



Problems in Teaching the letter <ğ> in Turkish Sound Based Literacy Education *

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Abstract

<ğ> in the Turkish alphabet is a distinctive letter, which does not have a sound value but performs important functions in speech. However, it is traditionally accepted by the Turkish Ministry of National Education that this letter corresponds to a consonant sound. Literacy education, syllabi, applications, and exams of Turkish and Turkish Language and Literature courses are arranged with this acceptance. This situation causes many problems in practice, which have been mentioned in literature for thirty years and which deepened, especially in 2006 with the transition to the sound based literacy-teaching method. In this research, it was aimed to describe the participants' knowledge and experience related to literacy teaching, basic phonetics, and literacy competencies to examine their problems in the teaching of the letter <ğ> on a wide plane, holistically, and to develop some practical suggestions. For this purpose, thirty-nine classroom teachers, working in four primary schools in the central district of Yozgat province, were interviewed within the framework of the phenomenological research method. These teachers answered several questions related to literacy teaching, phonology, orthography, and the teaching of the letter <ğ>. The collected data was evaluated by content analysis. Because of this analysis, it was observed that the participants have several misconceptions about the basic concepts of phonology, orthography, and the sound value of the letter <ğ>. In addition, the participants have difficulties in teaching the letter <ğ> and try to overcome these difficulties with activities that are not valid in terms of phonology and orthography. Furthermore, the participants' suggestions on the subject are described within this analysis.

Considering the experiences of teachers in teaching the letter <ğ> as an independent topic, this research stands out and underlines the need to use phonologic findings in sound-based literacy education.

Keywords

Literacy teaching
Sound-based sentence method
Alphabet transparency
<ğ>
Phonologic awareness
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Introduction

The teaching of literacy (TL) is the first curriculum-based step of a mother tongue education. This step begins by teaching how to read and write the bookmarks of a sound or sound component. It continues with activities that lay the foundations of literacy skills, which vary according to the expectations of contemporary civilization. It is teacher competence, which determines the success of this process (Cemiloğlu, 2005; Kavcar, Oğuzkan, & Hasırcı, 2016). Classroom teachers, who have just started to work, are often worried about how to achieve TL (Okur, 2013).

Teacher competence is associated mostly with information on TL methods (Aktürk & Mentiş Taş, 2011; Aydın & Kartal, 2017). These methods consist of "*alphabet method, sound method, spelling method, word method, sentence method, mixed method*", "*story method*", etc., which are taught in undergraduate programs of classroom teacher education (Akyol, 2018; Baştuğ & Demirtaş, 2018; Calp, 2010; Çelenk, 2003; Demir, 2015; Göçer, 2016; Güteryüz, 2004; Öz & Çelik, 2015; Şahbaz, 2009). The use of the Sound Based Sentence Method (SBSM) in Turkish TL, has been compulsory since the 2005-2006 academic year, when it replaced the decision of the Ministry of National Education (MoNE) Board of Education and Discipline on 12/07/2004.¹ In the update made in the 2018-2019 academic year, SBSM was referred to as the "*sound-based first literacy teaching method*", yet there was no change in the content of the course, except for the update in the letter groups and starting with vertical basic letters instead of cursive handwriting.

TL, where SBSM is used, takes place in three stages. These are as follows: preparation for literacy (listening training exercises, finger, hand, and arm muscle development exercises, and painting and line studies), literacy progress (sensing, recognizing and distinguishing sounds, reading and writing letters, making sounds from letters, making words from sounds, creating sentences from words, and reading text), and independent reading and writing (MoNE, 2019). Theoretically, it can be said that this progress largely coincide with the "*logo graphing*", "*alphabetic*", and "*orthographic*" TL stages, which were suggested by Frith (1985), Ehri (1995, 1998, 1999, 2002, 2005, 2014), and Perfetti and Stafura (2014).

Many studies have been conducted in Turkey regarding the effect of SBSM on TL (e.g.: Acat & Özsoy, 2006; Aktürk & Mentiş Taş, 2011; Arslantaş & Cinoğlu, 2010; Babayığit & Erkuş, 2017; Bay, 2010; Bayat, 2014; Baydık & Kudret, 2012; Bektaş, 2007; Binbaşoğlu, 2007; Durukan & Alver, 2008; Engin, 2006; Gülbaş, 2008; Gün, 2006; İflazoğlu Saban & Yiğit, 2011; Kanmaz, 2007; Karadağ & Gültekin, 2007; Kayıkçı, 2008; Korkmaz, 2006; Polat, 2017; Samancı, 2007; Sarı, 2008; Tok, Tok, & Mazı, 2008; Tosunoğlu, 2006; Turan & Akpınar, 2008; Vatansever, 2008; Yılmaz & Ağırtas, 2009). In these studies, it was observed that students' reading speeds were below the expected level in the TL process using SBSM. However, in some comparative studies (Ateş & Yıldız, 2011; Güzel Özmen & Doğan, 2011; Şahin, 2010), it was found that there was no significant difference between the reading speeds of students, who learned to read and write with different methods. Furthermore, in some studies, classroom teachers described inappropriate activities with Turkish language's phonetic features as "*correct*" (Aydın & Kartal, 2017) they had difficulties in vocalizing some letters, and students confused some letters (Acat & Özsoy, 2006; Turan & Akpınar, 2008). All of this reveals that success in TL cannot be limited only by the method applied.

As in every teaching process, the most important factors that play a role in method selection in TL are content and purpose. The content of TL is sound-letter relationship. Its purpose is to establish this relationship correctly and to increase students' skills. In order to achieve this, it is expected that there will be activities for the acquisition of skills related to phonologic and orthographic awareness, which are based on phonologic and orthographic research, and are at the core of TL. This core must be preserved whichever TL methods are used. Activities such as sound-letter matching and sound and word reading studies should be evaluated in this essence. Understanding this essence and fulfilling its requirements should be considered as one of the professional competencies of classroom teachers. For

¹ With the update in the curriculum in 2018-2019, the "*sound-based sentence method*" was referred to as the "*sound-based teaching literacy method*". Since it is used more widely in literature and among educators, it has been preferred to call it "*sound-based sentence method*" in this research.

this reason, knowledge of relationship between sound and letter should be included in the basic professional competencies of classroom teachers. However, in a comprehensive literature review on studies related to TL, the essence of TL was not sufficiently emphasized. In addition, sound characteristics, sound-letter terms, sound-letter relationship, and phonologic and orthographic awareness skills in Turkish were not examined. Similarly, in 2018, the *Classroom Teaching Undergraduate Program*, which was updated by the Higher Education Institution, did not include a course in which these issues could be taught in detail. For this reason, it is useful to touch upon some information about phonologic and orthographic awareness and the concept of alphabet transparency, which describes the relationship between sound and letter.

Phonologic-Orthographic Awareness and Alphabet Transparency

The least semantic distinguishing element of language is the sound unit (Ergenç, 1989; Vardar, 1998). In Turkish, all the vowels are oral vowels. These have sixteen variables by creating sound circles with other sounds. The number of consonant variants is twenty-seven in Turkish. In this case, it can be said that there are forty one sound variables² apart from the variables of the semi-vowel <y>³ (see Ergenç & Bekar Uzun, 2017).

Phonologic awareness is based on hearing sounds in a language and making a distinction between them and developing awareness about the sounds. Phonologic awareness is one of the critical components of reading (Holland, McInosh, & Huffman, 2004). This skill includes identifying the sound units in the words correctly, separating the words into their sounds, and producing other meaningful words by blending them (Anthony & Francis, 2005; Yeong & Rickard Liow, 2012). A child's phonologic awareness starts to develop when he/she recognizes the sound units of the word "kat" as "k", "a" and "t" or distinguishes the word "kal" as "k", "a", "l". To perceive the sound harmony of Turkish, which is easy to spell and learn (Güneş, 2013) by pupils, and to realise these harmony conditions and way of being are some of the consequences of phonologic awareness.

Good readers can quickly recognize words during reading and easily divide them into syllables and phonemes (Jimenez Gonzalez & Ortiz Gonzalez, 1994; Yücesan Durgunoğlu & Öney, 2002). However, in cases of dyslexia (Vellutino, Fletcher, Snowling, & Scanlon, 2004), where phonologic awareness is not developed or too weak, students are unable to recognize sounds, cannot speak words to their sounds, speak correctly, and fail to read as a result (Weinrich & Fay, 2007). Yet, development of phonologic awareness is not enough for correct reading. Orthographic awareness is as decisive in terms of TL as phonologic awareness (De la Calle, Guzman Simon, & Garcia Jimenez, 2018; Earle & Sayeski, 2017; Ehri, 2005; Rakhlin, Mourgues, Cardoso Martins, Kornev, & Grigorenko, 2019; Schaars, Segers, & Verhoeven, 2017).

Orthographic awareness is a skill, which can be observed by the realization of phonologic awareness. It develops phonologic awareness and enables the establishment of sound and letter relationship. In other words, it is the analysis of the relationship between letter and sound/sounds (Phillips, Menchetti, & Lonigan, 2008).

Although letter and sound are two separate terms that are often used as equivalent to each other, sound is a physical phenomenon that occurs as a result of the vibration of air from the lungs and is perceived by the organs of hearing. Letters are signs of sounds (Hatipoğlu, 2006) and the marks that enable the visualization of words.

Language is combined with a plane composed of sounds, free from writing. However, written language usually makes language stagnant in the context of its own reality. It becomes institutionalized as the main transmitter of cultural and literary values. It does not completely overlap with spoken language (Ergenç, 2002). While spoken language, including standard language evolves, writing remains constant, including standard language. The parallelism between these strings disappears in the following periods (Aydn, 2012; Vardar, 2001). The distinction between spoken language and written

² Sounds in Turkish can be shown in Appendix 1 according to the International Phonological Abbreviation (IPA).

