



## Investigation of Graduate Theses about the Process of Teaching Reading and Writing in Turkey with regard to Various Variables (2006-2018)

Research Article

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### ABSTRACT

Literacy skills are one of the basic skills that affect an individual's school success and social life. This skill is a complex process where many factors are effective, and students, teachers and parents who are part of the process can face many problems. Problems in this area necessitate research. In this study, it was determined whether or not the subjects, methods, study groups and data collection tools of the graduate theses carried out between the years 2006-2018 for the literacy learning process met the needs of the educational process. A total of 114 theses, which consisted of 99 master's theses and 15 doctoral theses, were investigated. In the master's theses, studies of the difficulties encountered in the sound-based sentence method and solution suggestions were mostly conducted; in the doctoral theses, studies aimed at increasing the effectiveness of the sound-based sentence method were mostly carried out. As the research method, the survey method in the master's theses and the experimental method in the doctoral theses were mostly used. As the data collection method, questionnaires in the master's theses and scales in the doctoral theses were mostly used. As the study group, classroom teachers were mostly included in both the master's and doctoral theses. It was concluded that the subjects studied in the theses did not adequately meet the needs of the education process. It was proposed that the research subjects should be determined with cooperation between education faculties and provincial education directorates.

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#### Keywords:

Reading, writing, master's thesis, doctoral thesis

### Introduction

In the development of society and the individual, the teaching-learning process occupies an important place in individuals' acquisition of the necessary contemporary knowledge and skills. A good-quality teaching-learning process conducted within this scope relies on an understanding that prioritises the

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individual and that inquires, investigates and gives importance to individual interests and skills (Demirel, 2006, p. 1). When this understanding is adopted in the field of education and teaching, it also affects the teaching of literacy, which is the basis of the teaching-learning process conducted in schools and which affects the whole life of the individual.

The skill of literacy, which is defined as distinguishing the units of our language by recognising the relationships between sounds and letters and as comprehending the content of written texts, directs an individual's learning processes, development and future (Özcan and Özcan, 2014, p. 69; Güneş, 2013, p. 281). In the process of acquiring the literacy skill, the foundations of which are laid from the first years of life onwards, one's immediate surroundings and family environment, the attitude of adults in the environment and preschool education have particular importance (Taşkın, Sak and Sak, 2015, p. 330). In particular, the family is an effective factor in a student's achieving the necessary maturity and readiness for starting school (Vardar and Sarıoğlu, 2017, p. 31). Sidekli and Yaygın (2005, p. 399) stressed the importance of the family environment for the acquisition of students' literacy skills and of the availability of materials in the home that will support their reading and writing skills. If parents establish a healthy communication and spend time together with their children in the preschool period, this will not only contribute to their children's reaching the level of maturity needed to acquire reading and writing skills, it will also ensure that their children develop a positive attitude towards reading (Uyanık and Kandır, 2010, p. 120).

Characterised as an elementary education institution outside the family and home environment in the first years of a child's life (Vardar and Sarıoğlu, 2017, p. 30; Turner, 2018, p. 177), receiving preschool education is effective in a student's acquisition of skills such as psychomotor skills, letter-sound matching ability and phonological awareness in order for the student to acquire reading and writing skills (O'Connor, Syverson and Vadays, 1996, p. 118; Pullen and Justice, 2003, p. 88). Furthermore, preschool education is also effective in removing differences arising from different levels of reading-writing opportunities offered to children at home by their families (Gül and Bal, 2006, p. 34; Iyer, Dawson, Sawyer, Abdullah, Saju & Needlman, 2017, p. 959).

Literacy, which is a universal skill (Gray, 1969, p. 7), plays an important role in the ability of individuals to discover themselves, their environment and their contemporary world, in their academic success and in conducting all vital activities in their daily lives (Vardar and Sarıoğlu, 2017, p. 30; Lonigan, Burgess and Anthony, 2000, p. 596). Therefore, the skill of reading-writing, which is characterised as a life skill, is one of the subjects that are continually discussed and attempted to be developed both in our country and in the world (Babayiğit and Gökçe, 2018, p. 814). It is important for solid foundations to be laid in the skill of literacy, which is effective and decisive in an individual's future education and life. Errors that are made in the literacy acquisition process will lead to the development of negative attitudes in students towards reading and writing and this will also indirectly affect students' lives and experiences (Babayiğit and Erkuş, 2017, p. 273). Due to this effect, for students to be able to acquire the desired quality of literacy skill, it is necessary to determine the factors that affect the acquisition and development of this skill (Erdoğan, 2012, p. 43).

