

## Examining the Print Script Letters Shapes Taught in Primary Scholls in Turkey

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### Abstarct

The aim of this study is to examine the basic vertical letters based on the opinions of the primary school teachers. This qualitative research study employed phenomenology as a research method. Critical sampling and appropriate sampling methods were used in determining the participants. The participants of the study consisted of 111 classroom teachers working in primary schools in Yozgat city center. In the determination of the participants, the service life as a criterion has been determined as at least 10 years. Semi-structured interview form was used as data collection tool. The researcher has prepared a semi-structured interview form called “vertical basic writing letters writing form”. Data were collected in November 2018. 111 class teachers were interviewed with semi-structured interview form. Two types of analysis technique were used for data analysis. Frequency (f) and percentage (%) were used for quantitative data analysis. Content analysis was used to analyze the qualitative data. As a result of sstudy, 89% of the teachers think that the capital letter A is appropriate. It is seen that 11% did not approve of the big letter A. The eligibility for capital letter I is 96%. Eligibility for capital letter J is 84%. The eligibility rate for all other capital letters is 100%. The conformity rate of lowercase letters after capital letters was examined. It is seen that the rate of conformity of the lowercase letter is 97%. Eligibility of small letter f is 62%. The rate of compliance with the letter l (lemon) is 65%. Conformity rate of small t is 81%. The compliance rate of all other lowercase letters is 100%.

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## INTRUCTION

In many countries in the world, writing instruction is usually started with the basic vertical letters. The main reason for this situation is that it is easy to write the basic vertical letters. In addition, the use of the basic vertical letters in everyday life is very common. Letter; any drawn, written, printed, or typed character, lowercase or uppercase, can be recognized as an allograph of the alphabet of any language (Huber & Headrick, 1999). Letter; each one of the signs, is indicating a sound in the language and forming the alphabet (Turkish Language Society, 2018). The phonetic use of symbols to represent syllables of words probably commenced with the endeavours to write foreign names, which conveyed no meaning other than identification. From this, syllabic usage spread into everyday words (Huber & Headrick, 1999). The letter is not the simplest stimulus element for the child. In the reading period, the child divides the letters and divides them into certain elements. The existence of similar elements in different letters requires the reciprocal relations of letters. Similarities in different elements are perceived more easily than the differences in similar elements. Children understand different elements in different letters more quickly. But they have difficulty in finding the differences in similar letters. In addition, this distinction requires the stimulation of a particular region of the brain (Özcan, 1992, s. 173).

Teaching correct letter formation involves providing learners with opportunities to talk about the names, features of letters, the sounds they represent. This enhances letter recognition in texts on computer keyboards and in the environment. Looking at the letters and undertaking the movement of writing then helps learners see and feel how each letter is formed, fixing the letter in the learner's visual memory for future identification and reproduction (Department of Education, 2009, p. 19). The basic goal of handwriting instruction is to help students develop legible writing that can be produced quickly with little conscious attention. A critical ingredient in achieving this goal is teaching students an efficient pattern for forming individual letters (Graham, 2009, p. 23). Teaching methods that require the copying of letters, whole words and sentences in infant unjoined print should be challenged. Teaching handwriting needs to begin with movement training and penhold exercises and develop into writing letters and simple words from 'inside the head', i.e. from memory. Copying from the board (far point copying) involves holding the spelling in short-term memory for a time and writing from this temporary memory store and thus extra errors can creep in. Even near point copying (writing below teacher's model) can give rise to similar errors. Tracing does not involve the word memory store; it only involves strengthening exercise in the motor movements which can be more fluently taught in other ways (Montgomery, 2007, p. 39). In the speed and readability dimension of the writing, it is important that the letters are simple and easy to produce in shape (Akyol, 2006, p. 51). If children cannot form letters-or cannot form them with reasonable legibility and speed-they cannot translate the language in their minds into written text (Graham, 2009, p. 20). The second point of writing is the ease of teaching. The beginning of these letters, beginning and end points, lines from left to right and from top to bottom, writing the letters with less movement. The writing direction is suitable for the student's muscular development, facilitating the teaching of writing. The starting point of writing the letter as a writing direction is emphasized. The importance of typing letters without raising the hand (with less movement) is known for writing fast and readable. It is also important to start writing in small letters. Because the small letters are used in the reading and writing process. Therefore, more emphasis is given to the writing of small letters (Güneş, 2017, p. 3; Güneş, 2007, p. 101).