³ In studies related to phonology, it is stated that <y> is semi-vowel for its qualities. However, in this study, <y> was addressed in the consonant domain by prioritizing the features of the consonant.

language is also realized with orthographic awareness. At this point, the concept of “*alphabet transparency*” which is located at the intersection of phonology and orthography science comes to the agenda.

Alphabet transparency refers to the ratio of letters in the alphabet to the sounds in a language. Lallier, Valdois, Lassus Sangosse, Prado, and Kandel (2014) explain this concept as the degree of regularity between phonemes and letters. If the letters in the alphabet are single-sounded, this ratio will be 100%. However, the distinction observed between the spoken language and written language prevents the writing and pronunciation of a word’s coincidence exactly. In order to facilitate teaching and functionality, some sound variables or sounds can be displayed with a single sign in the alphabet. For this reason, even in the most phonetic alphabet (targeted to create one letter for each sound, one sound for each letter) and sound-letter appears as terms that should be considered separately.

Alphabet transparency is effective in the development of orthographic awareness (Perfetti & Dunlap, 2008; Simon, Bernard, Lalonde, & Rebai, 2006). High alphabet transparency ensures a relatively easy development of phonologic awareness (Yeong & Rickard Liow, 2012) and it provides a visual system suitable for fluent reading by directly reducing exceptions that shadow orthographic awareness. For example, the alphabet transparency of languages such as Finnish and Spanish is higher than that of French and English. In languages with high alphabet transparency, reading begins earlier because the recognition of words is fast (Güneş, 2011, 2013; Rakhlin et al., 2019; Seymour, Aro, & Erskine, 2003). However, in “*opaque languages*” (Galuschka, Ise, Krick, & Schulte-Körne, 2014; Richardson & Lyytinen 2014), where the transparency of the alphabet is low or with a deep alphabet (Aydın, 2012), students’ association with words from the same word family become difficult and their reading performance is negatively affected (Garcia Torres Alonso Marks, 2015).

With the adoption of the Latin-based New Turkish alphabet on November 1, 1928, under the leadership of Atatürk, discussions about the alphabet have been going on since Tanzimat ended and significant advantages have been gained in terms of the transparency of the Turkish alphabet. The new Turkish alphabet is a “phonetic” one based on the Istanbul accent (Alpay, 2018; Karağaç, 2013; Hatipoğlu, 2006). The time that passed since the alphabet revolution has not been long enough to make serious differences in the pronunciation of words. Therefore, the pronunciation and writing of words overlap largely. The relationship between sound and letter in Turkish is largely stringed, regular, and predictable. Turkish alphabet principles are clear (Durgunoğlu & Öney, 1999; Raman & Weekes, 2005). In a study conducted by Aydın (2012) on 10,525 words, the transparency of the New Turkish alphabet was calculated as 95.33%. This feature is thought to facilitate Turkish TL. In Öney and Goldman (1984)’s research, it was observed that Turkish students read writing consisting of three to nine letters faster and more accurately than American students do. However, there are various exceptions in Turkish that can be observed in all alphabets (Huber, 2013). These are due to some appearances of the letter <ğ>, some supra-phonetic phonemes, and lexical borrowing (Aydın, 2012). In addition, issues such as least effort law, strangulation, and wrapping lead to these formation exceptions (Fidan, 2011). Therefore, the high transparency of the Turkish alphabet does not mean that Turkish is a language that is read as written or written as read exactly. Writing as read and reading as written cannot be valid for any natural language with a history (Ergenç, 1991, 2002; Ergenç & Bekâr Uzun, 2017) because it is completely different and works describe the sound system of a language and alphabet making (Demircan, 2013). Therefore, the Alphabet Commission which worked to the Alphabet Revolution in the Grand National Assembly of Turkey, rejected the suggestion of an international phonetic alphabet (Gülmez, 2006).

The Sound and Letter Value of <ğ>

The letter <ğ> is one of eight diacritic, independent writing signs, like <ç>, <İ>, <ı>, <ş>, <ö>, and <ü> (Naplava, Straka, Stranak, & Hajic, 2018), which were added to the Latin alphabet in the new Turkish alphabet, to be compatible with the sound system of Turkish. In this respect, <ğ> differs from a “*circumflex mark*” (Türk Dil Kurumu, 2019a), which indicates that the letters <a>, <ı> and <u> must be read as a variable (“â”, “î”, and “û”), change their sound values (Eker, 2008), and are used to prevent homography in the time unit of supra-phonetic units (Aydın, 2012).

In the period of using the Ottoman alphabet, accordant with the Arabic and Persian writing rules, functions of “*kef* (كف)” (after the front vowels, as in the word “*eđer*/اگر”) and “*gaym* (غ)” (back vowels, as in the word “*ađyar* /ايار”) are connected and marked with only the letter <ğ> (see Develliođlu, 1970; Őemsettin Sami, 2015). According to information conveyed by Güzeli (2017), the letter <ğ> was evaluated not as a letter corresponding to sound, but as a sign that performs some important functions. However, according to Huber (2013), consistency could not be achieved in the use of the letter <ğ>, which is used as an extension sign in the Turkish alphabet. For example, if the letter “a” in the words “*fare* (fa:re)” and “*tane* (ta:ne)” is prolonged, it is not written as “*fağre*” or “*tağne*”.

The letter <ğ> is an invention of the Alphabet Commission (Gülmez, 2006) and is the most discussed letter in the Turkish language (Uzunca, 2018). Whatever this letter has any sound equivalence and what it is on the agenda of phonetic and phonology researchers and they cannot agree on these issues (Ünal Logacev, Fuchs, & Zygis, 2014). Those who advocate that every sound is shown with a letter in the Turkish alphabet, indirectly accept that the letter <ğ> also symbolizes a sound. Ergin (1993) stated that the letter <ğ> corresponds to an independent consonant sound. According to Banguođlu (2007), the letter <ğ>, which is among the solid, strident consonants, corresponds to a sound with two variables. The first one is formed after the back vowels in velum, while the second is produced in the frontal-palate after the front vowels. In addition, Banguođlu (2007) reported that the sound value of the letter <ğ> has melted in many places, but only to extend the sound before it.

Aksan (2007) advocated that all the words in which this letter is used should be examined in phonology laboratories and it should be certain that there is no sound equivalent. Otherwise, it must be accepted that this letter represents a velar-soundless consonant. This sound occurs when the front tongue rests on the lower teeth and the back tongue rises behind the hard palate. Demircan (2013) stated that the letter <ğ> has a sound value from soft, glide palate consonants, but this needs to be confirmed by phonologic studies. According to the researcher, the letter <ğ> is a “*bilateral*” letter. Thus, the sound equivalent of this letter is the vowel at the end of the sound, and it shows silent features at the beginning of the sound. It acts as a semi-vowel when it is a consonant. In summary, the letter <ğ> can be physically described as a vowel but functionally as a consonant (Demircan, 2013). In addition, Turkish words ending with <k> turn into <ğ> when they receive a sound attachment. At the end of the syllable, this letter prolongs the sound before it. However, it is not added to the consonant (Demircan, 2013). According to some researchers, the letter <ğ> has a function that brings two vowels closer to each other since the two vowels cannot go together in Turkish, such as “*ađa*” and “*bođa*” (Demirci, 2015). In their study, Kılıç and Erdem (2013) claimed that the letter <ğ> is a consonant of contraction, which is heavily influenced by the vocal environment.

The letter <ğ> is examined as an “*issue*” in speaking education studies. Özdemir (2010) stated that although the letter <ğ> is included in the alphabet, there is no sound equivalent. Kabak (2007) stated that the letter <ğ>, which causes sound prolongation in the standard language, has a fricative velar sound (ɣ), especially in the Anatolian dialects, but this sound is not encountered in the standard language. Taşer (2009) called this letter “*snake g*” and stated that although this letter is included in the writing system; there is no sound equivalent in modern-standard Turkish. According to information provided by İřcan (2005) and Er (2010), the letter <ğ> senses its presence by extending the sound in front of it. When it is located between two vowels, it creates a double vowel, sometimes in the spoken language; it turns into the sounds of the letters <y> and <v>. It is also known that this letter replaces <v>’s sound in some words such as “*döğüş-dövüş*”, “*kođmak-kovmak*”, “*öğünmek-övünmek*”, “*ođmak-ovmak*”, “*göğde-gövde*”, and “*öğünç-övünç*” (Özdemir, 2017; Őenbay, 2010).

In phonological research based on laboratory studies, it was found that the letter <ğ> did not indicate any sound. Ergenç (1982) proved that this letter is not realized as a sound. This letter is a language element that is not spoken like the letter <h> in the German written language, in the inner and last sound of the word, but must be found in the Turkish alphabet due to its important functions (Ergenç, 1984; Kornfilt, 1997). There is a similar situation for the letter <r> between two vowels in the French alphabet (see Berube, May Bernhardt, & Stemberger, 2015). Many similar examples can be given from other languages.