A number of factors affect students' literacy learning process, such as their families' child-rearing style, behaviours and attitudes, the materials related to literacy at home, students' personal characteristics, whether students have received preschool education or not, school facilities, course books, the approaches of preschool education teachers and the behaviours of classroom teachers in the learning process (Tosunoğlu, Aköz and Katrancı, 2009). It can be said that so many factors mean that the acquired reading-writing skill has a complex structure (Kurudayıoğlu, 2011, p. 16). This complexity can result in a number of difficulties encountered by the students, classroom teachers and parents who are involved in the literacy learning process. The problems that may arise, scientific developments, and historical, social and cultural changes related to literacy teaching make research into literacy skills imperative (Önal, 2010, p. 102). This obligation paves that way for expectations from higher education institutions that provide research education and train researchers. The

development of society, the achievement of goals, the ability to keep pace with the technological, economic and cultural developments of the age and the development of realistic solution suggestions for problems experienced in all areas are among the fields of responsibility for universities (Karaman and Bakırcı, 2010, p. 102). In our country, together with the implementation of the sound-based sentence method, problems related to the method have arisen. The solution of the problems arising together with the implementation of the sound-based sentence method in schools and the more effective use of the sound-based sentence method for students in the period ahead are possible by conducting research aimed at solving the problems experienced and by implementing the solutions. Due to these problems, the concept of quality in literacy education has come to the fore. The organisation of literacy education in such a way as to enable a child to read correctly and comprehendingly and to derive pleasure from reading has become a goal (Tok, Tok and Mazı, 2008, p. 124). Overcoming problems encountered in the process and achieving high quality literacy education should be brought about without leaving anything to chance by setting up a systematic structure between universities and schools.

In a study conducted by the National Education Ministry with the aim of determining the level of cooperation between universities and provincial directorates of national education, entitled Cooperation between the National Education Ministry and Universities in Educational Research (2004, p. 31), for which provincial directors of national education and deans of education faculties formed the study group, the directorates of national education were asked whether or not the education faculties cooperated with them in determining the research subjects needed by the provinces for master's, doctoral and other research studies, and 70.4% of the provincial directorates stated that cooperation was not made with them. In the same study, it was determined that the relationship between the education faculties and the provincial directorates of national education revolved around permission requests for research, and that since an institutional structure in which the educational problems of the province or region could be systematically evaluated was not established between the universities and the provincial directorates, the desired level of collaboration could not be carried out.

The aim of this study was, by considering the cooperation that should be established between universities and provincial directorates of national education, to determine the extent to which the subjects studied in graduate theses carried out in our country on the subject of the literacy learning process met the expectations of the teaching-learning process, and to explain the methods, study groups and data collection tools used in the theses.

With this aim, answers were sought to the following questions:

- What were the research subjects in the master's and doctoral theses completed between the years 2006-2018 on the subject of the literacy skill acquisition process?
- Did the subjects studied in the master's and doctoral theses completed between the years 2006-2018 on the subject of the literacy skill acquisition process meet the needs of the teaching-learning process?
- What were the methods, study groups/participants and data collection tools used in the master's and doctoral theses completed between the years 2006-2018 on the subject of the literacy skill acquisition process?

### **Method**

In this section, information is given about the research model, study group, and data collection and analysis.

## Research Model

In the study, one of the general survey models, the single screening model, was used. In a survey model, in order to reach a conclusion about a universe consisting of a large number, the whole of the universe or a group of samples taken from it are studied. In the single screening model, the variables for the research subject, event, institution, individual or situation are described separately. This description can be past, present or progressive (Karasar, 2009, p. 79). In the present study, an attempt was made to describe the subjects studied, methods, data collection tools and study groups in the master's and doctoral theses completed between the years 2006-2018 on the subject of the literacy skill acquisition process, and to determine whether or not the subjects studied met the needs of the teaching-learning process.

## Study Group

The study group of the research consists of master's and doctoral theses written on the subject of the literacy skill acquisition process. An attempt was made to reach the whole universe without employing any kind of sampling method. Since the sound-based literacy teaching method was introduced by the National Education Ministry from the 2005-2006 academic year onwards, theses made available for access on the subject of the literacy skill acquisition process between the years 2006-2018 were taken from the National Thesis Centre of the Higher Education Board. The theses were accessed by searching for the terms "reading", "writing" and "sound-based method" in the thesis centre. The theses accessed according to year and type are given in Table 1.

