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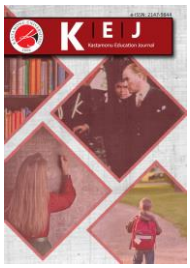

|Research Article / Araştırma Makalesi|

The Effect of Poetry Focused Supportive Educational Program to Preschool Children's Phonological Awareness

Şiir Odaklı Destekleyici Eğitim Programının Okul Öncesi Dönemi Çocuklarının Fonolojik (Sesbilgisel) Farkındalıklarına Etkisi[1]

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Keywords

1.Phonological awareness
2.Early childhood period
3.Supportive educational program
4.Poetry

Anahtar Kelimeler

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Abstract

The study aims to examine the effect of the Poetry Focused Supportive Educational Program (PFSEP), which was prepared for preschool children, on children's phonological awareness skills. In order to support the phonological awareness of preschool children, poetry focused educational program was developed using phoneme awareness, rhythmic utterance and sound games. PFSEP's activity plans cover the phases of word awareness, syllable awareness, rhyme awareness and phoneme awareness, including phonological awareness skills. In addition, while organizing the activities of the PFSEP, care was taken to ensure that it is suitable for practice in the form of play-based activities and small groups in which children can participate more actively. In the research, the pretest-posttest control group was studied in a quasi-experimental design. The research study group was determined by using the easily accessible sampling method among the preschool within the primary schools affiliated to the Ministry of National Education in the city center of Denizli in the spring term of the 2017-2018 academic year. A total of 32 children, 16 in the experimental group and 16 in the control group, participated in the study. "General Information Form" and "Yangın Erdoğan Erdoğan Phonological Awareness Scale" (YEEPAS) were used as data collection tools. After the pretest was applied to the experimental and control groups, the PFSEP was implemented in the experimental group for eight weeks. After applying the PFSEP, the posttest was administered to the children in the experimental and control groups. As a result of the research, there was a significant difference in favor of the experimental group in the total phonological awareness score and all sub-dimension scores of the scale. The retention test applied to the experimental group four weeks after the post-test supports the significant difference. This result shows that the PFSEP is effective in improving phonological awareness skills.

Öz

Araştırmanın amacı okul öncesi dönemdeki çocuklara yönelik hazırlanan Şiir Odaklı Destekleyici Eğitim Programının (ŞODEP) çocukların fonolojik farkındalık becerileri üzerindeki etkisini incelemektir. Okul öncesi çağındaki çocukların fonolojik farkındalıklarını desteklemek için sesbirim farkındalığı, ritmik söyleyiş ve ses oyunları kullanılarak şiir destekli bir eğitim programı geliştirilmiştir. ŞODEP'in etkinlik planları, fonolojik farkındalık becerilerini içeren sözcük farkındalığı, hece farkındalığı, uyak farkındalığı ve sesbirim farkındalığı aşamalarını kapsamaktadır. Ayrıca ŞODEP'in etkinlikleri düzenlenirken, çocukların daha aktif katılabileceği oyun temelli etkinlikler ve küçük gruplar şeklinde uygulamaya uygun olmasına özen gösterilmiştir. Araştırmada, öntest - sontest kontrol gruplu yarı deneysel desende çalışılmıştır. Araştırmanın çalışma grubu, 2017-2018 öğretim yılının bahar döneminde Denizli il merkezinde bulunan Milli Eğitim Bakanlığına bağlı ilkokullar bünyesindeki ana sınıfları arasından kolay ulaşılabilir örnekleme yöntemi kullanılarak belirlenmiştir. Deney grubunda 16, kontrol grubunda 16 olmak üzere toplam 32 çocuk araştırmaya katılmıştır. Veri toplama aracı olarak "Genel Bilgi Formu" ve "Yangın Erdoğan Erdoğan Fonolojik Farkındalık Ölçeği" (YEEFFÖ) kullanılmıştır. Deney ve kontrol gruplarına öntest uygulandıktan sonra deney grubuna sekiz hafta boyunca ŞODEP uygulanmıştır. ŞODEP'in uygulanmasının ardından deney ve kontrol grubundaki çocuklara sontest uygulanmıştır. Araştırma sonucunda deney grubu lehine hem fonolojik farkındalık toplam puanında hem de ölçeğin tüm alt boyut puanlarında anlamlı düzeyde bir farklılık görülmüştür. Sontest uygulamasından dört hafta sonra deney grubuna uygulanan kalıcılık testi anlamlı düzeydeki farklılığı destekler niteliktedir. Bu sonuç ŞODEP'in fonolojik farkındalık becerilerini geliştirmede etkili olduğunu göstermektedir.