Ergenç (1989, 2002, 2010) treated the letter <ğ> as a phenomenon that causes vowel prolongation and introflexion. The information given by Selen (1979) and Özsoy (2004) about this letter also supported this view. In the study conducted by Coşkun (2000), it was observed that the letter <ğ> did not show a sound in Turkish. Yılmaz Davutoğlu (2011) also reached similar findings. In which position and in which sounds this letter is included, was analysed in detail based on corpora and measurement by Ünal Logacev et al. (2014). In this study, the pronunciation of this letter according to age and gender was examined and it was confirmed that it did not have any sound value. In addition, Ünal Logacev, Zygis, and Fuchs (2019) observed that standard language speakers did not make the letter <ğ> as a palate, and only this letter led to the pronouncement of the vocals in various contexts. In light of all this information, in terms of phonology, the letter <ğ> is a sign that can take various functional appearances such as a “chameleon” (Ünal Logacev et al., 2014), which makes the sounds sound long; however, it can be said that it does not have any sound equivalent. According to Ergenç (2002) many functions in the language make the letter <ğ> an important element of the sound system. In Turkish, all the short vowels in the inner or last sound, along with <ğ>, are extended because of this letter not being realized as a sound. This situation briefly leads to the following changes (Ergenç & Bekar Uzun, 2017, pp. 251-254):

- a) *If there is the same vowel before and after <ğ>, one of these vowels reaches a long vowel (“uğur / u:”, “ağaç / α: ʃ”),*
- b) *Although there is only one vowel before the letter <ğ> in the word, there is no sound after it and it extends the vowel in front of it (“dağ/ dα:”, “sığ/ si:”)*
- c) *When there is a sound before the letter <ğ> in the inner sound and a consonant after it, it makes the first sound a little longer (“uğraş / u'ɾαʃ”, “düğme/ dy.mε”),*
- d) *When the letter <ğ> takes place among the front sound or vowels and consonant sounds, it becomes /y/ semi-vowel (“eğitim/ ejItIm”, “eğik/ ejIc”; “eğlence/ ejlɛndʒε”),*
- e) *In some words, with different vowels in front and behind, the letter <ğ> causes vowel shift (“doğa/do'α”, “öğē/ ø'ε”).*
- f) *In words that begin with the semi-vowel /y/ and include the mid-central vowel /ɨ/ in front of and behind it in the inner sound as “yığıl/ji.oUɨ” and “yığılmak/ jɨ.oUɨmak” the letter <ğ> interacts with the consonants around the same sound, making a triple vowel shift.*

Teaching of the letter <ğ>

To date, the phonologic features of this letter, explained briefly above, have been ignored in all Turkish course syllabi. According to the updated TL syllabus, the letter <ğ> is the letter in the last phrase, taught before the <f> and <j> letters, after the letters <h> and <v>, and accepted to meet a consonant sound. The letter <ğ> is the most difficult letter for students in the TL process (İflazoğlu Saban & Yiğit, 2011). Various problems are faced with the teaching of this letter, not only in TL, but also in every context and stage of Turkish education. In fact, Kavcar (2005) mentioned that even graduates, who have completed Turkish and Turkish Language and Literature departments, made mistakes in the writing of this letter.

In a study conducted by İmer (1990), it was determined that students did not include the letter <ğ>, which has no sound equivalent in their speech, in their writings. For example, some students have written the words “aacı” and “ayanı” for the form of “ağacı” and “ayağını” or they write “deyil”, “eyer” instead of “değil”, “eğer” which include the letters <e> and <i>. In the same study, İmer (1990) stated that while writing the words such as “mana”, and “maaş”, from an Arabic origin, and in the original writing of the word with “ayın (ع)”, starting from the long sound of this sound, they included the letter <ğ>, incorrectly. It has been observed that students generally convert the letter <ğ> after wide round vowels to the letter <v> as they were adopted when writing. Additionally, it was observed that a student wrote the word “döğüş” in the form of “dövüş” and the word “avustos” as “ağustos”, and some students used the letter <g> instead of <ğ>. In a study conducted by Fidan (2011) problems similar to the study mentioned above were pointed out. In this study, the participants reported that the students incorrectly wrote some words, although they spelled these words correctly. Some students write the letter <ğ>

between the letters <e> and <i> with the letter <y> or did not write the consonant after this letter, as in the word "kağıt" ("kağıt").

In different studies, it was observed that students confuse the letter <ğ> with the letters <g> and <y>. In addition, students could not distinguish this letter from the letters <h> (Acat & Özsoy, 2006) and <i> (İflazoğlu Saban & Yiğit, 2011). In an analysis by Bektaş (2007) it was observed that the students had difficulties in finding the names of the assets in which the letter <ğ> was found, and it was concluded that the characteristics that Ergenç (1995) emphasized regarding the sound equivalent were caused by this. In a study conducted by Genç (2017) it was mentioned that those who learn Turkish as a foreign language have difficulties in learning the letter <ğ>.

Historically, although many issues have been mentioned in literature regarding the letter <ğ>, the fact that these problems have not been addressed as an independent subject except for Fidan's (2011) research, is an important deficiency felt in TL and Turkish teaching. In this study, based on this deficiency, the aim of this research was to describe the problems experienced by the research group classroom teachers while teaching the letter <ğ>, the activities they developed to overcome these problems, their solution suggestions, proficiency levels related to alphabet transparency, and the phonologic-orthographic features of this letter, holistically and with integrity. In line with this purpose, answers to the following questions were sought:

1. What is the basic knowledge and experience of the participants regarding TL, SBSM, phonology, and orthography?
2. What are the participants' experiences with teaching the letter <ğ>?
 - a) Do the participants have problems with the teaching of the letter <ğ>? If they have, what are these problems?
 - b) According to the participants, why are the problems encountered in the teaching of the letter <ğ> caused?
 - c) What do the participants do when teaching the letter <ğ>?
3. What do the participants propose to do for teaching the letter <ğ>?

Method

Type of Study

In this study, the phenomenological research method (PRM), one of the qualitative research methods, was used. PRM is defined by many researchers as a method that enables a description of a case as it is in its context (Çekmez, Yıldız, & Bütüner, 2012). In choosing this method, the superiority of providing access to detailed information about the cases that are aware but not revealed in detail (Yıldırım & Şimşek, 2006) was taken into consideration.

The basis of PRM is the definition of a case under consideration. The phenomenon is defined as "everything experienced in life" (Özden & Durdu, 2016). The case discussed in the study was determined as "the experiences of the participants about the teaching of the letter <ğ> in the process of TL, using SBSM". Teachers' basic knowledge about TL, SBSM, phonology, and orthography, and their experiences in TL were considered as factors that shape this main phenomenon.

Participants

In PRM, the experiences of the people selected through purpose-criterion sampling are in focus and therefore without interviewing many people, it was tried to examine the experiences about the case in detail (Akturan & Esen, 2013). In this method, depending on the purpose and the problem, the research group can be composed of between five and fifty people (Güler, Halıcıoğlu, & Taşgın, 2013).

In PRM, data sources are selected from those who have experienced the phenomenon that is the research focus and on individuals or groups, who can express this phenomenon (Yıldırım & Şimşek, 2006). For this reason, the research group was composed of teachers who had experience in TL. The participants consisted of a total of 39 classroom teachers, 21 males and 18 females, who worked in four

primary schools in the central district of Yozgat province, and who volunteered to participate in the study to provide their experiences of teaching reading to first graders one or more times after the 2005-2006 academic year. The study was carried out in the second term of the 2018-2019 academic year with the permission of the MoNE, dated 06/05/2019.

The participants were coded *K01*, *K02*, *K03*... within the scope of the study. Fourteen of the participants taught TL three times, twelve participants two times, five participants four times, and three participants one time. Additionally, there were four people in the research group, who taught TL five or six times. One teacher declared that he had taught first grade nine times since the 2005-2006 academic year. When the group was examined in terms of seniority, it was seen that the fifteen teachers in the research group had 16-20 years' experience, while eight teachers had 11-15, seven teachers 21-25, and six teachers 6-10 years of experience. In terms of educational status, two teachers graduated with associate degrees, thirty-six teachers with undergraduate degrees, while one teacher had a post graduate degree. Twenty-nine of the participants graduated from the classroom-teaching program while five teachers reported that they received training in other fields. Six teachers did not answer this question. The distribution of the research group according to various characteristics is in Appendix 2.

Data Collection Process

It is recommended that data be collected with interviews in PRM (Johnson & Christensen, 2016). For this purpose, a form with various open-ended questions was designed by the researcher. This form was submitted for the opinion of a TL field expert. Following this process, a pilot-application of the form was carried out with teachers working in different schools. In accordance with the feedback of the teachers, various exploratory corrections were made in the first, third, and seventh questions and the form was finalized. (The questions in this form are in Annex 3.)

The data collection process is the most critical process in research when using PRM (Akturan & Esen, 2013). Healthy collection and storage of data are the two most important aspects of this process. If the data is compiled in an environment that is not suitable for the participants to explain their own experiences about the case in detail, the case will not be revealed in all aspects. Therefore, a suitable environment was created for the participants to express themselves comfortably during the interviews. When answering the form, it was emphasized that if they had feelings, thoughts, experiences, and observations about the subject other than what they wrote, they could verbally explain them. After the interviews were completed, the participants' responses were transferred to the digital environment, complete with misspelling, and saved according to the date of the interviews. Thus, the data was kept, allowing the researchers to easily access and analyse this data at different times.

Data Analysis

After integrity of the data was checked, it was transferred to the QSR NVivo 10 program for content analysis. After this process, the following steps were followed in the research process.

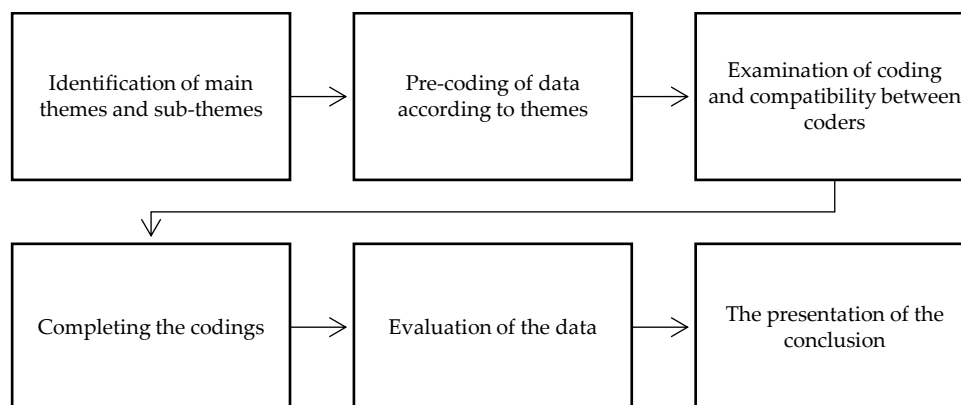


Figure 1. Scrutinize Process of Research Data

Outline content analysis is the analysis of written and verbal data in a consistent and sequential manner and digitizing what people say by coding according to clear instructions (Balcı, 2013). During the content analysis, “frequency analysis”, “clustered analysis”, and “evaluative analysis” techniques were recommended by Bilgin (2014). However, in some research particularly when applying to PRM, it was stated that it is necessary “scrutinize” and not “analysis”. This is so that the analysis will not disrupt the integrity of the case (Gronenewald, 2004, as cited in Gedik, 2016). In order to preserve the integrity of the case in this study, it was thought that it would be more correct to not to break the organic bonds between the components of the examined case rather than the method used. Because to scrutinize is “to examine something very carefully in order to discover information” [Cambridge University, 2010; Türk Dil Kurumu, 2019b] and in order to realize this, every condition must be analysed. Accordingly, the phonologic, orthographic, and TL knowledge, which are parts of integrity of the case, and experiences of the participants examined in the study were handled without isolation. In the interpretation of each piece, judgment was avoided in each piece. Detailed explanation was used to get the meaning and integrity of the case and to explain its relationship with other parts. In addition, in order to reach detailed evaluation while examining the components of each part, it was aimed to reach a holistic description by emphasizing the effect of these components on the part and the whole case.