The vertical basic writing is written from top to bottom and from left to right with short and dashed lines. Straight and simple lines are drawn to create letters. This is not written in this aspect, rather than drawn is writing (Güneş, 2017, p. 4). Generally, the vertical basic writing in the world countries is used in the first two years of primary school. Vertical basic lettering gives primary school students the ability to write more readable and faster (Gray, 1975, p. 238). It is stated that it simplifies the teaching of reading and writing as it is similar to the printing or printing letters of vertical basic writing. The child writes the same text. It is suggested that it is easier to learn, faster and more legible than other letter forms (Güneş, 2017, p. 5). Vertical basic writing is simple, non-stylized and easy to write. Basic writing is the foundation on which decorative and art writings are based (Ministry of

National Education, 2012, p. 20). After each line and letter the hand is removed and the pen is placed again. To write some letters, the hand is removed four times and the location of the item is changed four times (Güneş, 2017, p. 4). Vertical font is 90 degrees upright and unconnected (Güneş, 2017, p. 2). The writing of vertical basic letters starts at nine different points, and is completed at eight different points (Başaran & Karatay, 2005). Six separate actions are made to write vertical lower case letters (Akyol, 2006, p. 55). At vertical basic lettering students who are new to elementary school do not face much difficulty and use simplified figures to get to know the writing. These are letters consisting of upright and rounded lines. This is called vertical writing. In some countries, the first literacy teaching is started with the basic writing (Güneş, 2017, p. 4).

With the structural characteristics of the letter to be written in line studies, the lettering aspects, the main characters and the aesthetics of writing should be handed to the students to give the flexibility of hand. In order to write in vertical base letters, steep, curved, circular and horizontal lines should be drawn. When the circular line is taught in the basic writing format, it must be started from the 2 point of the clock and drawn to the left until the hands are at the same point without being removed from the paper. The writing directions of the vertical letters should be shown from left to right and from top to bottom (Ministry of National Education, 2018, p. 11). Vertical print letters in Turkey is shown in Figure 1.

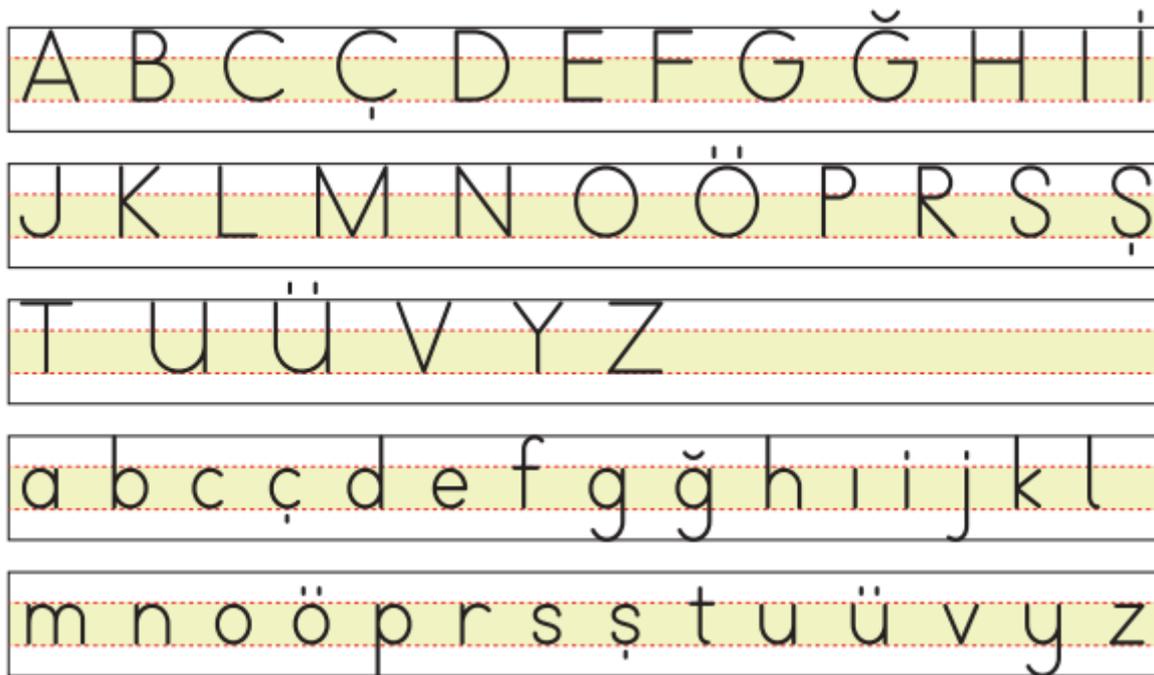
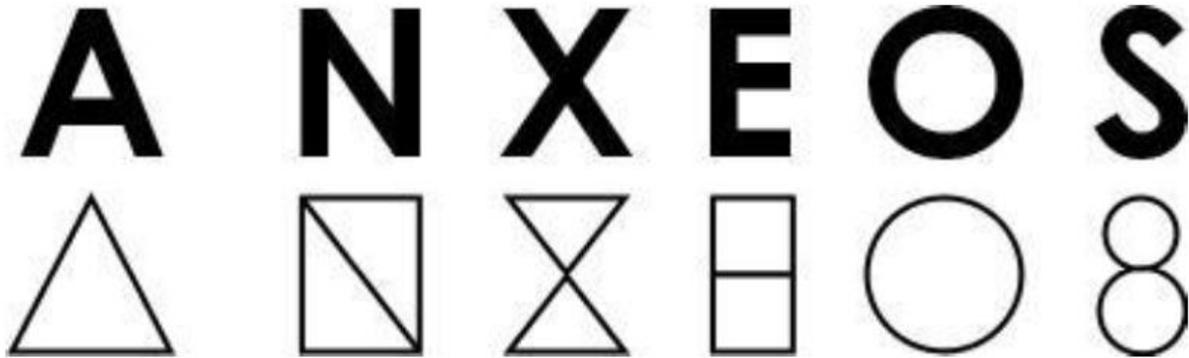