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INTRODUCTION

It is essential that children's early literacy skills, including their knowledge, skills and attitudes before they learn to read and write, develop in the process, both at home and school. It is known that young children's phonological awareness, writing awareness, letter and phonetic knowledge, vocabulary, comprehension, and writing skills acquired within the scope of early literacy skills affect their later academic and social skills. Therefore, it is vital to support phonological awareness, accepted as one of the most important predictors of early literacy skills in the preschool period. (Erdoğan, 2009; Erdoğan, 2011; Erdoğan, 2012; Flett & Conderman, 2002; Goswami & Bryant, 2016; Hempenstall, 2015a; Lim & Chew, 2017; Lundberg, Larsman & Strid, 2012; Parpucu, 2017, Stahl, Murray, 1994; Yopp & Yopp, 2009).

Phonological awareness skill makes it possible to establish accurate and fast relationships between phonemes and graphemes, decode words while reading, and encode words while writing. Phonological awareness is the awareness of sound units. Individuals who can recognize, distinguish, and understand phonemes, the smallest building blocks of language, show high skill and awareness in early literacy (Erdoğan, 2011). On the other hand, the vocabulary knowledge of the individual plays an essential role in terms of the descriptive richness and quality of the text and the accuracy of the written text (Brynildssen, 2000). Phonological awareness skills with the prerequisite qualifications to understand the relationship between letters and phonemes (Erdoğan, 2009) are concerned with the structure of words rather than their meaning (Hempenstall, 2003). In the preschool period, children are expected to go through the steps of word awareness, syllable awareness, first sound/final sound awareness and phoneme awareness and, throughout these steps, they are also expected to perform tasks such as noticing - dividing - collation - adding - subtracting. It is thought that a child who has completed the tasks expected to be accomplished by passing through these steps and has developed phonological awareness is ready to acquire reading skills (Chard & Dickson, 1999; Karakelle, 1998; Pfost, Blatter, Artelt, Stanat & Schneider, 2019).

Having the skill of phonological awareness means becoming competent in the areas of realizing that sentences consist of words, realizing that words can have rhymes, realizing that words can start with the same sound, realizing that words are made up of syllables, and realizing that words can end with the same sound. If a child realizes that words can be broken down into sounds, they can use the letter-sound relationship for reading. (Chard & Dickson, 1999; Çelenk, 2007). The development in the level of phonological awareness significantly predicts the level of the vocabulary of children and their success in constructing qualified sentences (Bdeir, Bahous & Nabhani, 2020; Bayraktar, 2013; Carroll, 2001; Erdoğan, 2009; Erdoğan, 2011; Parpucu, 2017; Sönmez, Haznedar & Babür, 2017; Turan & Akoğlu, 2011; Yopp, 2009).

In the preschool period, the foundation of early literacy skills is strengthened by phonological awareness. Educators and researchers working with preschool children should support them cognitively and socio-culturally in this process. Children's phonological awareness skills should be supported simultaneously with the current program (Karaman, 2015). Children have a natural inclination to play games involving language and speech. The preschool period is the best time to support children and encourage them to expand their phonological exploration. In this period, rhythmic structures such as poetry give clues that children can play with the structure of words. These may be the first signs of phonological awareness for children (Hempenstall, 2015a; Morais, 1991; Opitz, 2000; Yopp & Yopp, 2009).

Poems are significant in the life of preschool children. Poetry is a way of learning about life for children by being with them since infancy. Sometimes children can express themself through body percussion or natural life by using their own body, voice, gestures and mimics without any play element. In this respect, nursery rhymes, lullabies, and counting are the most important parts of children's development (Erdoğan, Altınkaynak & Erdoğan, 2013). It is a fact that children need poetry at every stage of development (Kaya, 2013; Oğuzkan, 2013; Önal, 2002). In addition, poetry is an essential tool for children to develop their language skills and understand the magic of words and language mathematics; as Güleryüz (2002) stated, children, can benefit from the power of language through poetry and develop their creative thinking skills.

It can be said that the greatest supporter of phonological awareness is poetry. This is because poetry is a form of literary expression that emerges with rich symbols, rhythmic words, and harmonious sounds, which are equivalent in terms of syllables, stops and is a whole on its own (TDK, 2011). The raw material of all literary products known as songs, folk songs, marches, riddles, and puzzles learned at school is poetry. Accordingly, children are already involved in poetry (Aksan, 1993; Akyol, 2016). Children react positively to poetry at every stage of their development; they enjoy listening, reading, and memorizing poetry. Therefore, at every developmental stage, children need poetry (Oğuzkan, 2013). An individual who uses his/her language ultimately and ideally will be successful in his academic life and experience the spiritual pleasure of conveying their feelings and thoughts comfortably. Poetry activities will also have an essential role in developing these skills (Kıbrıs, 2008).