In studies using PRM, the stakeholders in people's experiences are emphasized to reveal the essence of the phenomenon (Johnson & Christensen, 2016). In this regard, themes were created to determine the experienced partnerships of the participants. These themes were patterned with sub-themes created by coding the data.

The validity and reliability of the data generated by content analysis depends on the accuracy of the encodings. Coding is the most important building block to ensure the pattern intended to be reached in research to be systematic and comprehensible (Akturan & Esen, 2013; Gürbüz & Şahin, 2015; Yıldırım & Şimşek, 2006). Coding reveals the sub-themes of the study and then its main theme. The main theme of this research carried out in this research was, “The Experiences of Teachers in Teaching the Letter <ğ> in TL, where SBSM is used”. In parallel with the phenomenon of total description, sub-themes were determined as (a) “Theoretical Equipment Related to the letter <ğ> and its Teaching” and (b) “Experiences Related to Teaching the letter <ğ>”. In this context,

- a) Secondary sub-themes named “TL-Related Knowledge” and “Phonologic and Orthographic Knowledge” were created under the sub-theme of the *theoretical equipment related to the letter <ğ> and its teaching*,
- b) The sub-theme of “Experiences Related to the Teaching of the letter <ğ>” was divided into the titles of “Problems Related to Teaching of the letter <ğ>”, “Efficiency Solutions for Teaching of the letter <ğ>”, and “Suggestions for Teaching of the letter <ğ>”.

The structural view of the created theming is in Figure 2.

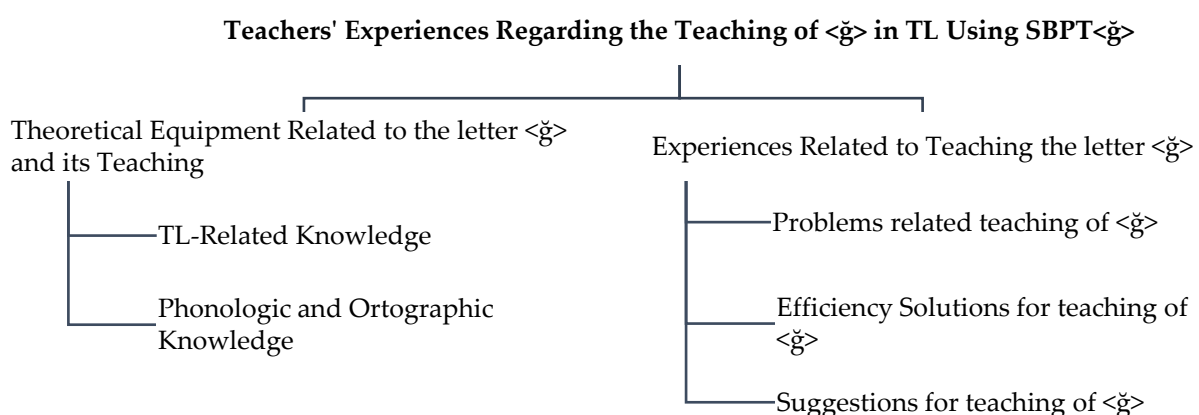


Figure 2. Structural View of Theming

After reaching the structural view of the study depicted in Figure 2, the themes designed to provide the prerequisite for the reliability study between encodings were tested. In this test, the data obtained from the internal samples representing at least one of the various features of the participants were examined. Thus, the following danger, which was mentioned by Çetin (2016) was assumed to be avoided: the meaninglessness of data and the inability to establish suitable order to produce a clear and understandable assessment. Compatibility between coding was examined after determining the qualities of the codes (revealing the scope of the research, reflecting the purpose and sub-dimensions of the study, being understandable and regular). After the coding compatibility study, the details of which are explained below, all analyses were completed, the data obtained from the participants was reviewed, and the data was digitized. After all these processes, the findings presented were reached.

Validity and Reliability

Validity is a controversial issue in research based on PRM (Çekmez et al., 2012). Yet, it can be ensured with some precautions. The first precaution was to describe the case under study in its context and as it existed, i.e. without making it less or more, showing "*how it is*" to reveal all the details. In order to achieve this, the researcher must carry out the process, leaving preliminary information and prejudices (Güler et al., 2013). During the study process, the researcher paid attention to adopt an attitude free of prejudices in the data collection and analysis process. The researcher did not give any explanatory and corrective feedback to the participants. The data collected from the participants was preserved as it was prepared for analysis. In addition, the following procedures were carried out in the research, which Güler et al. (2013) stated would improve the validity of the phenomenological study:

- a) Working on the collected data for a long time,
- b) Getting feedback from the participants,
- c) Consulting another researcher for information,
- d) Protection of participant statements as they were given,
- e) Ensuring that records were transferred correctly,
- f) Making the work auditable.

The data collected within the scope of this research was read four times by the author before analysis. The first reading was done as soon as the forms were received from the teachers and they were asked to explain in detail the points that were not understood by the researcher, if any. The second reading of the data was done during transfer to digitalized form. In this process, mistakes were removed from the documents that would harm the unity between the answers of the teachers and digitalized text. In the third reading, an intensive reading was carried out without any coding and analysis in order to grasp the essence of the data. After completing this reading, a draft analysis was started. The coded part of the data was read for a fourth time after being transferred to a relevant category. In this reading, the compatibility of the category and the data piece was constantly questioned and various adjustments were made when necessary. After the coding was completed, while reading data under each code, a form file containing all the answers of the participant was opened in the program. Thus, the accuracy of coding was evaluated with the simultaneous control of the part and the whole. All these processes made it necessary to work with the data for a long time.

The themes that emerged from the research were presented to a phonetician. This operation increased the validity and reliability of the study (Gedik, 2016). Nine days after the researcher performed the coding, the same data was re-coded by the researcher and the compliance rate was 97%. After this process, secondary coding was done, and there was a 95% agreement between the first coding and the second coding. 10% of the coding was presented to an expert's opinion and it was determined that the compatibility between the coders was achieved by using the formula developed by Miles and Huberman (1994)⁴. Studies on the validity and reliability of coding were completed this way.

⁴ $\Delta = C \div (C + \delta) \times 100$. ("Δ" refers to the reliability coefficient, "C" refers to the number of topics / terms agreed upon, and "δ" refers to the number of topics / terms coded by the coders.)

The answers given by the teachers on the form were preserved and transferred to this article with spelling, and punctuation errors, and expression disorders as they were. No changes were made to the contents of these answers. However, item deficiencies, which were critical in terms of content analysis but which the participant forgot to write were shown by the authors by adding a square bracket ([]).

Results

Theoretical Equipment Related to the letter <ğ> and its Teaching

TL Knowledge of the Participants

Four participants (K03, K07, K23 and K39) reported that they did not attend a TL course in undergraduate education, although they are graduates of classroom teaching. K08, K09, and K29, who graduated from departments other than the classroom-teaching program, stated that the TL course is given in the primary education pedagogical formation courses they took before the task. Six participants (K02, K12, K14, K32, K34, and K35) did not want to explain which faculty and department they graduated from and two teachers (K11, K24) were trained in another department other than classroom teaching and started to work without TL education. However, twenty-four of the participants took TL courses in their undergraduate courses. Participants in this group are divided into four groups: learners of SBSM only (K06, K08, K17, K20, K22, K26, K30, K31, K33, K37, and K38), only the method of analysis (MA), (K04, K05, K09, K10, K13, K15, K18, K27, K28, and K36), learners of both SBSM and SM (K19 and K25), and those who cannot remember the content of the course (K21 and K29). In addition, eight of the teachers (K07, K08, K10, K16, K19, K24, K25, K27, K29, K34, and K36) were not included in the in-service training on this subject after transition to SBSM.

Phonologic and Orthographic Knowledge of the Participants

Within the scope of the study, the phonologic and orthographic knowledge of the participants was discussed under four titles. These are participants' "status of taking courses or courses related to phonology", "definitions about the terms of letters and sounds", "opinions about the judgment of Turkish as it was read and written as read", and "opinions about the term of alphabet transparency".

Twenty participants (K01, K03, K05, K06, K10, K16, K19, K20, K21, K22, K24, K25, K26, K29, K30, K31, K32, K33, K37, and K38) have taken a phonologic lesson or course. However, none of them gave an explanation about the topics of this course and could not exemplify the topics covered in this course. In addition, K10, who stated that he had taken courses about phonology, described the courses he took as "claptrap" and "useless". Nineteen participants did not take a phonology lesson before or after the task (K02, K04, K07, K08, K09, K11, K12, K13, K14, K15, K17, K18, K23, K27, K28, K34, K35, K36, and K39). Explanations from the participants regarding the definition of the term letter were grouped and can be seen in Table 1.

