

A NEW METHOD SUGGESTION FOR THE STUDENTS WHO HAVE LEARNING DISABILITY IN FIRST READING AND WRITING: VOCAL AND SYLLABLE BASED SENTENCE METHOD¹

Kısmet DELİVELİ

Muğla Sıtkı Koçman Üniversitesi, Eğitim Fakültesi, Muğla

dkismet@mu.edu.tr

ABSTRACT

The purpose of this study is, to suggest a new method to the teachers who teaches to the students who have difficulty in first reading and writing. For this purpose, the phases of “Vocal Based Sentence Method” which has been carried out since 2005 is examined, by taking views of five experienced teachers the difficulties encountered during these method practice are established and “Vocal and Syllable Based Sentence Methods developed. According to this, in those method practices with the help of “Vocal Based Sentence Method” a mixed method which is taught to ease the teaching of “syllable-word-sentence” structures the student have difficulty to understand is used. During the practice of the method the vocal line of “Vocal Based Sentence Method” is not changed but, a change has been made in the number of the groups. Those vocals and their groups are like this: First Group: “e, l, a, t, i, o, n” Second Group: r, m, u, k, ı, y, s” Third Group: d, ö, b, ü, ş, z, ç, g” Fourth Group: c, p, h, ğ, v, f, j. With those method practices, when the teaching of first group vocals and syllable- word-sentence teaching is completed, by repeating the formations of the vocals in the mouth they are reminded to the children. By mazelily combining the first group vocals, new open and closed syllables are formed. By combining the syllables new words, by adding vocals or syllables at the end of the words different words are obtained. Those structures are transformed to a chart and hanged on the class board. Some of the sentences that has been formed are hanged to the sentence board by writing on the notecards . After making students read and write those sentences sufficiently, vocal-word-sentence formations are pointed out. Also the sentences that has been formed are turned in to texts and written to the text notebooks. The texts are prepared by the teacher in a big size (50x70) and hanged on the class board. All of those texts are combined and turned into a “class text notebook”. For the students to be able to study again, the syllable-word-sentences that have been obtained from the first group are transformed to the work sheets and passed out to them. Similarly when the process with the second, third and fourth group vocals is finished the ability of fluent reading skills of the students are improved and practices intended for vocals and words they have difficulties to write are placed.

Key Words: Reading and writing teaching, Children with learning disability, vocal and syllable based sentence method

Introduction

Up till now around the world and in Turkey, in first reading and writing teaching many methods and technics has been used. Some of them are, the alphabet method based on teaching the recognizing and pronouncing the words; the phonetic method based on the phonemes that show the vocals and vocal goroups’; the syllable method based on the syllable, one of the meaningless language elements; the word method based on the word which is one of the significant elements also; the kinesthetic method that teaches the words with pictures; the sentence method which accepts the sentence as the starting point and the story method which based on a story that tells an accurate event, thought and emotion depending on time and space. (Calp, 2009; 66)

Binbaşıoğlu (2004; 170) subsume those methods under two headlines, synthesis (composition) and solution (decoding,analysing). Çelenk (2005;50) searches the methods of word and vocal (phonetic) as synthetic methods; the methods of word, sentence and story under the titel of analytic methods and adds mixed methods to the third headline. Güteryüz (2002; 43) handle those approaches under three titles ,“synthetic approach” “analytical approach” and “mixed/ eclectic approach”.

Güneş (2005;136-137), who makes statements about how the mixed methods are formedpoints out that mixed methods can be the methods that are formed by mixing the analysis and synthesis methods and the mixed methods may have different practices. According to Güneş (2000; 44-45), there are nearly

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50 methods in the field of reading and writing. Those methods are synthesis, analysis and mixed methods. The synthesis methods composed of the Letter (alphabet), vocal (phonetic), syllable methods are the oldest methods and barely used today. Each and every method are named after the first element that it starts to teach reading. Which means, the word method starts with words, vocal method start with vocals and syllable method start with syllables. Later on those strong elements combine and the words and sentences are formed. Analysis methods came up after 1990's. This method group is formed from word, clause, sentence and story methods. In analysis method, each element is read and dwelled on their meaning and then analysed. Namely sentences are separates to words, syllables and letters. Mixed methods are formed by mixing analysis and synthesis methods. Mixed methods consists many methods like letter-phonetic, phonetic- syllable, sentence- letter, word-story methods. For the eclectic method, the phases of analysis and synthesis methods are respectively used.