**Table 1.** Distribution of master's and doctoral theses according to year

Year	Master's	Doctoral	Year	Master's	Doctoral
2006	9	1	2013	8	3
2007	9	1	2014	7	2
2008	17	1	2015	7	2
2009	6	2	2016	5	1
2010	11	1	2017	4	0
2011	7	1	2018	3	0
2012	6	0	TOTAL	99	15

Examining Table 1, it is seen that a total of 114 graduate theses, consisting of 99 master's theses and 15 doctoral theses, were conducted on the subject of the literacy skill acquisition process between the years 2006-2018. The highest number of theses were completed in the year 2008, when 17 master's and 1 doctoral thesis were completed.

## Data Collection and Analysis

The theses evaluated in the study were obtained from the National Thesis Centre of the Higher Education Board in July 2018. In the study, the terms "reading", "writing" and "sound-based method" were searched for among thesis titles, keywords and abstracts. To decide whether or not to include the accessed theses within the scope of the study, first of all, the theses to be included were determined by examining their abstract and method sections. The type, subject, research model, study group and data collection tools of the theses were processed into the table created previously by examining the theses one by one. Then, this information was converted into frequencies and descriptive and content analyses were performed on these frequencies.

## Findings

Findings related to the subjects studied, the research models used, the data collection tools used and the study groups included in the master's and doctoral theses are presented separately and in that order.

The distribution of the subjects studied in the master's theses completed between the years 2006-2018 is presented in Table 2 below.

**Table 2.** Distribution of subjects studied in master's theses

Subjects Studied	<i>f</i>
Difficulties encountered with the sound-based sentence method and suggested solutions.	12
Effects of the literacy skill on the lives of adults.	9
Views of teachers about the sound-based sentence method.	8
Evaluation of the literacy learning process of students with mental deficiency.	8
Evaluation of the early literacy section of the Turkish curriculum.	7
Early literacy competencies of classroom teachers and pre-service teachers.	5
Effect of parents on the literacy learning process.	4
Features of course books and supplementary books used in early literacy teaching.	4
Effect of computers and interactive materials on the literacy learning process.	4
Effect of school starting age on the literacy skill acquisition process.	4
Evaluation of the literacy learning process with regard to various variables.	4
Evaluation of the literacy learning process of students with a hearing impairment.	3
Comparison of analysis-synthesis and sound-based sentence methods.	3
Relationship between school maturity and reading-writing skills.	3
Studies aimed at preparation for reading and writing in the early childhood period.	3
Factors affecting the literacy learning process (homework, games, cds).	3
Difficulties encountered with the sound-based sentence method in combined classes.	2
Adaptation of literacy-themed scales.	2
Difficulties in the literacy learning process in areas where Turkish is not adequately spoken.	2
Relationship between language development and reading-writing skills.	1
The syllable period in the sound-based sentence method.	1
Relationship between vocabulary and literacy.	1
Effect of adaptation/preparation period on the literacy learning process.	1
Reading-writing difficulties of intermediate class students.	1
Conception of the concept of literacy.	1
Views of preschool teachers about literacy teaching in the preschool period.	1
Development of teachers' literacy teaching skills by means of in-service training.	1
Effectiveness of the sound-based sentence method.	1
TOTAL	99

Examining Table 2, it is seen that among the studies aimed at the literacy learning process in the master's theses, the subject of difficulties encountered with the sound-based sentence method and suggested solutions was the most studied ( $f=12$ ). Apart from these, subjects such as the effects of the literacy skill on the lives of adults( $f=9$ ), the views of teachers about the sound-based sentence method ( $f=8$ ), evaluation of the literacy learning process of students with mental deficiency ( $f=8$ ) and evaluation of the early literacy section of the Turkish curriculum ( $f=7$ ) were studied.

The distribution of the research models used in the master's theses completed between the years 2006-2018 is presented in Table 3 below.

**Table 3.** Distribution of research models used in master's theses

Models	<i>f</i>	Models	<i>f</i>
Survey Model	58	Relational Survey Model	3
Qualitative Method	19	Scale Adaptation	2
Case Study	6	Literature Review	1
Experimental Method	5	Action Research	1

Mixed Model	3	Causal-Comparative Design	1
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Examining Table 3, it is seen that in the master's theses, methods such as the survey model (f=58), the qualitative method (f=19), the case study method (f=6), the experimental method (f=5), the mixed model (f=3) and the relational survey model (f=3) were used as the method.

The distribution of the data collection tools used in the master's theses completed between the years 2006-2018 is presented in Table 4 below.