Table 1. Participants' Definitions for Term of "letter"

Definition	Expressing Participant / Participants	Frequency
It is the equivalent of sound in writing.	K01, K03, K04, K05, K06, K08, K11, K12, K13, K15, K16, K17, K18, K19, K20, K21, K22, K23, K25, K26, K30, K31, K33, K34, K36, K37 and K38.	27
It is an image that make up the alphabet.	K10, K14, K35	3
It is a sign used to speak and write.	K24	1
It is the smallest unit to read and write.	K09	1
It is the name of the sound.	K28	1
It is the Arabic equivalent of sound.	K02	1

As seen in Table 1, twenty-seven teachers defined the term "letter" as the "equivalent of sounds in writing". Three teachers explained this term as images that make up the alphabet without associating it with sound. K09 stated that letters are the smallest unit of reading and writing, K24 said that these are the signs used in speaking and writing. According to K02, the "Arabic equivalent" of the sound is called

"letter". K28 was of the opinion that letters are "*the name of sounds*". K27 explained the same term as "*meaningful signs*". Two participants tried to define the term letter by analogy; "*Like a baby's first speech*", "*something with an image*" (K36), "*signs like musical notes*" (K02). In line with these explanations related to the term letter, it can be said that all participants, except K10, K14, and K35, considered the terms "letter" and "sound" equivalent. The definitions suggested by the participants regarding the term "sound" are shown in Table 2.

Table 2. Participants' Definitions for Term of "Sound"

Definition	Expressing Participant / Participants	Frequency
It is the vibration of the air coming from the lungs created by the sound organs.	K01, K04, K05, K06, K13, K16, K18, K20, K22, K24, K31, K33, K36 ve K38.	14
It is the pronunciation of letters.	K03, K09, K10, K14, K17, K21, K28, K35	8
This is what the ear hears.	K20, K23, K24, K25, K37	5
It is the smallest unit of language.	K11, K12, K30	3
It is taken orally.	K15, K07	1
It doesn't make sense.	K27	1
It is meaningful or meaningless noise made by creatures.	K26	1
It is the term of letter in Turkish.	K02	1
It is what letters come together to form.	K34	1
These are the things that make up the words we make while speaking.	K19	1
The sounds we make alone without bringing any sound to it.	K08	1
It's not everyone can hear but what you hear.	K32	1

As seen in Table 2, fourteen participants defined the term sound as "*vibration*". Eight participants saw this term as the "*spelling of writings and letters*". Five participants stated that the sound is "*what the ear hears*" and three participants stated that it was "*the smallest unit of the language*". In addition, one teacher claimed that sound was "*the combination of letters*". K27, however, suggested that sounds are meaningless, and letters are meaningful. According to K02, "*sound*" is the Turkish equivalent of what is a "*letter*" in Arabic. K26 explained sound as "*noise*" made by creatures. K08 argued that sound consists of "*voices alone*". K32 defined sound as "*what no one hears, only what one hears.*" According to K34, sound is "*the combination of letters*", whereas it is the "*things that make up the words*" used when speaking according to K19. K11, and K12 and K30 stated that sound is the smallest unit of language. According to K02, sound is the "*reading of the letters*" which it is compared to notes in music. Various definitions related to the term of "*sound*", which did not contain a clear explanation were also expressed by the teachers. Twenty-one respondents either did not answer the question about the content of the concept of "*alphabet transparency*" or stated that they had no idea about it. The opinions shared by the participants about this concept can be shown as follows.

Table 3. Participants' Opinions About Alphabet Transparency

Definition of Alphabet Transparency Term	Expressing Participant / Participants	Frequency
It is to write the alphabet as read.	K05, K12, K14, K22, K23, K26, K32, K33, K36,	9
The alphabet is understandable, plain, clear.	K04, K09, K18, K30, K35	5
The language is understandable.	K03	1
The grammar rules are understandable and unchanging.	K38	1
There is no unnecessary explanation and supplement.	K34	1
It is the same pronunciation by everyone.	K21	1

"If there is a accent and local difference, things get harder. For example, they write 'öretmen' instead of 'öğretmen'. There is almost no 'ğ' sound in the writings. Like "iğne-iyeye yağmuryamur."

Stating that there is no problem in all of TL, K14, however, stated that she has difficulty in teaching the letter <ğ> with the letter <h>, that the students either forgot this letter completely or used the letter <y> instead of the letter <ğ>. K08, K16, K23, K24, K26, K30, K33, and K36 emphasized that their students have more problems in writing than reading about the letter <ğ>. The opinions of the participants about the source of the problems in teaching the letter <ğ> are shown in Table 4.

Table 4. Source of the Problems in Teaching of <ğ> According to the Participants

The cause of the problem	Participant/s	Frequency
The sound of the letter <ğ> cannot be fully extracted; difficult to speak, not functional.	K02, K07, K09, K14, K17, K19, K21, K22, K25 K28, K29, K31, K35, K36 K39.	15
Mixing the sound of the letter <ğ> with other sounds;		8
<i>with y</i>	K08, K14, K11, K20, K24.	5
<i>with h</i>	K05, K29.	2
<i>with g</i>	K09, K33.	2
Going out of standard Turkish, dialectic features.	K03, K04, K06, K13, K25.	5
The absence of the letter <ğ> at the beginning of the syllables in Turkish.	K08, K09, K22.	3
There is no clear sound correspondence of the letter <ğ>, this letter is not read as written.	K01, K27.	2
Teachers' own accents.	K06, K07.	2
Small larynx structures of children.	K38.	1
This letter is not suitable for word derivation and example.	K28.	1
Supposing the letter <ğ> is a sign that prolongs the vowel before it.	K11.	1
Teachers and families acting hastily so that students acquire the first reading and writing skills.	K23.	1

As seen in Table 4, the problems experienced in teaching the letter <ğ> are associated with the fact that the sound of this letter is not fully voiced and difficult to pronounce. According to K14, it is not possible to spell this letter exactly. Similarly, K29 stated that the sound of this letter cannot be produced alone. According to K32, the letter <ğ> is a hard and indistinguishable "sound" in a word. According to K09, K19, K22, K34, and K35, the letter <ğ> is a sound that is "difficult to extract from the mouth / throat or just the larynx" and therefore cannot be taught because the teaching of all "voices made from the throat", including the letter <ğ>, has always been "difficult".

K39 explained the reason for the difficulties experienced as follows:

"Ğ is a letter that is swallowed in a speech language and comes out with an extension. Therefore, it is difficult to teach. Children speak the word 'ağaç' by stretching it. "

The fact that the sound of the letter <ğ> is not used in Turkish language is another source of problem frequently mentioned in the teaching of this letter. For example, according to K19, the words used with the letter <ğ> in Turkish are few and these words are not encountered in daily life, so students have difficulty in understanding this sound. According to K36, this "sound", which is not used much in speech, appears before students only in written expression. For this reason, children who fulfil their reading homework and read more than their friends do get ahead of others in learning the letter <ğ>. For all children to notice the letter <ğ>, K20 states that she tries to vocalize by pressing the sound and emphasizing it in the larynx while dictating. Some of the participants reported that the sound of <ğ> is often confused with other letters. Some of the participants' views on this issue are as follows:

"... Also, the sound of "ğ" is very confused with "y". For example, the word "değil" is dictated while "deyil" is often written or "eylence" is written instead of "eğlence". (K11) "

"The writing of this letter in the word becomes troublesome. It is confused with the letter Y (such as eğitim-eyitim). K24 "

"We have difficulties in writing and reading. They read as "g" while reading, unfortunately, as they write. Or they pretend that that letter doesn't exist at all. " (K33)

Some of the participants think that the main factor that causes problems in the teaching the letter <ğ> in TL is that children do not speak the standard language in their zone of proximal development and they cannot perceive the difference between writing and speaking. Teachers' thoughts on this issue can be exemplified as follows:

"Children who have not fully completed their language development have problems learning this letter. Since the Turkish language is not spoken in the child's environment and in the family, the child does not recognize this letter as a sound, does not notice it (K33) "

"Often the letter (ğ) is taught difficult. Sometimes, while writing, some letters are said differently in the accent of Yozgat. Sometimes the letter "ğ" can be swallowed as K, g, for example. (K13) "

According to three participants, not starting words with the letter <ğ> is the most important issue that leads to problems in the teaching of this letter and because the letter does not exist at the beginning of a word, sampling becomes difficult. K08 explained his thoughts on this matter as follows:

"It can be said that there is a big problem about this letter since it is not used in Turkish at the beginning of the word. This letter is used only between words. When I give an example, I often include the words this letter goes through. "

According to K23, the source of problems in teaching the letter <ğ> is the carelessness of the teaching process, which arises due to teachers' competing with each other and families' hasty behaviour. The following thoughts expressed by K11 in terms of theoretical information about the sound and writing features of <ğ> are remarkable:

"Ğ sound (ğ) is the most difficult sound to teach to me. Because children perceive the sound as an extended form of the previous vowel. Like "Ööretmen" or like (öörenci). "

K06 and K07 attribute the problems experienced in the teaching the letter <ğ> to a different reason other than the participants. According to them, "the teacher's own accents" directly affect the teaching of this sound either positively or negatively. K07 and K06 see the problems they experience in teaching the letter <ğ> in relation to their accents. For example, K06 explained her thoughts on this issue as follows:

"Ğ" ğ 'is a problem in itself. I can say this sincerely. I am from Thrace. It is very difficult for us to make a sound through the larynx. 'H' even comes out very hard. 'Ğ' is never used. The "yağlı-yâyi, dağa-dâğa, leğen-leyen" like. So 'ğ' always forces me. I return home with great pain in my throat. ... [Teaching] is a difficult process. "

K01 suggest that accent features, which create a negative situation for K06 and K07, provide an advantage for herself. Although there are some "minor" problems in teaching the letter <ğ>, she does not generally have difficulty in teaching the letter <ğ> thanks to the accent spoken in the region where she was born and the superiority of her own larynx structure. K01 explains her thoughts on this matter as follows:

"I am from southeast ☺ Since I have no difficulty in making the sound, I do not have any difficulty making this sound heard, noticed or perceived to my children."