Figure 1. Vertical basic letters shape in Turkey (Ministry of National Education, 2018, p. 12).

During the teaching of reading and writing, the four-line, three-spaced standard writing pad should be used. The line spacing should be 4-5-4, at least 1.3 cm wide. The lines in the writing notebook should be used during the initial reading and writing of the letters. Syllables in the materials to be used in wider line spacing should be used (Ministry of National Education, 2018, p. 12). Students should not be forced to write about letters, shapes, geometry, slope, steepness of letters in their writing studies. Students should be expected to form the basic form of the letter. First of all, the capital letters should be shown. Then, the lower case should be shown (Ministry of National Education, 2018, p. 13, Artut, 2005, p. 73).

In the initial reading success, knowing the names of the letters is the most powerful factor. The effect of naming the letters is explained in a number of different ways: If a child can remember many letters with complete confidence, s/he will have more time to spell words and learn letter sounds than a child trying to remember the letters. From another point of view, the power of the letter

information can be interpreted as follows: when the children see all the letters in the automatic way, they will see the words with the letter patterns or the names of the letters are related to their voices (Karakelle, 2004, p. 47) .The basic vertical capital letters get from geometric forms (Çiçek, 2005, p. 16). The basic vertical capital letters geometric forms are shown in Figure 2.



*Figure 2.* Geometric structure of basic vertical letters (Ministry of National Education, 2012, p. 20)

In general pedestal, certical basic writing is used in the first two years in school. It is learned more quickly. It gives the students the opportunity to write more readable and faster. The benefits of using this font at this level have been summarized as follows (Gray, 1975, p. 238-239). Although vertical basic lettering is used a lot, there is no need for lines to merge letters together. The writing of vertical basic writing is very close to that of children. The letters of the vertical basic lettering inscription are the same of the children's books. This eliminates the confusion that may arise from a combination of two shapes for each letter. With the vertical basic writing, children can express their ideas more quickly in writing. Thus, they begin to pay attention to the writing earlier and they are more successful. In the wall plates, brochure covers and art works, the basic writing has a clearer and more beautiful appearance. Children can compare the letters they draw to the printed letters, so that they can find the errors they make more easily. The use of vertical base letters encourages creative expression by facilitating the written expression of ideas. The clarity of this writing creates a sense of emotional trust in student. The use of vertical basic letters is suitable for the muscle and movement development of primary school children.

There have been various research related to the letters shapes. As a result of the research conducted by Duran (2011), the teachers who participated in the study stated that the spelling of the letters “b, d, f, k, r, s, s, v, z, B, D, L, T, Z” should change.As a result of the study conducted by Calp (2013), the number of mistakes of the student at first decreased; has also reached an acceptable level of readability. At the end of the study carried out by Kodan (2016), it was observed that there was a decrease in writing errors and improvement in writing. As a result of the research conducted by Şahin (2012), it was determined that the students made more mistakes in the letters “f, r, s, k” and “F, H, G, T, D”. As a result of the research conducted by Özcan (1992), it was stated that a child who had written a letter in the word, and then falsified the letters he wrote correctly. In addition, errors in line placement, missing letters or missing letter elements to add new elements, drawing errors have been identified.

The aim of this study is to examine the basic vertical letters with the opinions of the class teachers. Between 2005 and 2017, the teaching of writing with oblique writing has been compulsory as stated in Turkish Curriculum. In 2017, the teaching of Turkish Lessons is given to the preference of the class teacher by the use of orthogonal basic letters or cursive letters. In 2017, the determination of

errors in writing instruction in vertical basic letters, which has recently been introduced, is important in many aspects. It is important in terms of giving feedback to the commission that prepares the Turkish Course Curriculum in the Ministry of National Education. Besides, it is thought that these research results will be useful for the first reading and teaching Turkish.