Unlike Güneş, some of the theoreticians describe the mixed practices as prototype methods and criticize them since they are not useful. For example, Cemaloğlu (2000;67) describes the mixed method as an implementation of induction and deduction methods. Öz (2005;12) interpret those implementations as an accelerated version of sentence method. Göçer (2008;9) handle it as a method to teach reading and writing as soon as possible.

All around the world the mixed method practices are used and the choice of the method is up to the teacher. In our country, for many years it has been told that one type of teaching method must be used in reading and writing teaching. Still experienced teachers use mixed methods to troubleshoot the problems they encounter. During those implementations the teacher try new ways like mixing sentence-vocal, vocal-syllable. The first person to point out this situation, Çelenk (2002;40) has stated that teachers use mixed methods to clear away the difficulties during the teaching period. He himself developed the "Hierarchical Synthesis Method". In his method teaching starts with introducing eight vowels. In the second base as a result of mixing vowels and consonants open and closed syllables are obtained and then sentences are formed. (Çelenk; 2005;67) Another method which will be examined under the line of mixed method is "Vocal Based Sentence Method", improved by Güneş. In this modern education method it is aimed to teach reading and writing to the students in a short term. In this method, first reading and writing teaching starts with vocals. First, the vocals are felt by the students. That is why the vocals are related to the daily life. After giving some significant vocals, respectively from vocals to syllables, words and in the end sentences are) reached.

Like Çelenk and Güneş, Deliveli too has brought different methods together and developed mixed method. Vocal Focused Sentence Method(2007), Associative Vocal Teaching Method (2009), Vocal Associated Integrated Word Method (2011), Vocal Based Language Teaching Method (2012), Drama Supported Vocal Teaching Method (2012), Lyrics Based and Rythim Supported Reading and Writing Teaching Method (2012) Subject Based Language Teaching Method (2012), Action Based Language Teaching Method (2012) are some of those methods. In these studies it was pointed out that by differently bringing together the vocal- syllable- word- sentence methods mixed methods might be improved.

In teaching and writing teaching, it is not true to force the teacher to use one type of method. It is possible to teach with different implementations and approaches. Many methods particular to Turkish language may be developed like letter, vocal, syllable, word, sentence, clause, story methods. And if tried and used successful results may be taken from those methods too. Therefore different methods must be developed and the teachers and academicians who are interested in this subject must keep searching different methods.

Method

The teaching difficulties encountered in normal classes in first grade level are mostly because of the children's individualistic differences and this may effect their success on the process of reading and writing. These differences can arise from the lack of basic knowledge and abilities to be ready to reading and writing of the children, preschool living or the children's being different from their equals in a cognitive angle. Therefore it becomes unavoidable that the teachers use individualistic teaching practices in first reading and writing in classes in which individual differences may affect success recognizably. The objective of this study is to propose a new method to the teachers having difficulties with the children in first reading and writing. For this objective the practices about "Vocal Based Sentence Method" which has been carried out since 2005, are examined, the children who have learning difficulties in first grade during first reading and writing activity are observed, the difficulties encountered during this activity has been established by taking the views of five experienced teachers who have first grade experience. By considering the structural properties "Vocal and Syllable Based Sentence Method" is developed. Evaluating in terms of reading and writing teaching methods "Vocal and Syllable Based Sentence Method" is mixed special to Turkish, evaluating in terms of practices it can be evaluated under the line of special methods.