Similarly, children's ability to recognize and produce poems are clear examples of their phonological skills. Therefore, acquaintance with poetry is considered an essential experience for young children (Maclean, Byrant & Bradley, 1987). Flett and Conderman (2002) emphasized the importance of reading poems to children in developing phonological awareness; they also stated that phonological awareness could be supported by reading poetry from the book and creating environments where children can listen to poems from the music player. The musical aspect of the poem is an undeniable fact (Beyatlı, 1949; Arat, 1986). Today, brain research has revealed that playing music to a baby in the womb is vital for brain development (Başer, 2004; Fernandez, 2018; Fox, 2000; Önkaş, 2009; Uçan, 1996; Steinbrink, Knigge, Mannhaupt, Sallat & Werkle, 2019).

According to the study conducted by Lordier, Meskaldji et al. in 2019, it was found that rhythmic and harmonious sounds support the brain development of babies born prematurely. In the experiment conducted by Canadian researcher musician E. Glenn Schellenberg (2006) by forming two different groups in a school in Canada on the relationship between music and intelligence, it was determined that the IQ test scores of the children who took music lessons were considerably higher than those who did not. In the same study, it was observed that music positively affects children's thinking skills, mathematics, language, and ability to perceive the world. Music is a way of expression. Expression is realized with language. In this direction, it is inevitable that poetry, which has a musical aspect, cannot be neglected in children's literature (Erol, 2002). It was stated that drawing attention to rhymed and rhyming words during daily interactions with children is also effective in developing phonological awareness and simple poems with rhymed words, puppets and finger games (Eliason & Jenkins, 2003; Sevinç, 2003; Uyanık & Kandır, 2010).

Children develop their skills within preschool education by using the opportunities that educational processes create for them. As children's emotional, mental and language skills develop and their experiences enrich, the content of the connection they establish with poetry also changes. In this context, preschool education is expected to offer rich experiences to children. These planned and programmed experiences create a natural learning process for children (Vardell, 2006; Yopp & Yopp, 2000). Similarly, it is essential to support children's phonological awareness by providing rich, stimulating preschool environments.

In the literature, there are many studies on supporting phonological awareness in the preschool period (Groth, 2020; Kruse, Spencer, Olszewski & Goldstein, 2015; Lim & Chew, 2017; Maclean, Byrant & Bradley, 1987; Piasta, 2016; Strom & Neuman, 2016; Skibbe, Gerde, Wright & Samples-Steele, 2016; Soto, Olszewski & Goldstein, 2019). However, only studies by Maclean, Byrant, and Bradley (1987) and Lim and Chew (2017) supported phonological awareness with a poetry-focused program. In the study of Byrant and Bradley (1987), in which they investigated 66 children aged three to four months and for 15 months, it was found that children were able to demonstrate skills in poetry and alliteration exploration and were also successful in producing poetry and sound. However, a solid and specific relationship was found between the interest in poetry and the development of phonological skills. In the research by Lim and Chew (2017), a quasi-experimental study was conducted with 30 children from different ethnicities receiving preschool education in public schools in Malaysia on the similarities of poetry, rhyme and sound. While no intervention was made to the control group, which consisted of 32 children in total, a program containing poetry and rhymed, words were applied to the experimental group, which included phonological awareness sub-dimensions such as syllable awareness, rhyme awareness, sound awareness, first sound-final sound awareness, unlike traditional teaching methods. According to the study's findings, a significant difference was found in the children's phonological awareness in the experimental group, who received a poetry-focused program, compared to the control group. The recommendations of the same research stated that preschool teachers should include activities focused on poetry and rhyme in their educational programs to affect the development of children's phonological awareness positively.

When Turkish literature is examined, it is seen that there are not enough studies to support the development of phonological awareness in preschool children (Akyüz & Doğan, 2019; Bayraktar, 2013; Erdoğan, 2009; Karaman, 2006; Parpucu, 2017; Süel, 2011; Yücel, 2009). In the literature, although not poetry-oriented, research was conducted in a quasi-experimental design with a pretest-posttest control group by applying the "Colorful World of Sounds Program" by Parpucu (2017) on phonological awareness. The research study group was determined using a random sampling method among the official preschools where 60-72 months old children attend Eskişehir city center. Twenty-four children in the experimental group and 19 children in the control group participated in the study. "General Information Form" and "Early Childhood Phonological Sensitivity Scale" were used as data collection tools in the research. After the pretest was applied to the experimental and control groups, the Colorful World of Sounds Program activities were applied by the researcher in the experimental group during one-hour sessions, three days a week, for eight weeks. As a result of the research, it was found that the experimental group showed a significant difference compared to the control group both in the total score of phonological awareness and in all sub-dimensions of the scale.