## METHOD

### Research Design

This research is conducted by using the phenomenology method which is one of the qualitative research methods. Phenomenology describes the common meaning of the experiences of a few people in relation to a phenomenon or concept (Creswell, 2013, p. 77). Phenomenology is the methodological, attentive and in-depth illustration and description of how people experience phenomena (Eryaman, et al. 2013, Patton, 2014, p. 104; Gliner, Morgan & Leech, 2015, p. 97; Fraenkel, Wallen & Hyun, 2011, p. 432). Another definition of phenomenology is to define a phenomenon in terms of the experience of individuals or a particular group (Christensen, Johnson & Turner, 2015, p. 408). In this study, experimental (transcendental or psychological) phenomenology type was preferred among the phenomenology types. Experimental (transcendental or psychological) phenomenology is less emphasized by the researcher's comments and more emphasis on the description of participants' experiences (Creswell, 2013, p. 80). Experimental (transcendental or psychological) phenomenology explores the basic meanings of individual experience (Patton, 2014, p. 104). In this study the phenomenon is vertical print letters. Phenomenology method was used in this study because it was the phenomenology method which is the most suitable research method for the determination of the opinions and experiences of the classroom teachers about the vertical print letter forms.

### Participants

Critical sampling and appropriate sampling methods were used in determining the participants (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2012, p. 92). Appropriate sampling means that it is easy to save time, money and effort (Patton, 2014, p. 244). The basic of the critical sampling method is to study all situations that meet a predetermined set of criteria (Yıldırım & Şimşek, 2006, p. 112). Critical sampling means selecting all situations that provide certain criteria (Patton, 2014, p. 243). The participants of the study consisted of 111 classroom teachers working in primary schools in Yozgat city center. In the determination of the participants, the service life as a criterion has been determined as at least 10 years. The purpose of determining this criterion is to get experience, experience and observations of class teachers who have more than one year of service. Demographic characteristics of the participant classroom teachers are shown in Table 1.

**Table 1.** Demographic Characteristics of Participants

| Demographic Information | n   | %   |
|-------------------------|-----|-----|
| Professional seniority  |     |     |
| 10-20 year              | 96  | 87  |
| 21-30 year              | 15  | 13  |
| Age                     |     |     |
| 30-40 age               | 80  | 73  |
| 41-50 age               | 27  | 24  |
| 51-60 age               | 3   | 3   |
| Gender                  |     |     |
| Woman                   | 51  | 46  |
| Man                     | 60  | 54  |
| Total                   | 111 | 100 |

When Table 1 is examined, 87% of teachers have a seniority of 10-20 years. 13% have 21-30 years professional seniority. 73% are between 30-40 years old. 24% are between 41-50 years old. 3% are between 51-60 years old. 46% of teachers are women and 54% are men.

### Data Collection Tool

In this study, semi-structured interview form was used as data collection tool. The semi-structured interview form approach includes a list of questions or topics to be addressed to the interviewer during the interview (Yıldırım & Şimşek, 2006, p. 122). The semi-structured interview form helps the subject to be opened with different questions during the conversation, to reveal various dimensions and to reach new ideas on the subject (Merriam, 2013, p. 88). The researcher has prepared a semi-structured interview form called “Vertical Basic Writing Letters Writing Form”. The semi-structured interview form was firstly examined in the literature. The semi-structured interview form, which was formed after examining the literature, was presented to a faculty member who is specialized in measurement and evaluation in education. Later, presented to the opinion of a faculty member specialized in the field of classroom teaching. After the expert opinions, various arrangements were made in the semi-structured interview form. Then, the semi-structured interview form was applied to two classroom teachers as pilot interviews. After the pilot interviews, the semi-structured interview form was finalized. The semi-structured interview form has two parts. In the first part, there are questions about the demographic characteristics of the class teachers. In the second section, there are questions about letter shapes. Form consists of two columns with three columns. In one of the tables there are small contiguous italics, while in the other the large contiguous italics are arranged in the first column according to “A-Z” letters. In the second column of the tables there are “appropriate” and in the third column “not appropriate”. Teachers were asked to mark the appropriate column if they found the appropriate contiguous font. If they do not agree with the letter is written, they are asked to mark the “not appropriate” column. Make a suggestion for the writing of the letter. Data collection tool is shown in Figure 3.