Findings and Commentary

Phases of Vocal Based Sentence Method

According to "Vocal Based Sentence Method" that has been implemented in our country since 2005-2006 academic year, reading and writing teaching starts with vocals. In these method implementations vocals separated into groups and reading and writing teaching is completed by following the vocal line in the group. According to this these groups compose of those vocals: First Group: e, l, a, t, Second Group: i, n, o, r, m, Third Group: u, k, ı, y, s, d, Fourth Group: ö, b, ü, ş, z, ç, Fifth Group: g, c, p, h, Sixth Group: ğ, v, f, j. After giving some vocals that can make up significant, from vocals to syllables, to words and sentences are reached. For example, after teaching the "e, l" vocals the structures like "el, ele, el ele" are obtained. The phases of this method is, "preparation to first reading and writing, starting first reading and writing (feeling the vocal, writing and reading the letter, reading and writing syllables from letters, words from syllables, sentences from words, forming texts) freereading and freewriting. With the "Vocal Based Sentence Method" reading and writing teaching is carried out depending upon listening and talking skills, integrated with visual reading and writing field. Starting reading and writing teaching with vocals, significant syllables and words by integrating vocals helps to obtain sentences in a short time. As in Turkish every letter fullfills one letter, this method is convenient for Turkish vocal structure.

The Problems of The Children Who Have Learning Disorder in Teaching Reading and Writing

Five volunteer teachers, living in Muğla have supported the study. In the selection of the teachers the condition of teaching more than six times to the first grades seeked.

Name of The Teacher	Age	Sex	Seniority	Experience of First Grade	The School He Works
Özkan Deniz (T1)	48	Male	27	8	Dumlupınar İlkokulu
Hürriyet Uygur (T2)	49	Male	29	10	Türdü İlkokulu



Cengiz Barut (T3)	47	Male	26	10	Koca Mustafa Efendi İlkokulu
Enver Prinçcioğlu(T4)	58	Male	33	6	Atatürk İlkokulu
Nurten Koçar (T5)	43	Female	25	7	Şehit Yarbay Alim Yılmaz İlkokulu

(T1) “The most important difficulty of Vocal Based Sentence Method which is being used right now is the children have difficulty in seeing the detail. Because little children perceive the incidents as a whole. They have difficulty in seeing the detail. Especially when it comes to the phase of syllable they have difficulties.” (T2) “While practicing Vocal Based Sentence Method, there has been some situations that i had to use mixed method practices. Because while practicing Vocal Based Sentence Method some children have difficulties with syllables. As there are no notecards in this method, children had difficulties in understanding the voices. There has been some problems in understanding the words too. The biggest problem was especially occurred during syllables practice. They United the syllables wrong. (like Po-şet, poş-et).”

(T4) “During the implementations of Vocal Based Sentence Method the children may forget the vocal. You need to repeat and make them remember. During repetitions i don’t go back to start. I just repeat the vocals he forgets. In some cases we have to use mixed methods. While practicing Vocal Based Sentence Method after a while, after giving 5-10 vocals we turn back to the syllable method. With the help of Vocal Based Sentence Method we mix syllable and word methods with vocal method.”

(T3) “If i had the chance to choose i would use mixed method. With the Vocal Based Sentence Method he reads quick but the speed of reading is slow. Some students may have difficulties in reading with this method. In this situation we use syllable, word, sentence methods. During the practices some students may mistake the vocal, syllable and word. Some students have difficulties in learning alveolars. Some students may have difficulties in learning “k,b,h,t,p,g,l” voices. Some can make mistakes while writing “p-b, k-g”. By making them read more i try to make them understand the differences between. It is important to be able to improve the children’s skills of understanding while reading but they need time for this.

(T5) I have used both sentence method and Vocal Based Sentence Method. I like Vocal Based Sentence Method. But there may be some who have difficulties. That is why while practicing Vocal Based Sentence Method after giving first ten vocals, necessarily, level groups are formed and i use mixed methods. While working with these groups sometimes i use syllable, sometimes word methods. While inductioning instead of repeating the vocals, for some students deductioning is a way. While reading vocals (p-b, d-t, f-v, k-g) are mistaken with vocals and repetition may be needed.

