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THE EVALUATION OF THE SYLLABLE PERIOD IN THE LITERACY TEACHING PROCESS WITH THE PHONIC BASED SENTENCE METHOD

ABSTRACT

The purpose of this research is to evaluate the syllable period which is used in reading and writing teaching process of first grade primary school by the views of teachers and parents and the videos which are recorded in classes.

The parents of the students and first grade teachers working in the district of Aydın in 2008-2009, constitute the sample of this study. 6 teachers chosen from 3 different socio-economic level schools, take part into this research and 2 teachers were taken into research from each 3 different schools. Interviews were done with the participants in the syllable period. The parents are included in the sample and chosen randomly from each classes. 6 teachers and 6 parents constitute the sample group. Both two groups constituted from teachers and parents are appropriate for Patton(1990)'s maximum variation sample.

Semi-structured interview is used in the interviews which are conducted with teachers and parents by asking open-ended questions to the participants. Also, observation what kind of qualitative research technique is used in this research to get more detailed information about our problem. The observations are taken in to record by the video recorders after the permission of the essential institutions.

It is concluded from the conversations made with parents that pre-school education has positive effect to reading and writing education, students starts to read easily with the help of phonic based sentence method when compared with the deductive method and handwriting is difficult for students. It is concluded from the interviews made with teachers that the support of parents is very important in the first grade education, pre-school education creates positive effects on learning reading and writing, teachers do not participate in in-service education about phonic based sentence method during the year that we make interviews. It is concluded from the video records

that there are some problems with handwriting, consonant letters are difficult to sound, letters learnt by memorizing are forgotten over time, methods and techniques of teachers change in different socio-economic level schools and it is difficult to learn the open syllables.

KEYWORDS: Phonic Based Sentence Method, Literacy Teaching, Teaching, Syllable Period.