Öğretmen Cinsiyeti : O kadın O erkek Öğretmen mesleki izlemi: ..... yıl  
Öğretmen Yaşı : ..... yaş Meslem olduğu bölüm adı: .....  
Kaçınca sınıf okuduğu : O birinci sınıf O ikinci sınıf O üçüncü sınıf O dördüncü sınıf

Aşağıdaki tablolarda ilk temel harflerini yazmamı belirtmektedir. Bu harflerin yazım karakterlerine yönelik görüşlerinize başvurduğumuzdur. Harfleri yazmamız uygun görüyorsanız uygunlar belirtiniz. Harfleri yazmamız uygun değilse yan tarafındaki sütunlarda belirtiniz. Öneri ve görüşlerinizi arka sayfaya yazabilirsiniz.

| Sıra no | Büyük harf | Uygundur | Harf yazım şekli (örneğin, serif, sans-serif) | Sıra no | Küçük harf | Uygundur | Harf yazım şekli (örneğin, serif, sans-serif) |
|---------|------------|----------|---|---------|------------|----------|---|
| 1       | A          |          |   | 1       | a          |          |   |
| 2       | B          |          |   | 2       | b          |          |   |
| 3       | C          |          |   | 3       | c          |          |   |
| 4       | D          |          |   | 4       | d          |          |   |
| 5       | E          |          |   | 5       | e          |          |   |
| 6       | F          |          |   | 6       | f          |          |   |
| 7       | G          |          |   | 7       | g          |          |   |
| 8       | H          |          |   | 8       | h          |          |   |
| 9       | I          |          |   | 9       | i          |          |   |
| 10      | J          |          |   | 10      | j          |          |   |
| 11      | K          |          |   | 11      | k          |          |   |
| 12      | L          |          |   | 12      | l          |          |   |
| 13      | M          |          |   | 13      | m          |          |   |
| 14      | N          |          |   | 14      | n          |          |   |
| 15      | O          |          |   | 15      | o          |          |   |
| 16      | P          |          |   | 16      | p          |          |   |
| 17      | Q          |          |   | 17      | q          |          |   |
| 18      | R          |          |   | 18      | r          |          |   |
| 19      | S          |          |   | 19      | s          |          |   |
| 20      | T          |          |   | 20      | t          |          |   |
| 21      | U          |          |   | 21      | u          |          |   |
| 22      | V          |          |   | 22      | v          |          |   |
| 23      | W          |          |   | 23      | w          |          |   |
| 24      | X          |          |   | 24      | x          |          |   |
| 25      | Y          |          |   | 25      | y          |          |   |
| 26      | Z          |          |   | 26      | z          |          |   |

Figure 3. Data collection tool

### **Data Collection**

The main data collection tool in the phenomenological research is interviewing (Christensen, Johnson & Turner, 2015, p. 409; Gliner, Morgan & Leech, 2015, p. 97). Data were collected in November 2018. 111 class teachers were interviewed with semi-structured interview form. Each interview lasted an average of five minutes. The interview questions in the semi-structured interview form are briefly explained to the class teacher. Teachers were given a form. The basic letters of the letters were examined by the teachers. After this examination, teachers marked the relevant place for the vertical letter. Then the questions in the semi-structured interview form were asked to the class teacher who was interviewed. The interviews lasted a total of 562 minutes.

### **Data Analysis**

Two types of analysis technique were used for data analysis. Frequency (f) and percentage (%) were used for quantitative data analysis. These calculations were performed with the help of SPSS 21 program. Content analysis was used to analyze the qualitative data. Data analysis in phenomenology research is aimed at revealing experiences and meanings (Yıldırım & Şimşek, 2006, p. 75). After the data are encoded in the content analysis, analytical techniques are used to search for themes and patterns in the data (Glesne, 2012, p. 255). Interviews were recorded on the computer by the researcher. After reading the opinions written more than once, the coding was done. Themes from codes to sub-themes, themes have been reached (Creswell, 2013, p. 82). Key phrases are listed in the content analysis process. In the next step, the researcher has developed meaning sets, groups within these themes, based on these important expressions. The validity and reliability of the study was carried out according to the mentioned by Yıldırım & Şimşek (2006, p. 257-268). In the internal validity dimension, the findings were shared with the participants. The codes and themes reached with the participants were examined. In the external validity dimension, the research process is explained in detail. In the context of external reliability, the method and stages of the research are explained clearly and comprehensively. Data collection, processing, analysis, interpretation and reaching the results are clearly defined. In the internal reliability dimension, research questions are clearly stated. The researcher's position in the research process has been clearly defined. Expert examination method was employed in the whole study. The obtained data were collected under the themes and presented to the reader easily.

## **RESULTS**

The results obtained by frequency (f) and percentage (%) are indicated and interpreted according to the capital and small letters. Table 2 presents the opinions of the participants in the capital letters.