**Table 4.** Distribution of data collection tools used in master's theses

Tools	f	Tools	f	Tools	f
Questionnaire	43	Reading assessment form	2	Picture word test	1
Interview form	40	Literature	2	In-service training content	1
Scale	26	Checklist	2	Biography	1
Observation form	13	Error analysis inventory	2	News	1
Document	7	Reading-writing teaching books	2	Writing error form	1
Achievement test	4	Opinion and suggestion form	1	Reading speed schedule	1
Reading-writing text	4	Homework assessment form	1	Relevant legislation	1
Diary	4	Transition to reading schedule	1	School maturity test	1
Video recording	2	Book review form	1	Student identification form	1
Reading comprehension test	2	Student notebook	1		
Teacher identification form	2	Reading/dictation text scale	1		

Examining Table 4, it is seen that in the master's theses, data collection tools such as questionnaires (f=43), interview forms (f=40), scales (f=26), observation forms (f=13), documents (f=7), achievement tests (f=4), reading-writing texts (f=4), diaries (f=4) and video recordings (f=2) were used as the data collection tool.

The distribution of the study groups included in the master's theses completed between the years 2006-2018 is presented in Table 5 below.

**Table 5.** Distribution of study groups included in master's theses

Study Group	f	Study Group	f
Classroom teachers	58	Inspectors	2
First-year students	20	Third-year students	2
Parents	12	Child development and education teachers	1
Public education centre students	8	Public education centre teachers	1
Preschool education teachers	5	Art and craft teachers	1
Special education teachers	3	Theses/research studies/articles	1
Second-year students	3	Special education students	1
Preservice classroom teachers	2	Classroom teachers in special education classes	1
Teachers of the hearing-impaired	2	School principals	1
Curricula	2	Rehabilitation centre teachers	1
Early literacy books	2	Documents and reports	1

Examining Table 5, it is seen that in the master's theses, 58 were conducted with classroom teachers, 20 with first-year students, 12 with parents, 8 with public education centre students, 5 with preschool education teachers, 3 with special education teachers and 3 with second-year students.

The distribution of the subjects studied in the doctoral theses completed between the years 2006-2018 is presented in Table 6 below.

**Table 6.** Distribution of subjects studied in doctoral theses

Subjects Studied	<i>f</i>
Subjects aimed at making the sound-based sentence method more effective	5
Studies aimed at preparation for reading and writing.	2
Effectiveness of the sound-based sentence method, problems experienced, and other descriptive subjects.	2
Subjects aimed at literacy learning in adults.	2
Subjects aimed at students whose mother tongue is not Turkish.	1
Development and implementation of a family-based reading-writing programme.	1
Subjects related to the success of preservice teachers in literacy teaching classes.	1
Relationship of characteristics such as adaptation, intelligence, etc. with literacy skills in first-grade students.	1

Examining Table 6, in the context of the subjects studied in the doctoral theses, 5 doctoral theses were conducted by examining variables such as games, peer collaboration, multiple environments and sense training intended to increase the effectiveness of the sound-based sentence method, 2 doctoral theses were aimed at preparatory skills for reading and writing, 2 doctoral theses were aimed at determining the effectiveness of the sound-based sentence method in the context of literacy skills and the problems experienced, 2 doctoral theses were aimed at determining the characteristics of literacy education organised for adults and its effects on the lives of these students, 1 doctoral thesis was aimed at determining the problems experienced in the literacy learning process of students whose mother tongue was not Turkish, 1 doctoral thesis intended to reveal characteristics such as thinking styles and attitudes of preservice teachers in their literacy teaching classes, and 1 doctoral thesis aimed to determine the relationship of characteristics such as adaptation, intelligence, etc. with literacy skills in first-grade students.

The distribution of the research models used in the doctoral theses completed between the years 2006-2018 is presented in Table 7 below.

**Table 7.** Distribution of research models used in doctoral theses

Models	<i>f</i>	Models	<i>f</i>
Experimental method	5	Relational Survey Model	2
Survey Model	4	Qualitative Method	1
Mixed method	3		

Examining Table 7, it can be seen that in 5 of the doctoral theses conducted on the subject of literacy education, the experimental method was used, in 4 of them, the survey model was used, in 3 of them, a mixed method was applied, in 2 of them, the relational survey model was used, and in 1 of them, the qualitative method was applied.

The distribution of the data collection tools used in the doctoral theses completed between the years 2006-2018 is presented in Table 8 below.