Children With Learning Disabilities

Learning disability is a term used for the individual groups who have difficulties in academic skills such as; reading, writing, reporting the data, spoken language, written language or thinking skills but have average or above average intelligence. (Mastropieri ve Scruggs, 2004; Heward, 2003; Akt: Özmen, 2010; 336). In Turkey, legally, learning disability according to Special Education School Regulation’s Article 4, passage “k” is used for identifying the children who is not exclusive in terms of intelligence level and because of the physical and cultural inadequacy of the environment he grew doesn’t have interest and experience in education or who have difficulties in understanding, telling, reading, writing, drawing, recognition and conceptualization devoted to the organic or functional reasons. (MEB, 1990)

In recent years with the concept of learning disability, concepts like learning disorder, and lack of learning are used. Some researchers claim that it wouldn't be true to classify the learning disorder by pointing out every children's problem may be in different fields and in different levels. Although they are different with regard to their features, it is stated that, most of them have common characteristics. Most of these children have problems in the area of socially and individually improvements, attention disorders and hypermotility. (Aral and Gürsoy, 2007; 209-214) But these children may learn some subjects quick and easy. (Friend and Birsuck, 2006; Levis ve Doorlag, 2003; akt. Melekoğlu, 2010; 91).

Generally learning disorder does not emerge depending one factor. Most of the learning disorders emerge after the content of the curriculum, basic knowledge level of the children, cognitive skills, teaching procedures, convenience of the teaching materials, self trust of the student, expectation of success, value of learning and meaning.

Generally, learning disorder is considered as showing itself in using language skills. This disorder is felt like an insufficiency in listening, talking and reading and writing of the students. Especially insufficiencies during the process of learning reading and writing affects the success of the student at school. Learning disorder is generally starts in school period and first grade. As a result of the academic failure social problems may occur. That is why learning disorder must be identified in the early years and teaching preparations must be made for the children (Özmen, 2010; 335).

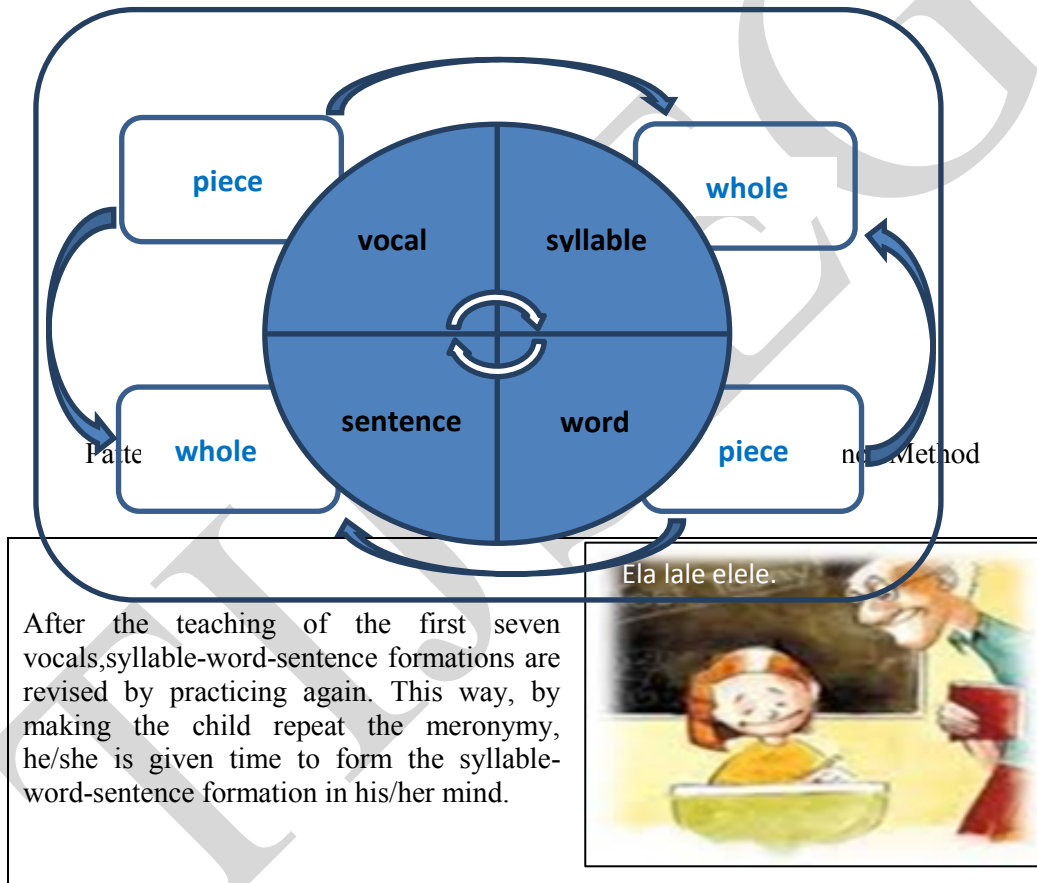
Observations That Are Made in the Classroom