**Table 2.** Opinions of the Classroom Teachers about the Vertical Basic Capital Letters

| No | Capital letter shape | Appropriate |     | Inappropriate |    |
|----|----------------------|-------------|-----|---------------|----|
|    |                      | f           | %   | f             | %  |
| 1  | A                    | 99          | 89  | 12            | 11 |
| 2  | B                    | 111         | 100 | 0             | 0  |
| 3  | C                    | 111         | 100 | 0             | 0  |
| 4  | Ç                    | 108         | 97  | 3             | 3  |
| 5  | D                    | 111         | 100 | 0             | 0  |
| 6  | E                    | 111         | 100 | 0             | 0  |
| 7  | F                    | 111         | 100 | 0             | 0  |
| 8  | G                    | 111         | 100 | 0             | 0  |
| 9  | Ğ                    | 111         | 100 | 0             | 0  |
| 10 | H                    | 111         | 100 | 0             | 0  |
| 11 | I                    | 107         | 96  | 4             | 4  |
| 12 | İ                    | 111         | 100 | 0             | 0  |
| 13 | J                    | 93          | 84  | 18            | 16 |
| 14 | K                    | 111         | 100 | 0             | 0  |
| 15 | L                    | 111         | 100 | 0             | 0  |
| 16 | M                    | 111         | 100 | 0             | 0  |
| 17 | N                    | 111         | 100 | 0             | 0  |
| 18 | O                    | 111         | 100 | 0             | 0  |
| 19 | Ö                    | 111         | 100 | 0             | 0  |
| 20 | P                    | 111         | 100 | 0             | 0  |
| 21 | R                    | 111         | 100 | 0             | 0  |
| 22 | S                    | 111         | 100 | 0             | 0  |
| 23 | Ş                    | 108         | 97  | 3             | 3  |
| 24 | T                    | 111         | 100 | 0             | 0  |
| 25 | U                    | 111         | 100 | 0             | 0  |
| 26 | Ü                    | 111         | 100 | 0             | 0  |
| 27 | V                    | 111         | 100 | 0             | 0  |
| 28 | Y                    | 111         | 100 | 0             | 0  |
| 29 | Z                    | 111         | 100 | 0             | 0  |

When Table 1 is examined, it is understood that 89% of the class teachers find the form of the capital letter A suitable. It is seen that 11% did not approve of the big letter A. Eligibility for capital letter C is 97%. Eligibility for capital letter I is 96%. Eligibility for capital letter J is 84%. The eligibility for capital letter K is 97%. The eligibility rate for all other capital letters is 100%.

The conformity rate of lowercase letters after capital letters was examined. Table 3 presents the views of the participants in the basic lowercase letters.

**Table 3.** Opinions of the Classroom Teachers about the Basic Lowercase Letters

| No | Lowercase letter shape  | Appropriate |     | Inappropriate |    |
|----|---|-------------|-----|---------------|----|
|    |   | f           | %   | f             | %  |
| 1  |    | 111         | 100 | 0             | 0  |
| 2  |    | 111         | 100 | 0             | 0  |
| 3  |    | 111         | 100 | 0             | 0  |
| 4  |    | 108         | 97  | 3             | 3  |
| 5  |    | 111         | 100 | 0             | 0  |
| 6  |    | 111         | 100 | 0             | 0  |
| 7  |    | 69          | 62  | 42            | 38 |
| 8  |    | 111         | 100 | 0             | 0  |
| 9  |    | 111         | 100 | 0             | 0  |
| 10 |   | 111         | 100 | 0             | 0  |
| 11 |  | 111         | 100 | 0             | 0  |
| 12 |  | 111         | 100 | 0             | 0  |
| 13 |  | 111         | 100 | 0             | 0  |
| 14 |  | 111         | 100 | 0             | 0  |
| 15 |  | 72          | 65  | 39            | 35 |
| 16 |  | 111         | 100 | 0             | 0  |
| 17 |  | 111         | 100 | 0             | 0  |
| 18 |  | 111         | 100 | 0             | 0  |
| 19 |  | 111         | 100 | 0             | 0  |
| 20 |  | 111         | 100 | 0             | 0  |
| 21 |  | 111         | 100 | 0             | 0  |
| 22 |  | 111         | 100 | 0             | 0  |
| 23 |  | 108         | 97  | 3             | 3  |
| 24 |  | 90          | 81  | 21            | 19 |
| 25 |  | 111         | 100 | 0             | 0  |
| 26 |  | 111         | 100 | 0             | 0  |
| 27 |  | 111         | 100 | 0             | 0  |
| 28 |  | 111         | 100 | 0             | 0  |
| 29 |  | 111         | 100 | 0             | 0  |

When Table 3 is examined, it is seen that the compliance rate of the lowercase ç letter is 97%. Eligibility of small letter f is 62%. The rate of compliance with the letter l (lemon) is 65%. Conformity rate of lowercase ş letter is 97%. Conformity rate of small t is 81%. The compliance rate of all other lowercase letters is 100%.

