, A. & Batmaz, G. (2012). Teacher views on initial literacy instruction with the sound based sentence method. <i>Procedia - Social and Behavioral Sciences</i> , 46, 3642-3648.	Qualitative	Teacher	Form



<b>M21</b>	Koç, R. (2012). Okuma yazma öğretimi yöntemleri ve "ses temelli cümle yöntemi" uygulaması. <i>Turkish Studies</i> , 7(4), 2259-2268.	Qualitative	Teacher	Interview
<b>M22</b>	Korkmaz, İ. (2006). Yeni ilköğretim birinci sınıf programının öğretmenler tarafından değerlendirilmesi. <i>Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi</i> , (16), 419-431.	Qualitative	Teacher	Form
<b>M23</b>	Kutluca-Canbulat, A. N. (2013). Ses temelli cümle yöntemi ile ilk okuma yazma öğretiminde anlamlı okumayı etkileyen unsurlar. <i>Mediterranean Journal of Humanities</i> , 3(2), 173-173.	Qualitative	Student/ Parent/ Document	Observation /Interview / Document review
<b>M24</b>	Maviş, F. Ö., Özel, Ö. & Arslan, M. (2014). İlk okuma yazma öğretiminde cümle çözümlene ve ses temelli cümle yönteminin öğretmen görüşleri doğrultusunda karşılaştırılması (Tokat ili örnekleme). <i>The Journal of Academic Social Science Studies</i> , 8(28), 481-481.	Qualitative	Teacher	Form
<b>M25</b>	Sagırlı, M. & Kadioğlu Ateş, H. (2016). A research on reading comprehension levels of fifth-grade students who learned to read and write for the first time with sound-based sentence method. <i>Journal of Education and Training Studies</i> , 4 (3), 63-71.	Mixed	Student	Achievement test
<b>M26</b>	Sagırlı, M. (2020) Comparison of reading comprehension levels of literate learners with different methods, <i>Education 3-13</i> , 48(1), 100-117.	Mixed	Student	Achievement test
<b>M27</b>	Sağırılı, M. (2019). Cümle yönteminin ilk okuma-yazma öğretimi üzerindeki başarısının öğretmen açısından değerlendirilmesi. <i>Ekev Akademi Dergisi</i> , (78), 351-370.	Quantitative	Teacher	Questionnaire
<b>M28</b>	Sağırılı, M. (2019). Cümle ve ses temelli cümle yöntemi ile ilk okuma-yazma öğretiminin mukayeseli değerlendirilmesi. <i>Turkish Studies - Educational Sciences</i> , 14(5), 2601 - 2621.	Quantitative	Teacher	Questionnaire
<b>M29</b>	Şahin, A. (2010). Kırsal kesimde görev yapan öğretmenlerin ilk okuma ve yazma öğretiminde karşılaştıkları problemler. <i>Education Sciences</i> , 5 (4), 1738-1750.	Quantitative	Teacher	Questionnaire
<b>M30</b>	Şahin, İ., İnci, S., Turan, H. & Apak, Ö. (2006). İlk okuma öğretiminde ses temelli cümle yöntemiyle çözümlene yönteminin karşılaştırılması. <i>Milli Eğitim Dergisi</i> (171), 109-129.	Quantitative	Teacher	Questionnaire
<b>M31</b>	Tok, Ş. (2001). İlkokuma yazma öğretiminde kullanılan yöntemlerin değerlendirilmesi. <i>Kuram ve Uygulamada Eğitim Yönetimi</i> , 7(26), 257-275.	Quantitative	Teacher	Questionnaire

<b>M32</b>	Tok, Ş., Tok, T. N. & Mazı, A. (2008). İlkokuma yazma öğretiminde çözümlene ve ses temelli cümle yöntemlerinin değerlendirilmesi. <i>Kuram ve Uygulamada Eğitim Yönetimi</i> , (53), 123-144.	Quantitative	Teacher	Questionnaire
<b>M33</b>	Tosunoğlu, M., Tosunoğlu, N. & Arslan, F. (2008). 2005 İlköğretim Türkçe dersi öğretim programı'na göre yapılan ilk okuma ve yazma öğretiminin okuma becerisi açısından değerlendirilmesi. <i>Ticaret ve Turizm Eğitim Fakültesi Dergisi</i> , (2), 117-133.	Quantitative	Student	Document review
<b>M34</b>	Turan, M. & Akpınar, H. (2008). İlköğretim Türkçe dersi ilkokuma-yazma öğretiminde kullanılan ses temelli cümle ve bitişik-eğik yazı yöntemlerinin değerlendirilmesi. <i>Fırat Üniversitesi Sosyal Bilimler Dergisi</i> , 18(1), 121-138.	Mixed	Teacher	Questionnaire / Interview
<b>M35</b>	Akyol, H. & Temur, T. (2014). Ses temelli cümle yöntemi ve cümle yöntemi ile okuma yazma öğrenen öğrencilerin okuma becerilerinin öğretmen görüşlerine göre değerlendirilmesi. <i>Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi</i> , 5 (9), 79-95.	Quantitative	Teacher	Scale
<b>M36</b>	Yaşar, Ş. & Güvey-Aktay, E. (2015). Okuma becerisi açısından cümle yöntemi ve ses temelli cümle yöntemi. <i>Turkish Studies</i> , 10(7), 1-18.	Qualitative	Teacher	Interview
<b>M37</b>	Yıldırım, K. (2007). "Yazılı program" ve "uygulanan program" kavramları açısından "ses temelli cümle yöntemi"nin değerlendirilmesi. <i>Milli Eğitim Dergisi</i> , 175, 25-45.	Mixed	Teacher	Questionnaire / Interview
<b>M38</b>	Yıldız, B., Üredi, L. & Akbaşlı, S. (2016). Ses temelli cümle yönteminin öğretmen görüşlerine göre değerlendirilmesi. <i>Route Educational and Social Science Journal</i> , 3(1), 255-269.	Quantitative	Teacher	Questionnaire
<b>M39</b>	Yurdakul, İ.H. & Susar Kirmizi, F. (2013). Views and insights of elementary teacher candidates on sound-based sentence method (case of Pamukkale University). <i>Procedia - Social and Behavioral Sciences</i> , 106, 3303 – 3311.	Qualitative	Student	Questionnaire
<b>M40</b>	Sahin, I. (2006). Changing Emphasis: Rethinking Turkey's Early Literacy Instruction. <i>Online Submission</i> .	Mixed	Teacher /Student	Interview/ Test