According to the observations that are made in the classroom, in the first grade, the children who have problems in learning during the reading and writing practices, despite mentally showing a normal improvement, can have problems in listening, speaking, reading, writing and reasoning. These children are easily spotted by the teacher because they get bored during the listening, speaking and especially reading and writing practices, and have problems during the reading and writing education such as writing vaguely, misusing the letters and punctuation marks, and spelling. For instance, these children, as well as mistaking the letters and numbers for each other like "b-d, d-t, m-n, g-y, 2-5", they can write the syllables adversely, like "ab- ba". Similarly, they may write a word that they are supposed to note down from the board like how it looks from the mirror. Some children can add letters and syllables to words like this: "gelir- geliri, kelime-keelime". Some children can write the words in a sentence without putting a blank between them, like "Alilaleal". And some children can make mistakes in reading as they write the sentence from right to left. Therefore, because of the problems in reading and writing, these children can have problems in understanding the vocal-syllable-word-sentence formations. Besides, handwriting of these children can be more vague and slower in comparison with their peers. When the reading skills of these children are evaluated, it is seen that they similarly make mistakes in "omitting, adding, reversing and word recognition.". Similarly, during the reading practices, they can mistake the letters such as "b-p, k-g, ğ-g, m-n, r-y, b-d, d-t, f-v " for each other and when reading the word in the sentence, they can read by omitting or adding words, thus being unable to carry out a qualitative, out loud and quiet reading. Therefore, when teaching these children to read and write, teachers need to use different practices for vocal-syllable-word-sentence formations and have amusing/attracting special practices when reading and writing syllables-words-sentences.

Reading and Writing Education with the Vocal and Syllable Based Sentence Method

When the Vocal and Syllable Based Sentence Method was being improved, the existing methods and "the Vocal Based Sentence Method" was examined, Turkish language's structural features were

evaluated, the characteristics of the students who have problems in learning were searched and some children who have problems in learning during the reading and writing practices were observed. Besides, the process steps of the method were decided by applying the teachers' views and by determining the problems of the students who have learning problems during the Vocal Based Sentence Method. While teaching reading and writing via the Vocal and Syllable Based Sentence Method, to simplify the practices without completely leaving "the Vocal Based Sentence Method", a mixed procedure which was thought to ease the teaching of the "syllable-word-sentence" formations was followed. According to this, the reading and writing education starts with the "vocal" in this method, and after the teaching of the vocal, syllable-word-sentence formations are taught as in the "Vocal Based Sentence Method". However, during the method practices, not only to the teaching of the vocal but also to the teaching of the syllable and the emphasizing of the difference were given importance. The children are tried to apprehend the meronymy this way.






In brief, during the reading and writing practices, with the Vocal and Syllable Based Sentence Method, the fields of listening, speaking, reading, writing, visual reading and visual presentation are handled as a whole. The structures that are attained during the teaching of vocal-syllable-word-sentence are related to the themes of “Individual and Society, Atatürk, Educational and Social Activities, Our World and Space” in the Hayat Bilgisi class.

While teaching reading and writing to all the students in the class with the Vocal Based Sentence Method, for the students who have problems in learning during the practices, practices which aren't so irrelevant to the class' studies are carried out in the level groups that forms itself in the class.

To get this easiness, the order of vocals in “the Vocal Based Sentence Method” wasn't altered, but the number of the groups were amended. According to this, in the Vocal and Syllable Based Sentence Method, the vocals and vocal groups to be taught are like this: 1. Group: e, l, a, t, i, o, n , 2. Group: r, m, u, k, ı, y, s , 3. Group: d, ö, b, ü, ş, z, ç, g , 4. Group: c, p, h, ğ, v, f, j. After groups of vocals are taught, syllable-word-sentence formations in each level of group are to be repeated.



To explain the practices of reading and writing education with the Vocal and Syllable Based Sentence Method more, just like in “the Vocal Based Sentence Method”, the reading and writing process starts with the vocal, and syllable-word-sentence formations are examined through the vocals. While forming the syllables though the vocals, the words are attained by separately studying the open syllables and closed syllables.