After examining the frequency and percentage, the opinions and suggestions of the primary school teachers regarding the letter-writing patterns are indicated. The opinions and suggestions of the classroom teachers about the letters of writing are as follows:

### Capital A Letter Recommendation

12 of the participant classroom teachers stated that the spelling of the uppercase letter A was inappropriate. According to the views of the classroom teacher, the horizontal line of letter A should be in the second line from the top. Teachers' writing suggestions are presented in Table 4.

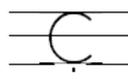
**Table 4.** Capital A Letter Form Suggestion

| Ministry of National Education capital A letter shape                             | Capital A writing recommendation  |
|---|---|
|  |  |

### Capital Ç Letter Recommendation

Three of the participating classroom teachers stated that the spelling of the upper case letter Ç was not appropriate. According to the views of the classroom teachers, the vertical line under the letter must be the point instead. Teachers' writing suggestions are presented in Table 5.

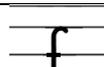
**Table 5.** Capital Ç Letter Form Suggestion

| Ministry of National Education capital Ç letter shape                               | Capital Ç writing recommendation  |
|---|---|
|  |  |

### Lowercase f Letter Recommendation

42 of the participant teachers stated that the lowercase letter f was not suitable. According to the views of the classroom teacher, the lowercase letter f should not be written on the top two lines. The lowercase letter f should be written in the lower two lines. Teachers' writing suggestion are presented in Table 6.

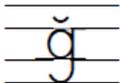
**Table 6.** Lowercase f Letter Form Suggestion

| Ministry of National Education lowercase f letter shape                             | Lowercase f writing recommendation  |
|---|---|
|  |  |

### Lowercase ğ Letter Recommendation

Three of the participating classroom teachers stated that the spelling of the lowercase ğ letter was inappropriate. According to the views of the classroom teacher, the horizontal line should be the place of the slash above the letter. Teachers' writing suggestions are presented in Table 7.

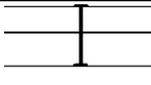
**Table 7.** Lowercase ğ Letter Form Suggestion

| Ministry of National Education lowercase ğ letter shape                           | Lowercase ğ writing recommendation  |
|---|---|
|  |  |

### Capital I Letter Recommendation

Four of the participant classroom teachers stated that the spelling of the capital I (Idea) letter was inappropriate. According to the views of the classroom teacher, there should be a short horizontal line above and below the capital letter I. The reason for this suggestion, small letter l (lemon) with the capital letter I (Idea) is used each other. Teachers' writing suggestions are presented in Table 8.

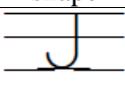
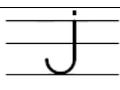
**Table 8.** Capital I Letter Form Suggestion

| Ministry of National Education capital I letter shape                              | Capital I writing recommendation   |
|--|--|
|  |  |

### Capital J Letter Recommendation

18 of the participating classroom teachers stated that the spelling of the uppercase letter J was not appropriate. According to the views of the classroom teacher, there should be a point above the capital J letter. The reason for this suggestion is that it should be a point in the capital J because it is a dot in the lowercase j letter. Teachers' writing suggestions are presented in Table 9.

**Table 9.** Capital J Letter Form Suggestion

| Ministry of National Education capital J letter shape                               | Capital J writing recommendation  |
|---|---|
|  |  |

### Lowercase l Letter Recommendation

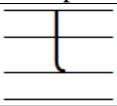
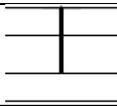
39 of the participant classroom teachers stated that the spelling of the lowercase letter l (lemon) was inappropriate. According to the views of the classroom teacher, there should not be quotes to the right under the lowercase letter l. The teachers' opinions on the small letter l are:

*“Students do little to the right under the letter l, the slight bend is too much. Instead it should be a straight line (Teacher 8).”*

*“Due to the nail to the right under the letter l, it is similar to the upper case L. Small nails should be removed to the right under the lowercase letter l (Teacher 92).”*

Teachers' writing suggestions are presented in Table 10.

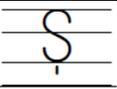
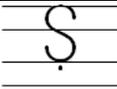
**Table 10.** Lowercase l Letter Form Suggestion

| Ministry of National Education capital l letter shape                             | Capital l writing recommendation  |
|---|---|
|  |  |

### Capital Ş Letter Recommendation

Three of the participating classroom teachers stated that the spelling of the uppercase letter Ş was inappropriate. According to the views of the classroom teacher, there should be no line below the capital letter Ş. It is stated that this line should be a point instead. Teachers' writing suggestions are presented in Table 11.