**Table 8.** Distribution of data collection tools used in doctoral theses

Tools	<i>f</i>	Tools	<i>f</i>	Tools	<i>f</i>
Scale	8	Video recording	1	Diary	1
Interview form	7	Audio recording	1	Photograph	1
Questionnaire	4	Visual perception test	1	WhatsApp	1
Observation form	4	Achievement test	1	Reading-writing text	1
Evaluation form	2	Error analysis inventory	1	Sight/hearing control form	1
Reading comprehension test	2	Drawing completion form	1	Reading-writing cognitive control form	1
Field notes	1	Language skills test	1		

Examining Table 8, it is seen that as the data collection tool, scales were used in 8 of the doctoral theses, interview forms were used in 7 of them, questionnaires were used in 4 of them, observation forms were used in 4 of them, reading comprehension test were used in 2 of them, and evaluation forms were used in 2 of them.

The distribution of the study groups included in the doctoral theses completed between the years 2006-2018 is presented in Table 9 below.

**Table 9.** Distribution of study groups included in doctoral theses

Study Group	<i>f</i>	Study Group	<i>f</i>
Classroom teachers	6	Inspectors	1
First-year students	5	Course students	1
Preschool education students	4	Course instructors	1
Preschool education teachers	1	Parents	1
Preservice classroom teachers	1	School principals	1

Examining Table 9, it is seen that 6 of the doctoral theses were conducted with classroom teachers, 5 with first-year students, 4 with preschool students and 1 with preschool teachers.

### Discussion, Conclusion and Recommendations

A total of 114 graduate theses, of which 99 were master's theses and 15 were doctoral theses, were conducted on the subject of the literacy skill acquisition process between the years 2006-2018. The highest number of theses were completed in the year 2008, when 17 master's and 1 doctoral thesis were completed. It is considered that this situation is due to the fact that theses which began to be prepared when the sound-based sentence method began to be implemented in the 2005-2006 academic year were completed in the year 2008.

While theses examining the difficulties encountered in the sound-based sentence method and making suggestions for solutions to these were mostly studied among the master's theses ( $f=12$ ), in the doctoral theses, subjects aimed at making the sound-based sentence method more effective were mainly studied ( $f=5$ ). Apart from these, in the master's theses, subjects dealing with the effect of the literacy learning process on the lives of adults, the literacy learning processes of students with a mental or hearing impairment, preparation for reading and writing, and determining the characteristics of early literacy books were studied. In the doctoral theses, however, subjects such as preparation for reading and writing, the effectiveness of the sound-based method, and the literacy learning processes of adults and of students whose mother tongue was not Turkish were studied. Students are given their literacy education in official and private schools affiliated to the Ministry of National Education. Therefore, research studies, ideas and approaches in graduate education theses, prepared in higher education institutions and directed towards the literacy skill acquisition process of students, should be evaluated by the Ministry of National Education. In the Ministry's report entitled *Television Viewing Habits of Students* (2008, p. 65), it is stated that students put themselves in place of the principal characters in the programmes that they watch, and that this has a negative effect on the students' original identity acquisition process and on their reading, comprehension and interpretation skills. Accordingly, it is recommended that mothers and fathers be given instruction about reading skills. In the Ministry's report entitled *Evaluation of Career Seminar Work Carried out by Primary School Teachers* (2006, p. 95), school administrators and inspectors state that first-grade classroom teachers should definitely be given training in early literacy. Again, in the Ministry's *General Competencies for the Teaching Profession* (2017b, p. 15), it is determined as an aim that teachers should develop measurement and evaluation skills related to their own fields, that is, that "teachers should prepare and use measurement and evaluation tools suitable for their field and for the students' development characteristics. Teachers should revise the teaching-learning



processes according to the measurement and evaluation results.” In the aforementioned assessments by the Ministry of National Education, it is stated that parents should be given literacy instruction, that teachers should improve in terms of their measurement and evaluation skills and that teachers should be given training in the field of literacy education during seminar periods. Studies also exist in the related literature that stress the needs specified in the Ministry of National Education reports. In a study conducted by Demir and Ersöz (2016, p. 10), the difficulties experienced by students in literacy education and the reasons for these difficulties were investigated, and it was determined that parents’ haste towards their children’s transition to reading, their misunderstanding of their children’s development levels and their incorrect attitudes and behaviours such as teaching letters instead of sounds would have a negative effect on their children’s literacy education. In Özkara’s (2014, p. 15) study aimed at determining the opinions of classroom teachers regarding sound-based literacy teaching, it was determined that the classroom teachers were in need of in-service training in the field of literacy teaching. Karasu, Girgin and Uzuner (2011, p. 121) stressed the need for development of measurement and evaluation tools for determining the development characteristics and educational needs of students with regard to their reading skills. Despite the Ministry of National Education reports and the studies supporting these in the related literature, when the theses are examined, it is seen that there are no theses related to the subject of measuring and evaluating literacy skills, and that there is only one thesis aimed at informing parents on the subject of reading and writing skills and only one thesis on the subject of in-service training about literacy teaching for teachers.