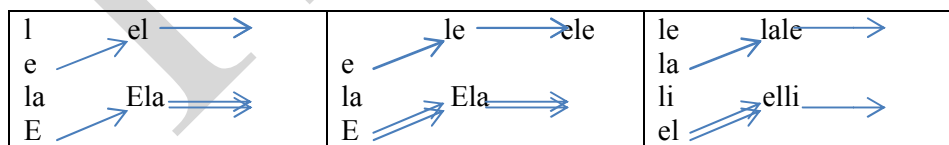
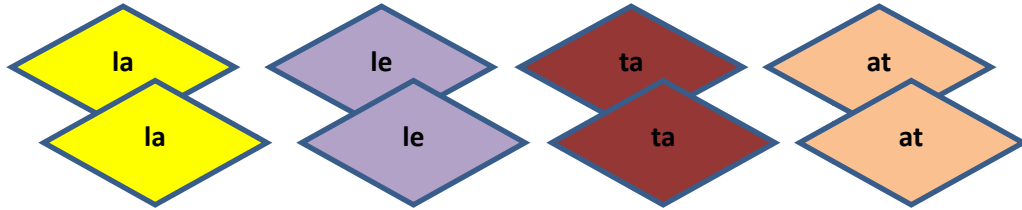


Chart 1. Syllble and Word Derivation Practices

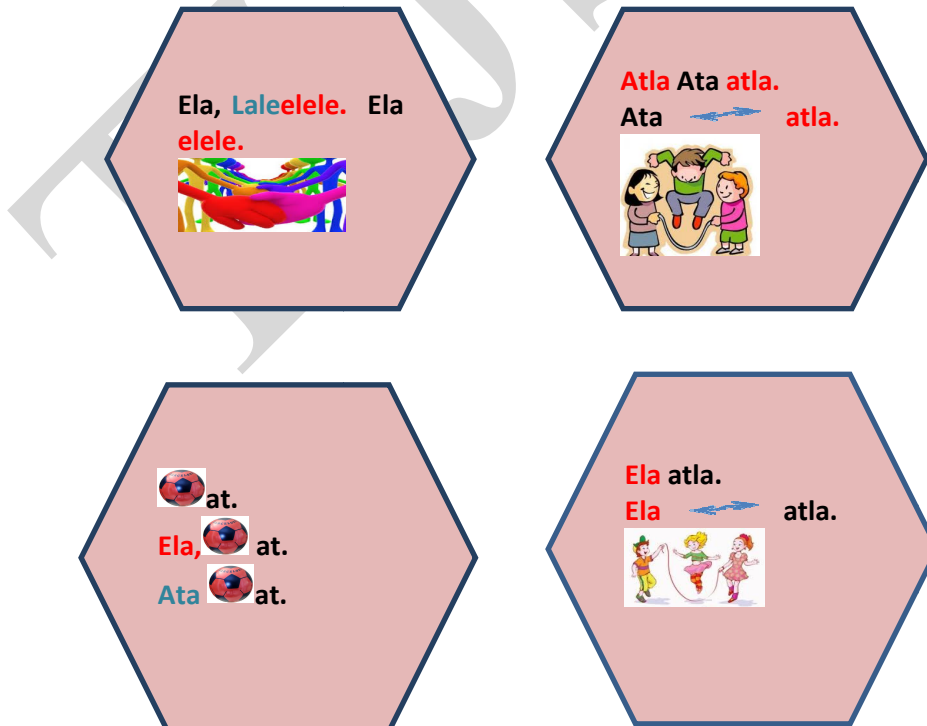
As the syllables are attained, colored syllable cards are prepared. With a code that is attached to the back of the syllable cards, they are hung on the syllable cards board as they are read. As open and closed syllables are attained, by doing matching practices, the similarities and differences are emphasized. The syllables that piled on the board are used in the syllable matching practices or word forming practices from time to time.