In addition, according to K18, the letter <ğ> can be associated with neither the letter itself nor the chosen TL method if there is a problem in teaching. According to the participant, the source of the problems in teaching this letter is the problems of the vocal cords of some students with "individual

differences". However, K18 shared that he witnessed that such problems have improved over time. The teachers, who stated that there is no problem in teaching the letter <ğ>, underlined that the students do not have any problem since they have the logic of connecting the letters until they come to this letter (K15, K23, K30). According to K12, a problem specific to the teaching of this letter cannot be mentioned, if there is a problem, it should be considered as one of the problems observed in problem students in general. K12 expressed her thoughts in the following words:

"I can't say that I had a lot of difficulties. They are usually easy to learn. Students who have difficulties are those who generally have difficulties. They just don't have any special difficulties with this sound. "

Only participant K21 stated that the letter <ğ> has no sound and stated that the last time he taught this letter in the TL process, he did not perform an activity based on voicing this sound alone. However, K21 did not give detailed information about what he did when teaching this letter in the TL process.

Activity Solutions of Participants Related to Teaching the Letter <ğ>

Within the scope of the research, the activities developed by the participants in the classroom in order to teach the letter <ğ> in TL are clustered as shown in Table 5 under the titles "Activities suitable for SBSM" and "Activities not suitable for SBSM".

Table 5. Distribution of the Solutions Produced by the Participants Related to the Teaching of <ğ>

Type of Activite	Participant	Frequency
Activities not suitable for SBSM		15
<i>Activities for Starting Instruction with Meaningful Words Made by Adding the Letter <ğ> to the End of Vowels Ending with Vowels</i>	K28, K30.	2
<i>Activities Using Word Images Containing the Letter</i>	K07.	1
<i>Activities Using Short Texts</i>	K02, K03, K04, K09, K16.	5
<i>Reading and Printing Activities Directly</i>	K08, K10, K14, K29, K34, K39.	6
<i>Words Repetition Activities</i>	K26	1
Activities suitable for SBSM		24
<i>Direct Sound Based Activities</i>	K01, K05, K06, K11, K17, K22, K23, K32, K35, K36.	9
<i>Reading and Smoothing Activities with G Sound First</i>	K12, K15, K37.	3
<i>Activities to Fill the Space in The Word</i>	K18, K19, K21.	3
<i>Utilisation of Mimetic Word Activity</i>	K24.	1
<i>Gargle Making Activity</i>	K25, K27, K31, K33.	4
<i>Speaking Activity from the Larynx</i>	K13, K20.	2
<i>Saying Activity Like Reading Arabic</i>	K38.	1
<i>The Ghost Letter Activity</i>	K36.	1

As it seen in Table 5, although SBSM is compulsory in TL, 15 of 39 participants (39%) teach the letter <ğ> with activities that are not fully compatible with SBSM. K08 described this situation as an "indispensable" way. The opinions of the participants expressing this necessity can be exemplified as follows:

"In fact, the sound-based method cannot be fully applied in the teaching of this letter. Because when you read the letter, there is a minuscule sound. I think it is more logical and easier for the child to reach with letters from the words. I think it is not right to teach this letter with sound-based method. Because it is very difficult to speak the letter. " (K14)

"I have a lot of difficulty. I cannot teach sound based. I teach based on sample words. " (K39)

K28 and K30 add the letter <ğ> to make meaningful words at the end of the vowel. However, they do not speak this letter separately and they continue the lesson with activities for students to read these words fully. Five participants frequently use words and texts containing words containing the letter <ğ> to teach this letter.

Twenty-four participants follow the same steps they followed for all letters for the letter <ğ>. K06 attributed the reason for choosing SBSM when teaching this letter for the necessity of this method. However, K06 emphasized that it is "very difficult" to try to teach the letter <ğ> with SBSM. Similarly, according to K17, the letter that needs to be applied most in SBSM is the letter <ğ>. K23 also reported that he needed to practice dictation when teaching the letter <ğ>.

One of the activities developed by the participants in accordance with SBSM is an activity that is written by writing the words containing the letter <ğ> with g, then removing g and adding <ğ>. K37 provides information about what it does within the scope of this event:

"First I give the letter g. Then, I start with the letter g, after I put a correction mark on it and "Let's make the letter G gentler." I say. We try to get the letter g softer out of our mouth, after a few tries we learn the letter".

K18, K19, and K21 stated that they use the technique of filling the space in the word while teaching their students the letter <ğ>. In this context, K19 describes teaching this in the classroom as follows:

"I bring the objects whose names are written with the letter ğ to the class and make them tell their names. Then I write the spelling on the blackboard, I ask the students to write. I want them to read it by removing the letter ğ from the word. I expect them to notice the difference. Instead of this letter, I bring them different letters. I draw attention to the correct pronunciation and spelling of words. The next day, I would like them to bring them to the class from the objects found in this letter, say their name and write them correctly".

Another sound-based activity organized by the participants in the teaching of the letter <ğ> is "gargling". This activity was developed on the assumption that the sound equivalent of the letter <ğ> is the sound produced when gargling. K25 believes that with such activities, it paves the way for students to learn by coding the letter. K33 introduces students to the letter <ğ> as the sound created when the water taken into the throat is turned in the throat without swallowing. K31 expressed that she asked her students to take some water into their mouths and to voice these words by gargling in the vocalization of words like "dağ, bağ, çağ, yağ". In the activities carried out by K13 and K20, there are applications for reading the letter <ğ> by emphasizing it in the word and removing it from the larynx. Thus, teachers think that students will not have difficulty in sensing the sound and learning the correct spelling. The event developed by K38 differs from all the other participants. K38 treats the letter <ğ> outside the Turkish sound string. While teaching this letter, she asks students to act as if they were reading, praying, in Arabic. K38 introduces her self-developed activity as follows:

"[Ĝ] is the letter we have most difficulty [teaching]. I ask them to sound like they're reading Arabic by pressing it through the throat. "

In an event developed by K36, the letter <ğ> is described as a "The Ghost Letter". K36 explained this activity as follows:

"We characterize the letter "(ğ) as a ghost letter. We emphasize that this is at the end or inside of the words, not the word that begins with the letter "ğ". We watch videos that describe sound based. "

Participants Suggestions Regarding Teaching the letter <ğ>

K01 does not require a special activity to teach this letter. K17 answered the question of what the suggestions are for teaching the letter <ğ> by saying that this letter is an "unnecessary" letter and that another sign or letter can be used instead of this letter. However, these thoughts put forward by K17 were not evaluated with the suggestions below because these arguments contain judgments outside the scope of the relevant question and study.

The suggestions from thirty-seven teachers observed in parallel with the activities they performed for teaching the letter <ğ> in the classroom were as follows:

- a) Words containing this letter should be repeated frequently (K10, K18, K28, K29, K30, K33).
- b) Short texts should be used (K02, K03, K05, K09, K19, K23).
- c) It should be taught with MA (K14, K26, and K27).
- d) Dictation exercises should be increased (K04, K08, K09).
- e) Visuals should be used (K16, K18, K19).
- f) A meaningful word must be derived by adding it to the syllables that end with a vowel (K28, K30).
- g) It should be given with the letter <g> or immediately after this letter (K35, K37).
- h) The letter <g> should be read "softened" (K12, K21).
- i) Audio and video recordings should be consulted (K06, K19).
- j) It should be left to time (K16, K33).
- k) Students should behave as if they were praying in Arabic (P38).
- l) Students who make the sound equivalent of the letter <ğ> "beautiful" should be shown as examples (K28).
- m) Games should be used (K16).
- n) Words should be read with and without the letter <ğ> (K19).
- o) Concrete assets, whose names are written with this letter, should be brought to the class (K02).

Discussion

90% of the research group reported that they experienced various problems while teaching the letter <ğ>. 67% of the participants stated that they had not received training in SBSM, which is mandatory in TL, although the majority of them are graduates of primary school teacher departments. This finding confirms the findings reached by Demirel (2006). The fact that most of the participants, who were not graduates of primary school teacher departments or started to work without taking any courses related to TL draws a picture similar to the findings by Nargül (2006). Moreover, 79% of the research group complained, that they had not been provided with in-service training or that they could not participate when the training was organized and this is in support of the work by Aydın and Kartal (2017).