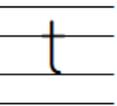
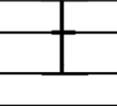
**Table 11.** Capital Ş Letter Form Suggestion

| Ministry of National Education capital Ş letter shape                             | Capital Ş writing recommendation  |
|---|---|
|  |  |

### Lowercase t Letter Recommendation

Twenty-two of the participant classroom teachers stated that the spelling of the lowercase letter t was inappropriate. According to the views of the classroom teacher, there should not be quotes to the right at the bottom of the lowercase letter t. It is also suggested that the vertical line t is the upper two line spacing. Teachers' writing suggestions are presented in Table 12.

**Table 12.** Lowercase t Letter Form Suggestion

| Ministry of National Education capital t letter shape                               | Capital t writing recommendation  |
|---|---|
|  |  |

## DISCUSSION AND CONCLUSION

As a result of study, 89% of the teachers think that the capital letter A is appropriate. It is seen that 11% did not approve of the big letter A. The eligibility for capital letter I is 96%. Eligibility for capital letter J is 84%. The eligibility rate for all other capital letters is 100%. The conformity rate of lowercase letters after capital letters was examined. It is seen that the rate of conformity of the lowercase letter is 97%. Eligibility of small letter f is 62%. The rate of compliance with the letter l (lemon) is 65%. Conformity rate of small t is 81%. The compliance rate of all other lowercase letters is 100%. As a result of the research conducted by Özcan (1992, p. 175), it was stated that primary school students made drawing mistakes when writing letters. As a result of the research conducted by Taşkaya and Yetkin (2015, p. 162), it was stated that the students could not make the shapes of the letters completely.

As a result of study 12 of the participant classroom teachers stated that the spelling of the uppercase letter A was inappropriate. According to the views of the classroom teacher, the horizontal line of letter A should be in the second line from the top. Hofmeister (1992, p. 41) likewise illustrates the writing of the capital A letter. Three of the participating classroom teachers stated that the spelling

of the capital letter Ç was not appropriate. According to the views of the class teacher, the vertical hyphen under the capital letter Ç must be the point instead. The results of the research conducted by Taşkaya and Yetkin (2015, p. 162) indicated students' the mixing of dotted and non-dotted letters. 42 of the participant teachers stated that the lowercase letter f was not suitable. According to the views of the classroom teacher, the lowercase letter f should not be written on the top two lines. The lowercase letter f should be written in the lower two lines. As a result of the research conducted by Duran (2011), teachers stated that the spelling of the letter f should be changed. Three of the classroom teachers stated that the spelling of the lowercase letter ğ was inappropriate. According to the views of the classroom teacher, the horizontal line should be the place of the slash above the letter ğ. Four of the participant classroom teachers stated that the spelling of the capital letter I was inappropriate. According to the views of the classroom teacher, there should be a short horizontal line above and below the capital letter I. Hofmeister (1992, p. 41) likewise illustrates the writing of the capital letter I. 18 of the participating classroom teachers stated that the spelling of the uppercase J letter was not appropriate. According to the views of the classroom teacher, there should be a point above the upper J letter. The reason for this suggestion is that it should be a point in the upper case J, because there is a dot in the lower case j. As a result of the research conducted by Taşkaya and Yetkin (2015, p. 162), it was stated that the students had difficulty in writing j. 39 of the participant classroom teachers stated that the spelling of the lowercase letter l (lemon) was inappropriate. According to the views of the classroom teacher, there should not be quotes to the right under the lowercase letter l. The reason for this suggestion, small letter l (lemon) with the letter I (Idea) is used each other. As a result of the research conducted by Taşkaya and Yetkin (2015, p. 162), it is stated that the writing of the letters with the extension from the top and bottom is wrong. Hofmeister (1992, p. 41) shows the writing of the lowercase l in the same way. Three of the classroom teachers stated that the spelling of the uppercase letter Ş was inappropriate. According to the views of the classroom teacher, there should not be line below the capital letter Ş. It is stated that this line should be a point instead. As a result of the research conducted by Duran (2011), teachers who participated in the research indicated that the spelling of the letter should change. The results of the research conducted by Taşkaya and Yetkin (2015, p. 162) indicated the students' mixing of dotted and non-dotted letters. Twenty-two of the participant classroom teachers stated that the spelling of the lowercase letter t was inappropriate. According to the views of the classroom teacher, there should not be quotes to the right at the bottom of the lowercase t letter. It is also suggested that the vertical line t is the upper two line spacing. Hofmeister (1992, p. 41) shows the writing of the small letter t in the same way.

At the end of the research it is recommended to write the small letter f on the bottom two lines. In addition, it is considered appropriate to remove the right fingernail under the letter l. In addition, it is considered appropriate to write the small letter t on the top two lines. For the future research to be carried out, it is recommended to study the adjacent oblique writing letters.

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