While forming new words with the syllables, word cards are prepared by writing each syllable of a word in color. During the word readings, while drawing attention to the syllables of the words, after closing the first colored syllable with the left hand, the second syllable is pointed at with the right hand. In the next step, the reading of the word is completed by pointing at the third syllable; if there is one, with the right hand. Similarly, during the writing practices, after the child writes the first syllable, he/she closes the first syllable with the left hand and adds the second syllable. After writing all the syllables of the word, the child is asked to reread the word as a whole. The teacher helps the child in this practices until he/she gains the habit of reading from left to right and until the mirror reflection effect is gone. The teacher aims for the child to gain the habit of reading from left to right, by underlining the syllables of the word or by using special signs such as → → →, which shows the student the way to read from left to right.



As the sentences are attained, the students are to read and write the first level texts. When they read and write these sentences, they are to read each word by circling it. And while writing, they write them so as to make them colored. If it is wanted to emphasize the syllable, the same method is carried out and the syllables are emphasized. During the reading and writing practices, the teacher constantly reminds the students to read the syllable/word/sentence from left to right.



When the syllables are formed with the first group vocals turned into open and closed syllable chart and repeated. Similarly when the teaching of the vocals and syllables belongs into this group is finished word charts are made and hanged on the class board.

Hece Tablosu						Kelime Tablosu					
la	al	at	ta	na	an	Ali	Ata	elle	anne	otla	nane
le	el	et	te	ne	en	Ela	itti	elli	nine	otlat	naneli
li	il	it	ti	ni	in	Lale	eti	laleli	ana	atlat	tane
lo	ol	ot	to	no	on	Talat	ete	eli	nal	atı	taneli

Chart 3. First Level Synthesis Practices

When it comes to repeating practices, the teacher firstly reminds the children the formation of the first group vocals in the mouth. The syllables which has three vocals are repeated by adding vocals at the end of the close syllables. Those syllables are mixed with vocals or syllables and the sentences which can be used in a sentence are reformed, read and written.

la-lat ta-tat te-ten ne-net na-nal li-lit le-let no-not	la-Talat nal-Nalan ten-teni ten-anten lit-elit let-alet-aletli ti-etti-ettin ti-ati-atin la-atla-atlat
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By using word and syllable charts the sentences are made. In this process, some sentences taught to be make a significancy are turned into texts and second level text practices are done.

Elaot al. Talatati otlat. Talat atlatla.	Ali et al. Ali etit. Ata eti tat.	Atla Talat atla. Talatontane atla. Ata ata atla.	Anne anlat. Anlatanne anlat. Ninetane tane anlat.
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Chart 3. Second Level Text Practices

Pictures and images might be added to the big sized (50x70) texts which are written remarkably. When each text is finished the texts are brought together and turned into class textbook and used in study. It is suggested to prepare for each group level 10 texts.

To be able to establish the reading and writing difficulties of the children or make them study the teachers benefit from those texts. While the children write sentences on the textbook if the word must be emphasised each syllable are written colorfully or underlined to take attention of the child. In this level some sentences are turned in to cards. Images can be added to those cards or each card sentence can be written to the colorful papers and hanged on the class board.

Ela lale al.	Ata eti tat.
Ata elinielle.	Ela on tane at al.
Lale ata ot al.	Talat ata atla.
Lale eliniitti.	Talat attan in.
Ali eti al.	Nine nane al.
Ali eti tat.	Anne, nine nane tat.

While those card sentences are read and written, teacher make it easy for the children to notice by clapping for each word. With the guidance of the teacher while reading and writing the sentence the students try to close the first sentence, read the second and after finishing the second starts to read the third. In this period teacher helps the children by using special signs showing the from left to the right writing direction. When the children completes the sentence the teacher wants the children to underline or circle every word and read them again. With this way, it is tried to ease the conception of direction from left to the right and the child is able to see the sentence/word fraction.

After making the students read and write the cards, the “e, l, a, t, i, o, n” vocals are seeked in the target sentence. The teacher plays the “vocal bingo” game with the students and wants the children to tell him if the vocal that he picks from the bingo is in the sentence or not as “there-not”. When the child says “there”, after reading the vocal emphatically, he finds the vocal in the sentence and compares it with the card he has. For example if the vocal that comes out from the bingo is “t” and the game is played with the sentence “Ata eti tat.” The child emphasises the vocal like “ttt”, underlines it and shows which words have it and how many “t” vocals are there in the sentence. To be able to emphasis the syllables and repeat the syllable formations, with the help of the cards the open and closed syllables are found in the sentence and matched. The words belonging to the sentence are matched with the help of the wrpd cards and the spellings are checked. After these processes are made the sentences are analysed, vocal-syllable-word structures are studied. Thus, with the help of integral education first group synthesis and analysing practices are completed. The syllable- word-sentences that are obtained in this process are turned into work sheets passed out to the children and then individual reading and writing practices are mad efor the student to be able to proceed in his own speed.