In terms of phonology and orthography, the equipment of the teachers in the research group is not at the desired level. 95% of the opinions of the participants about the source of the problems in teaching the letter <ğ> were based on the idea that this letter has a sound. Accordingly, it was difficult for fifteen teachers to vocalize this letter. For the seven participants, this letter is a sign of a sound in the standard language but is skipped or missed in speech language accents. According to one participant, a sound is not suitable for children's larynx structure. Four participants stated that they had problems in teaching this sound because of the inability to start syllables, words, and to derive words. According to eight participants, the source of the problems is that students mix the sound of this letter with other letters. A teacher stated that because of the hasty attitude in the TL process, this sound has failed to be taught. Another teacher attributed the problems to the students assuming signs that prolong the vowels before this letter, which do not have their own voice, and reported that he has made a special effort to overcome it. Only two teachers stated that this letter had no sound value. However, although the letter <ğ> is one of the distinctive signs in the Turkish alphabet (Eker, 2008; Naplava et al. 2018; Ülkütaşır,

2009), it has been proven in phonological studies that this letter is not able to derive words, but to be "absent" in the standard language or spoken language (Coşkun, 2000; Ergenç, 1984, 1989, 2002, 2010; Ergenç & Bekâr Uzun, 2017; Fidan, 2011; Selen, 1979; Ünal Logacev et al., 2014, 2019; Yılmaz Davutoğlu, 2011). Moreover, it is not reasonable in terms of linguistics for teachers to think that a sound in the mother tongue is hardly heard or not heard. People who do not have brain damage, anatomic disorder or learning difficulties, and who do not have some psychological problems start to hear sounds in their first language while they are in their mother's womb. They learn to make these sounds correctly until the first three years of age, and then they speak it effectively in the following periods, developmentally (Yalçın, 2018). Although it was observed that some words or sounds are discarded in the pronunciation of certain words and in language, it is not caused by not being able to make a sound in the mother tongue. Everyone can hear sounds in their mother tongue, even if they are not used frequently, and they can make new compositions in the word by making new combinations with the awareness of their meaning-distinguishing features. The absence of a sound in writing or speech is a subject with historical, individual, and sociological aspects and the formation of the accent is shaped for the same reasons as the evolution of the standard language and the separation of the spoken and written language. In fact, with such contextual transitions, there is a "code exchange" between standard language, dialect, and everyday spoken language (Vandekerckhove, 1998). Therefore, the action taken is not to true the sound. A person exchanges words between the words in one of the different glossaries' use in same language. If there is no sound in the word for secondary use, it naturally is not sounded. However, given that the letter <ğ> does not have a sound response in the standard language or spoken language, it will be noticed that students' use of the letter <ğ> is not a phenomenon formed due to code switching, minimum effort law, or articulation.⁵ The thoughts of the teachers who think that the accent spoken in the environment where they were born and grown up made the sound of letter <ğ> easier / harder are also wrong for the same reason. In addition, 92% of the participants considered the terms of sound and letters that are different in content (Hatipoğlu, 2006) as equivalent. 69% of the teachers used the word "letter" for "sound" and "sound" for "letter" throughout the entire research form and 54% misunderstood the term. 64% of the teachers participating in the study either misidentified the concept of alphabet transparency or did not express any opinion about it. 72% of the teachers suggested that Turkish is a language that can be read as written, and can be written as read, always. All this reveals that the research group had serious misconceptions about terms related to phonology and orthography. This fact is evident when the lack of support for teacher education and professional development is as follows: 49% of the research group has never taken a phonology course, while their university courses did not give any information about the content of this subject. Regarding the relationship between sound and letter, the participants stated that students mix the sounds of the letter <ğ> with the letters <y>, <h>, and <g>. Some of these findings were also observed by other researchers (Acat & Özsoy, 2006; Bektaş, 2007; Fidan, 2011; İflazoğlu Saban & Yiğit, 2011; İmer, 1990). Undoubtedly, there are many reasons for this problem. These are the emergence of the sound <y> between the letters <e> and <i> in the pronunciation of some words such as "eğitim, eğişik", showing other letters' sounds for this letter by the teacher, the fact that the letters <ğ>, and <g> are formally similar, and other teacher activities with incorrect content in terms of phonology and orthography. One participant stated that the letter <ğ> was skipped by students because of not being used much in speaking. This finding could not be compared with other studies, since the issue of not writing letters was discussed under a general heading in other studies in literature and the frequency of skipping the letter <ğ> was not considered separately. İmer (1990) stated that some of the words of Arabic origin and written with the letter "ayın (ع)" were written by the students incorrectly by adding the letter <ğ> when writing in Turkish. Examples are ("maaş / mağış") and the researcher reported that a student wrote the word "ağustos" with <v> instead of <ğ> (avustos). Fidan (2011) reported that students sometimes do not write the vowel after the letter <ğ>. In the research

⁵ This should be examined for the word "yok" in terms of standard language, spoken language, and different equivalents between various accents (measured language: "yok / jøk"; speaking language, "hayır" meaning: "yoo / jø:"; in the mouth: "yoo / jø:" or "yoh / jøx").

carried out by İflazoğlu Saban and Yiğit (2011) it was found that students used the letter <ı> instead of the letter <ğ> in some words. This problem was not observed in this current research study.

61% of the teachers in the research group try to teach the letter <ğ> with SBSM by following the steps shown by MoNE (2019). Some of the teachers started teaching the letter <ğ> with activities aimed at sensing and vocalizing this letter and applied the flow they followed with other letters for this letter. For example, some teachers showed this letter to their students with gargling activities. Some teachers reported that they pressed their throats to emphasize this "sound" and they expected their students to perceive and make the sounds formed in their throats. In addition, a teacher claimed to teach this sounds by making it "as praying in Arabic". Some teachers press their larynxes to emphasize this sound and they expect their students to perceive and make the sounds formed in their larynxes. However, the sounds made in these activities, which are voiced by the teachers, are the pharyngeal palatal "ʕ" or the fricative posterior palatal "ɣ". Although Göksel and Kerskale (2005) mentioned that, the letter <ğ> is spoken as "ɣ" under the effect of an accent, there is no equivalent for this letter in the standard language. For this reason, the sounds that teachers try to make are sounds that are marked with other letters, not the letter <ğ>. Due to such activities, it is inevitable for students to encounter several problems related to the pronunciation of this letter. In fact, it was stated in the research by Fidan (2011) that students sound the letter <ğ> like "ʕ" or "ɣ". In the research conducted in this current study, it was not observed that the teachers did not include this situation among the problems encountered in the teaching of the letter <ğ>. However, it may have led teachers to assume that the letter <ğ> is a sign of "ʕ" or "ɣ" sounds, as they do not consider this a problem. Therefore, it can be said that other studies are needed. In these studies, the sounds that students make while reading the words containing the letter <ğ> should be examined.

One of the teachers, who developed an activity suitable for SBSM in the teaching of the letter <ğ>, stated that while teaching this letter, he gives examples of imitative words such as "gonging", emphasizes the pronunciation of this example and asks students to repeat this sound. However, the sound that occurs in this example given by the teacher is the sound "ŋ" in the first sound of the word "ongun / ɛŋgun" and it is a variation of the sound shown in the Turkish alphabet with the letter <n>. A teacher stated that he taught the letter <ğ> with an activity he called "The Ghost Letter" since this letter was not at the beginning of the word. This activity applied by the teacher seems to be suitable for SBSM in terms of the path followed. In addition, the same teacher reported that he taught the letter <ğ>, by emphasizing this letter's sound. However, this activity contains several pedagogical drawbacks about the connotation of the letter and emphasizes a non-existent voice.

One of the most frequent activities performed by teachers is the activity performed by reading this sound simultaneously/consecutively with the letter <g>, regardless of letter groupings. Another is when it's normal time vocalization of the letter <ğ> as the letter <g> firstly, then pronouncing the letter <ğ> with "softening". According to Kılıç and Erdem (2013) it is not correct to use the letter <g> when teaching the letter <ğ>. This is because in terms of phonology, <ğ> is not a variant of <g> or an alternative within the same sound environment.

When all the activities developed by the teachers in the research group in accordance with SBSM were evaluated together, it was seen that these activities contained incorrect information in terms of phonology and orthography because they evaluate the letter <ğ> as an independent sound. However, it was seen that three of the teachers, who reported that they had no problem in teaching the letter <ğ>, generally went out of SBSM in practice. These three teachers stated that they did not have any problems but they try to teach this letter with activities that are not suitable for SBSM, which has been made compulsory by MoNE in TL. This is an inconsistency. Even if the method does not match the content and the content does not match the method, it is a problem in itself. Moreover, three teachers stated that they took the TL course before they started working. Therefore, it can be said that these three teachers are not questioned about if the activities they do in the class are suitable for SBSM or not, and ignore the principle of method and technique / application parallelism.

While 39% of the participants teach the letter <ğ>, they use methods and techniques other than in the SBSM. In direct word-based activities, teachers do not vocalize the letter <ğ> and do not show how the sound of this letter is combined. They teach their lessons with word-based listening, speaking, reading, and writing activities in which they vocalize the words they use as a whole. In this context, teachers vocalize the words by writing them on the blackboard and complete their lessons with student practice such as repetition, dictation and printing, using word images, and using short texts. Teachers read words as a whole, without explaining how the sound letters combined with the sounds of other letters. Since there is no independent study in literature on how to teach letters and sound responses separately, findings related to these practices of teachers could not be compared.

Conclusion and Suggestions

The purpose of this research was to determine problems experienced by teachers in the teaching of the letter <ğ> in the TL process, the activities they developed to overcome these problems, and suggestions for solutions. It was also aimed to reveal the competency levels of the participants regarding alphabet transparency, phonology, orthography, and the characteristics of the letter <ğ>. For this purpose, PRM was used, and the case examined in the study was determined from the teachers' experiences about teaching the letter <ğ>. Within the framework of PRM, 39 teachers with TL experience were interviewed and their experiences about the case were analysed with content analysis in regards to the problems they experienced in teaching TL, SBSM, phonology, orthography, and alphabet transparency with the letter <ğ>. In many studies conducted in various fields, despite the difficulties experienced in teaching of the letter <ğ>, this issue has been discussed for the first time in this research in an independent, multi-faceted, and wide plane study and the opinions of teachers regarding the source of the problems were evaluated. Accordingly, many issues related to TL have been discussed and it has been emphasized that the problems experienced in the teaching of the letter <ğ> cannot be isolated from these issues. Thus, it is thought that this study would provide important ideas about teaching the letter <ğ> to teachers, who are interested in teaching Turkish as a mother tongue, foreign language or applied linguistics. The activities and suggestions they applied while teaching this letter show that the participants lack basic competence to guide their students in developing phonologic and orthographic awareness, which are the main components of TL. Participants are in serious misconception about alphabet strings, sound-letter relationships, and alphabet transparency. This is caused by neglect of phonology and orthography in classroom teacher training and in studies for teachers on duty, the theoretical background regarding TL methods, which has never been acquired or forgotten over time, the questionability of the activities for the method, and MoNE's acceptance that every letter has a sound in Turkish.