Taşkaya (2010, p. 22) states that there were students in the higher grades of primary school who had not been able to acquire reading and writing skills. A Catch-up Programme for Primary Schools (2018) was prepared for students who were in the third and fourth grades of National Education Ministry primary schools yet were in the position of being unable to acquire the necessary competences for basic skills in Turkish and mathematics lessons. One of the main aims of the programme is to remedy students’ deficiencies in early literacy skills. In this context, a change was made in the Decision Related to the Lesson and Extra Lesson Hours of Education Ministry Principals and Teachers, with the decision published in the Official Gazette No. 30521 dated 31/08/2018, and it was decided that students in third and fourth grades of primary school who had not acquired the learning outcomes specified by the Ministry should be given reinforcement classes outside normal lesson times. Together with this change, students who were studying in intermediate classes but had not been able to acquire reading and writing skills were given the opportunity to gain this skill. Although there is a study in the literature which states that students in intermediate classes had not been able to acquire literacy skills and which was prepared by the Ministry to deal with this problem, when the graduate theses are examined, it is seen that there is only one thesis on this subject.

All these data reveal that when the subjects for research to be conducted about literacy teaching are being determined, more attention needs to be paid to the teaching-learning process. Karaman and Bakırcı (2010, p. 108) stress that the priority issues of our country need to be included in graduate education theses. Therefore, when the subjects of graduate education theses are being determined, the influence of components of education such as classroom teachers, students, school principals, education inspectors and parents must be ensured in determining research subjects by constructing institutional organisations that will enable cooperation to be established between the National Education Ministry and the universities.

In the master’s theses, the survey model (f=58) was mostly applied, whereas in the doctoral theses, the experimental method (f=5) was mainly implemented. Apart from these, it is seen that qualitative, experimental and mixed methods were included in the master’s and doctoral theses. As the data collection tool, questionnaires (f=43) were mostly used in the master’s theses, whereas in the doctoral theses, scales (f=8) were mainly used. Apart from these, tools such as interview forms, scales, observation forms, documents, achievement tests and reading-writing texts were used in the master’s theses (f=8), while tools such as

interview forms, questionnaires, observation forms, reading comprehension tests, assessment forms and drawing completion forms were used in the doctoral theses. Since postgraduate education is directly related to educational quality, to the efficient use of national resources and to increasing the level of development in our country, it must be given more importance (Karaman and Bakırcı, 2010, p. 94). In this context, an implementation that will be beneficial in life must be made in master's theses, while an original innovation, however limited, must definitely be found in doctoral theses (Şen, 2013). However, it is clear that there are insufficient theses that contribute to science and develop a new scientific method in our country (Er, 2011, p. 103). Theses of the desired quality depend closely on researchers having a command of research methods, data collection types and data analysis methods. In a study conducted by Aslan (2010, p. 12) with the aim of determining the self-efficacy of students receiving postgraduate education, one of the participants stated that he/she had problems with which data collection tool to use in which situation, and in selecting the correct tool and correct method, while all of the participants stated that they regarded themselves as inadequate with regard to research methods and techniques. In a study carried out by Katılmış, Çelik and Kop (2013, p. 117), it was determined that students in postgraduate education experienced problems in the dimensions of research planning and concluding research, that participants did not completely have the competence required for original research, that they did not regard themselves as competent enough to undertake original research, and that especially, they experienced problems with regard to which method the undertaking of the research was to be based on and to how the data obtained were to be analysed at the end of the process. For these reasons, better quality theses in terms of method will increase the quality of postgraduate education.