When passed on to the second group vocals, after teaching group vocals in an order, repeating syllable-word-sentence structures, the teacher emphasizes the differences and similarities with the practices of synthesis and analyse. After completing this group with similar operations the vocals belonging to 1. and 2. Group are combined and colorful syllable charts are made. By using syllable chart, syllable, board, word chart, word cards as in 1. Group similar procedures are made. By making

the sentences with the help of the words 3. Phase texts are made. The same procedures are made for each group. Besides, by making synthesis and analysis practices as in first group, the syllable-word-sentence structures are revised.

After all the groups are completed, it is expected from children to pass on free reading and writing. During this period, teacher tries to improve the reading skills of the children and eliminate the difficulties. Sixth phase texts are prepared especially with the “b-p, k-g, ğ-g, m-n, r-y, b-d, d-t, f-v” vocals, the children encounter mostly and the children’s reading levels are evaluated. To be able to improve the reading skills of the children, sentence is underlined and make the students focus on the sentence and read it. In these texts fluent and fast reading practices are made and each student’s reading speed is checked in. While evaluating the children individually, teachers try to remove the reading and writing difficulties of the children. For example, during the text reading practices if there are some words that the children have difficulties with, that word is circled and pointed out. The vocals of these words are read by underlining. If there are similar difficulties while writing those texts, the same procedure is made. Below examples about the special texts that repeats those vocals are given. In this phase teachers must prepare at least 10 texts.

Pazara Gittik	Fidan Diktik	Kedim ve Ben
Biz bu gün pazara gittik. Pazarda parlak parlak elmalar gördük. Babam elma aldı. Annem de kabak, ıspanak aldı. Eve geldik. Annem sarı elmaları yıkadı. Ben bir elma yedim. Emel de iki tane yedi. Elmalar çok tatlıydı.	Hava çok sıcaktı. Babamla fidan dikmeye gittik. Vedat ve Figen evde kaldı. Toprağı kazdık. Fidanları diktik. Fidanları suladık. Eve döndük. Annem yemek yapmıştı. Hepimiz hep birlikte yemek yedik. Yemekten sonra çay içtik.	Benim küçük bir kedim var. Akşamları erkenden uykuya dalar. Sabahları erkenden uyanır. Miyav miyav miyavlar. Kedim sütü çok sever. Her gün lıkr lıkr süt içer. Ben de kahvaltımı yaparım. Kahvaltıda süt ya da çay içerim. Ekmek, bal, peynir, reçel yerim.

Chart 4. Level Text Examples

Discussion and Conclusion

In Turkey, the success of the student during the process of learning reading and writing is important both for teachers and families. But some of the disabled children may have difficulties in this process. That is why it is important to understand if the children have learning disorder or not by the teachers. The teachers and the families who doesn’t have knowledge about the disorder identify those children like “lazy”, “doesn’t want to learn”, “idiot”. But those children are neither lazy nor idiots and they need special implementations because of their disorder. So, these children need to be equally learning with their classmates. On the other hand the aim musn’t only be to learn reading and writing to the children. During the teaching process the necessary precautions must be taken for the children to feel the will to success and his needs must be answered. If not watched out, it shouldn’t be forgotten that, these children may who have difficulties in learning, feels different from peers, have bad relationships with friends and family may be affected negatively in personality development. If by chance they can

not cope with their disorders it should not be forgotten that those children may have mental problems like depression or have anxiety disorders and self reliance damages. Especially the teachers must be very carefull about this situation and must try different practices fort he children who have learning disorder and try to ease the learning process of the student. In this study, for the children who have learning disorder, by considering the Turkish language structureal characteristics, “Vocal and Syllable Based Sentence Method” is improved. This method is suggested to the teachers who would like to try new ways during the implementations.

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