Success in TL depends on teacher education (Güzel Özmen & Doğan, 2011). The *"First Reading and Writing Teaching"* course in the *"New Teacher Training Undergraduate Programs - Classroom Teaching Undergraduate Program"*, which was put into practice by the Yükseköğretim Kurulu (2018) in the 2018-2019 academic year, is of great importance in this respect. The content of this course covers the subject of *"features of Turkish"*. However, considering the intensity of the topics that are expected to be covered in this course, it is understood that the sound characteristics of Turkish and the relationship between sound and letter in the Turkish alphabet cannot be elaborated in detail in this course. In the *"Turkish Language Teaching"* course in the same program, the sound and writing features of Turkish were excluded. In addition, it is not possible to present information about the sound-letter relationship in Turkish required to realize TL in the common courses of *"Turkish Language I"* and *"Turkish Language II"* taught in all faculties and departments. The scope of the *"Turkish Language I: Phonology and Morphology"* course, which is given to students, who started their education in the classroom teaching departments before the academic year of 2018-2019, did not allow a comprehensive cover of the sound-letter features of Turkish. For this reason, classroom teacher candidates are faced with the danger of starting to work with important deficiencies related to phonology and orthography, which make up the TL content. In

order to prevent this danger, first, phonology and orthography studies, which include the features of Turkish, should be included in classroom teaching programs. In addition, in projects and in-service trainings addressing TL, phonology and orthography should be organized for in-class teachers.

In the teaching of the first grade Turkish class, methodological flexibility should be adopted with a selective approach in the teaching of the letter <ğ>. With this flexibility, the sentence method can be used instead of activities for vocalization. Thus, the value of this letter can be focused on in the alphabet and in its functions in spoken language. In all studies on the letter <ğ>, studies aimed at sensing the appearance of this letter in different contexts should be prioritized. While designing the content and method about this letter in all Turkish and Turkish Language and Literature courses, applying phonology and orthography studies by MoNE will eliminate an important problem. Teaching can be continued with activities aimed at sensing the effect of this letter on the front and central vowels. At this point, the work by Fidan (2011) can be used. In addition, phonological research should be conducted in which teachers describe what sounds they make to teach the letter <ğ>. With these studies, the education of Turkish can be contributed in the context of reaching correct format from wrong practices in the teaching of the letter <ğ>.

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Appendix 1. Sound Equivalents and Variations of Letters in Turkish Alphabet According to IPA *

Letter	a		B	c	ç	d
Sound Equivalent/s	ɑ	a	B	dʒ	tʃ	d
Example Word	kapî	ka'it	bestε, kaba	dʒeren, sUdʒUk	aʃik, cIreʃ	demIy, kadîm
Pronunciation						
Sample Word Writing	(kapı)	(kâğıt)	(beste, kaba)	(ceren, sucuk)	(açık, kireç)	(demir, kadın)
Letter	e		f	g		ğ***
Sound Equivalent/s	e	ε	f	ʝ	g	ɣ
Example Word	serIn	ʃεrεc	** flIε, faʃ	ʃejlc	gaga	ka'it
Pronunciation						α:αʃ
Sample Word Writing	(serin)	(gerek)	(file, fal)	(geyik)	(gaga)	(kağıt)
Letter	h		I	i		j
Sound Equivalent/s	x	ç	i	I	i	ʝ
Example Word	xasat	çeclm	kîliʃ	IlʃI	i dε	ʒa:'le, ʒεt
Pronunciation						ka'îm
Sample Word Writing	(hasat)	(hekim)	(kılıç)	(ilgi)	(iğde)	(jale, jet)
Letter	l		m	n		o
Sound Equivalent/s	l	ʎ	m	n	ɳ	o
Example Word	elʃI	dolma	martî, cemlc	nisan	janʃkî	konUk
Pronunciation						do:ru
Sample Word Writing	(elçi)	(dolma)	(martı, kemik)	(nisan)	(yankı)	(konuk)
Letter	ö		p	r		
Sound Equivalent/s	œ	ø	p	r	r	y
Example Word	œdeme	ø'IcY	kIp, tɔpUk	ra'kim	araba	satîy
Pronunciation						
Sample Word Writing	(ödeme)	(öykü)	(kip, topuk)	(rakım)	(araba)	(satır)
Letter	s	ş	t	u		ü
Sound Equivalent/s	s	ʃ	t	U	u	Y
Example Word	sanat, sImIt	ʃIʃε, ʃapka	kat, teCIy	Utanaʃ	mu: Af	YnIY
Pronunciation						dy:mε
Sample Word Writing	(sanat, simit)	(şişe, şapka)	(kat, tekir)	(utanç)	(muaf)	(ünlü)
Letter	v		y		z	
Sound Equivalent/s	v	v	ʝ	(i):	z	
Example Word	vargî	avUʃ	je ʃI	α'lkîrî, dejIm	ʃi:sI	zorbα, zε'ItIn
Pronunciation						
Sample Word Writing	(vargı)	(avuç)	(yeşil)	(aykırı, deyim)	(giysi)	(zorba, zeytin)

* Examples were compiled from Ergenç and Bekâr Uzun (2017).

** The ε variable in infinity and open syllable returns to ε in standard Turkish.

*** The relative functions of this sign, which has no sound equivalent, are exemplified.

Appendix 2. Distribution of the Research Group According to Various Features

Code	First Class Reading Experience	Seniority	Age	Graduated Department	Education Level	Gender
K01	4	16-20 years	36-40	Classroom Teaching	Undergraduate	Male
K02	3	16-20 years	36-40	Non-response	Undergraduate	Male
K03	2	16-20 years	36-40	Classroom Teaching	Undergraduate	Male
K04	2	21-25 years	46-50	Classroom Teaching	Undergraduate	Male
K05	3	16-20 years	41-45	Classroom Teaching	Undergraduate	Male
K06	2	11-15 years	36-40	Classroom Teaching	Undergraduate	Female
K07	4	16-20 years	36-40	Classroom Teaching	Undergraduate	Female
K08	4	16-20 years	41-45	Other	Undergraduate	Female
K09	5	16-20 years	41-45	Other	Undergraduate	Female
K10	6	21-25 years	46-50	Classroom Teaching	Undergraduate	Male
K11	4	16-20 years	41-45	Other	Undergraduate	Male
K12	2	21-25 years	46-50	Non-response	Undergraduate	Female
K13	3	26-30 years	46-50	Classroom Teaching	Associate	Male
K14	3	11-15 years	31-35	Non-response	Undergraduate	Female
K15	3	16-20 years	36-40	Classroom Teaching	Undergraduate	Male
K16	3	16-20 years	36-40	Classroom Teaching	Undergraduate	Male
K17	2	11-15 years	36-40	Classroom Teaching	Undergraduate	Male
K18	9	11-15 years	36-40	Classroom Teaching	Undergraduate	Male
K19	3	16-20 years	41-45	Classroom Teaching	Undergraduate	Male
K20	2	00-05 years	26-30	Classroom Teaching	Undergraduate	Female
K21	3	11-15 years	36-40	Classroom Teaching	Undergraduate	Male
K22	2	11-15 years	36-40	Classroom Teaching	Undergraduate	Female
K23	2	21-25 years	46-50	Classroom Teaching	Undergraduate	Male
K24	3	21-25 years	41-45	Other	Undergraduate	Female
K25	6	16-20 years	41-45	Classroom Teaching	Undergraduate	Female
K26	2	06-10 years	31-35	Classroom Teaching	Undergraduate	Male
K27	2	16-20 years	36-40	Classroom Teaching	Undergraduate	Male
K28	1	31-35 years	41-45	Classroom Teaching	Associate	Male
K29	3	16-20 years	36-40	Other	Undergraduate	Female
K30	2	06-10 years	31-35	Classroom Teaching	Undergraduate	Female
K31	3	06-10 years	26-30	Classroom Teaching	Undergraduate	Female
K32	1	21-25 years	51-55	Non-response	Undergraduate	Male
K33	1	06-10 years	26-30	Classroom Teaching	Undergraduate	Female
K34	3	21-25 years	41-45	Non-response	Undergraduate	Female
K35	2	11-15 years	36-40	Non-response	Undergraduate	Male
K36	3	16-20 years	36-40	Classroom Teaching	Master	Female
K37	4	06-10 years	31-35	Classroom Teaching	Undergraduate	Male
K38	3	11-15 years	31-35	Classroom Teaching	Undergraduate	Female
K39	5	06-10 years	31-35	Classroom Teaching	Undergraduate	Female

Appendix 3. Questions in the Opinion Form

Dear Teacher;

The following questions have been prepared in order to identify one aspect of the difficulties experienced in teaching literacy. Thank you very much for taking the time to share your opinions and experiences sincerely.

Assistant Professor Dr. Mehmet Ali BAHAR
 Yozgat Bozok University
 Faculty of Education
 Department of Turkish Language Education
 mehmetali.bahar@bozok.edu.tr

Introductory Information (Please tick the most appropriate one for you.)

Your Age:

Your Gender:

Your Education:

Graduated Program (Department):

Your Seniority:

Your Experiences

1. Have you taken any lessons / courses or training for the first literacy teaching before you started working? If you have received, during this training, a content for which first teaching method of literacy (sentence method, sound-based etc.) was presented, please explain briefly.
2. Have you taken a course / course about "phonology" or "phonetics" before or during your assignment? If your answer is "Yes", please explain what you see in the content of this course / course.
3. How many times did you teach the first literacy with sound-based method? (After the program updated in 2006, how many first-grade teachers have you become?)
4. Did you receive an in-service training after the sound based first literacy instruction?
5. "How would you describe the terms "letter" and "sound"?"
6. "Turkish is written as it is read, spoken, it is read and spoken as it is written." What is meant to be explained with the word? Please explain your information and opinions on this subject.
7. How would you describe the term "transparency of the alphabet"?
8. If you are having problems teaching the soft letter g (ğ), what are they? What do you think is the source of these problems?

Your Advice

1. What are your suggestions for teaching soft g (ğ)?