It was revealed that classroom teachers were frequently included as the study group in both the master's theses (f=58) and the doctoral theses (f=6). Apart from these, first-year students, parents, course students, preschool teachers, special education teachers, second-year students, preservice classroom teachers, teachers of the hearing-impaired and curricula were included as the study group in the master's theses, while first-year students, preschool students, preschool teachers and preservice classroom teachers were included as the study group in the doctoral theses. It is seen that those included as the study group were people and documents directly or indirectly related to literacy teaching. Based on this, graduate education theses can be transformed into an opportunity for developing the professional and research skills of teachers, education inspectors and school principals. By cooperation carried out between education faculties and provincial directorates of national education, the teachers, education inspectors and school principals who are the data source in the theses and are in the position of agents of education can publish articles prepared by utilising the graduate education theses related to the research that they have carried out together with academicians. This will not only provide an opportunity for school staff, working together with academicians, to develop themselves and their skills in their fields, it will also make close collaboration between schools and education faculties possible by enabling easier access to the teaching-learning environment by academicians. This idea will allow the proposal, included in the Ministry of Education's Teacher Strategy Document (2017a, p. 14) to "create a system by which observation, research and implementation can be carried out in primary and middle schools in order to increase the levels of field-related current knowledge and awareness of teaching staff in education faculties", to be put into practice. Academic studies carried out by teachers and academicians together can make way for academic studies to be made by teachers, school principals and branch teachers among themselves in later periods. Academic studies conducted can become part of the assessment of teacher performance by publication in academic journals or in journals prepared by the ministry for these studies.

The following recommendations have been made based on the research findings: ( i ) graduate thesis subjects can be determined by cooperation established between education faculties and provincial directorates of education; (ii) course contents of postgraduate education students can be enriched in order for them plan their research and to increase their competencies in all stages of the method; (iii) teachers, school principals and education inspectors can be allowed to play effective roles in articles prepared by utilising theses in order

for them to develop their professional and research skills; (iv) by allowing academicians to participate in group meetings held in district and provincial directorates of national education, it will be made possible for them to closely observe problems experienced in the education process and to utilise these experiences in the thesis supervision process.

## GENİŞLETİLMİŞ ÖZET

### Türkiye’de İlk Okuma Yazma Öğretimi Sürecine Yönelik Hazırlanan Lisansüstü Tezlerin Çeşitli Değişkenler Açısından İncelenmesi (2006-2018)

#### Problem Durumu

Okuma-yazma becerisi bireyin okul başarısını ve sosyal hayatını etkileyen temel becerilerden biridir. Bu beceri birçok faktörün etkili olduğu karmaşık bir süreç olup, sürecin parçası olan öğrenciler, öğretmenler ve veliler birçok sorunla karşılaşabilmektedir. Yaşanan sorunlar bu alanda araştırma yapılmasını zorunlu kılmaktadır. Bu çalışmada ülkemizde yürütülen lisansüstü tezlerde çalışılan konuların eğitim-öğretim sürecinin beklentilerini karşılama durumu ve tezlerde başvurulan yöntem, çalışma grubu ve veri toplama araçlarının betimlenmesi amaçlanmıştır. Bu amaçla 2006-2018 yılları arasında okuma-yazma becerisini edinme sürecine yönelik tamamlanan yüksek lisans ve doktora tezlerinde çalışılan konular, yöntem, çalışma grubu, veri toplama araçları ve çalışılan konuların eğitim-öğretim sürecinin ihtiyaçlarını karşılama durumu açıklanmaya çalışılmıştır.

#### Yöntem

Araştırmada genel tarama modellerinden tekil tarama modeli kullanılmıştır. Tarama modelinde çok sayıda oluşan evren hakkında bir yargıya varabilmek için evrenin tamamı ya da ondan alınacak bir grup örneklem üzerinde çalışılmaktadır. Tekil tarama modelinde ise araştırma konusu olay, kurum, birey ya da duruma ait değişkenler ayrı ayrı betimlenmektedir. Mevcut çalışmada okuma-yazma becerisini edinme sürecine yönelik olarak 2006-2018 yılları arasında tamamlanan yüksek lisans ve doktora tezlerinde çalışılan konular, yöntemler, veri toplama araçları, çalışma grupları ve çalışılan konuların eğitim öğretim sürecinin ihtiyaçlarını karşılama durumu betimlenmeye çalışılmıştır. Araştırmanın çalışma grubunu 99’u yüksek lisans 15’i doktora tezi olmak üzere toplam 114 tez oluşturmaktadır. Tezler tek tek incelenerek daha önceden oluşturulan tabloya, tezlerin türü, konusu, araştırma modeli, çalışma grubu ve veri toplama araçları işlenmiştir. Ardından bu bilgiler frekanslara dönüştürülerek frekanslar üzerinden analizler yapılmıştır.

#### Bulgular

Yüksek lisans tezlerinde okuma-yazma öğrenme sürecine yönelik çalışmalarda en çok ses temelli cümle yönteminde karşılaşılan güçlükler ve çözüm önerileri (f=13) konusunda çalışıldığı; bunun dışında okuma-yazma becerisinin yetişkinlerin yaşamına etkisi (f=9); ses temelli cümle yöntemi hakkında öğretmen görüşleri (f=8); zihinsel yetersizliği olan öğrencilerin okuma-yazma öğrenme sürecinin değerlendirilmesi (f=8) ve Türkçe ders programının ilk okuma-yazma kısmının değerlendirilmesi (f=7) gibi konular çalışılmıştır. Yüksek lisans tezlerinde tarama modeli (f=58); nitel yöntem (f=19); durum çalışması (f=6); deneysel yöntem (f=5); karma model (f=3) ve ilişkisel tarama modeli (f=3) gibi yöntemlerin kullanıldığı görülmektedir. Bu tezlerde veri toplama aracı olarak anket (43); görüşme formu (40); ölçek (26); gözlem formu (13); doküman (7); başarı testi (4) ; okuma-yazma metni (4); günlük (4) ve video kaydı (2) gibi veri toplama araçlarının kullanıldığı görülmektedir. Çalışma grubunda 58 tezde sınıf öğretmenleri; 20 tezde 1. sınıf öğrencileri; 8 tezde halk eğitim merkezi kursiyerleri; 5 tezde okul öncesi eğitim öğretmenleri; 3 tezde özel eğitim öğretmenleri ve 3 tezde de 2. sınıf öğrencileri yer almaktadır.

Doktora tezlerinde ses temelli cümle yönteminin etkililiğini artırmak amacıyla 5 doktora tezi; okuma-yazmaya hazırlık becerilerine yönelik 2 doktora tezi; ses temelli cümle yönteminin okuma-yazma becerisi bağlamında etkililiğini ve yaşanan sorunları belirlemeye yönelik 2 doktora tezi; yetişkinlere yönelik düzenlenen okuma-yazma eğitiminin özellikleri ve kursiyerlerin yaşamlarına etkisine yönelik 2 doktora tezi; ana dili Türkçe olmayan öğrencilerin okuma-yazma öğrenme sürecinde yaşadıkları sorunları belirlemeye yönelik 1 doktora tezi; öğretmen adaylarının okuma-yazma öğretimi dersindeki başarıları ile düşünme stilleri,

tutumları gibi özelliklerinin ortaya konmasına yönelik 1 doktora tezi ve 1. sınıf öğrencilerinin okuma-yazma becerileri ile uyum, zeka vb. özelliklerin ilişkisini belirlemeye yönelik 1 doktora tezi yapılmıştır. Doktora tezlerinin 5'inde deneysel yöntem, 4'ünde tarama modeli, 3'ünde karma yöntem, 2'sinde ilişkisel tarama modeli ve 1'inde de nitel yöntem uygulanmıştır. Bu tezlerde veri toplama aracı olarak 8 doktora tezinde ölçek; 7 doktora tezinde görüşme formu; 4 doktora tezinde anket; 4 doktora tezinde gözlem formu; 2 doktora tezinde okuduğunu anlama testi ve 2 doktora tezinde değerlendirme formu kullanıldığı görülmektedir. Çalışma grubunda 6 doktora tezinde sınıf öğretmenleri; 5 doktora tezinde 1.sınıf öğrencileri; 4 doktora tezinde okul öncesi öğrencileri ve 1 doktora tezinde okul öncesi öğretmenleri yer almaktadır.

### **Sonuç, Tartışma ve Öneriler**

Araştırma sonucunda öğrencilerin ilk okuma yazma becerisini edinme sürecine yönelik hazırlanan lisansüstü tezlerin eğitim ortamının ihtiyacını yeterince karşılamadığı sonucuna ulaşılmıştır. Eğitim fakülteleri ile il milli eğitim müdürlükleri arasında kurulacak iş birliği ile lisansüstü tez konularının belirlenmesi; lisansüstü eğitim öğrencilerinin araştırmanın planlanması ve yöntemin tüm aşamaları hakkında yeterliliklerinin artırılması için ders içeriklerinin zenginleştirilmesi; öğretmen, okul yöneticisi ve maarif müfettişlerinin mesleki ve araştırma becerilerinin geliştirilebilmesi için tezlerden faydalanarak hazırlanan makalelerde etkin rol almaları; akademisyenlerin ilçe milli eğitim müdürlükleri ve il milli eğitim müdürlüklerinde yapılan zümre toplantılarına katılmaları sağlanarak eğitim-öğretim sürecinde yaşanan sorunları yakından görmeleri ve bu deneyimlerinden tez danışmanlığı sürecinde faydalanmaları önerilmiştir.

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