Erdoğan's (2012) study examined the relationship between first-grade primary school students' phonological awareness and reading skills. This study was carried out with 126 first-grade students from two primary schools in Ankara. The research determined children's basic reading skills and phonological awareness skills when they start the first grade of primary education. Afterward, children's reading and reading comprehension skills were examined in the middle, at the end of the first term and in the middle of the second term. The research showed a relationship between the phonological awareness skills of primary school first-grade students and their reading skills.

Kartal and Güner (2016) examined the Ministry of National Education (MoNE) Preschool Education Activity Book activities in terms of phonological awareness. The researchers concluded that out of the 40 activities in the book, only seven activities could support the acquisition of "Phonology shows awareness." Based on this result, it was stated that teachers needed more activity examples to support the development of phonological awareness of preschool children preschools. In this context, it can be said that there is not enough research study in Turkey to improve the literacy experiences of preschool children and that preschool teachers do not have the necessary skills and equipment in this regard (Demir, 2011; Akbaba-Altun, Çetin & Bay, 2014). Likewise, although preschool teachers apply early literacy activities in their programs, applications for gradual phonological awareness appropriate to the child's level are not carried out in sufficient numbers. Therefore, it is expected that no significant progress can be seen in children in the current learning process (Erdoğan, Altınkaynak & Erdoğan, 2013; Şimşek & Alisinanoğlu, 2013). However, children are always ready to learn; even the lullabies they listened to when they were babies are in a process that will

improve their phonological awareness (Güneş, 2010; Hempenstall, 2015b). Looking at the literature on phonological awareness, there are many experimental studies (Bryant, Bradley & Maclean, 1989; Erdoğan, 2009; Erdoğan, 2011; Erdoğan, 2012; Erol, 2002; Flett & Conderman, 2002; Kaya, 2013; Kıbrıs, 2008; Kjeldsen, Saarento-Zaprudin & Niemi, 2019; Kruse, Spencer, Olszewski & Goldstein, 2015; Lim & Chew, 2017; Lundberg, Larsman & Strid, 2012; Oğuzkan, 2013; Önkaş, 2009; Parpucu, 2017; Piasta, 2016; Richgels, Poremba & McGee, 1996; Skibbe, Gerde, Wright & Samples-Steele, 2016; Soto, Olszewski & Goldstein, 2019; Stahl, Murray, 1994; Strom & Neuman, 2016; Ukrainetz, Nuspl, Wilkerson & Beddes, 2011; Yopp & Yopp, 2009). However, since no poetry-oriented Turkish educational program is to be created and implemented, the "Poetry Focused Supportive Educational Program" (PFSEP) was developed. The aim of this study, which examines the effect of the PFSEP, is to provide a basis for applications and subsequent research to support preschool children's phonological awareness. The problem statement of the research is "What is the impact of the 'Poetry Focused Supportive Educational Program' on the phonological awareness skills of 60–72-month-old preschool children? The sub-problems are, "What is the level of effect of PFSEP on the following skills: 'realizing that sentences are made up of words, 'realizing that words can have rhymes,' 'realizing that words can start with the same sound,' 'realizing that words are made of syllables' and 'realizing that words can end in the same sound.'

METHOD/MATERIALS

This section gives information about the research design, study group, data collection tools, data collection, the internal and external validity of the research, the creation and implementation of the PFSEP and the data analysis.

Research Pattern

This research was planned in a quasi-experimental design with the pretest-posttest control group. In experimental studies conducted in the school environment, the quasi-experimental design is generally preferred because the continuing education system of the school is not disrupted, and more objective data are obtained (Erden, 1998). The PFSEP was applied with the children in the experimental group, and the children in the control group continued their education with the current MoNE Preschool Education Program. Control group children were not included in any supportive educational program.

Phonological awareness skills (Realizing that sentences consist of words, realizing that words can have rhymes, realizing that words can start with the same sound, realizing that words are made of syllables, realizing that words can end with the same sound) of 60-72 months old preschool children is the dependent variable of the research. The PFSEP is the independent variable of the research.

Study Group

Sönmez (2005) suggested that no population and sample selection should be made in experimental research. For this reason, the study group was determined without aiming to generalize the research to the universe. Based on the fact that children from families from disadvantaged socioeconomic levels have inadequate conditions, they are in the risk group in their early literacy skills and future academic success and that they should be the main focus of supportive intervention studies (Golova, Cala Cala & High, 2016). While determining the study group, information was obtained from Denizli Province about the preschool classes attended by the children of families with low socioeconomic level. In this direction, a total of two preschool classes from two different primary schools were included in the study, considering easy accessibility.

After obtaining the necessary legal permissions, the preschool teachers were interviewed at the beginning of the fall semester of the 2017-2018 academic year, and they were informed about the study. Four preschool classes; two in the morning and two in the afternoon, in a primary school; the other primary school has six preschool classes, three in the morning and three in the afternoon. A preschool class that volunteered to implement the educational program was determined as the experimental group, and a preschool class in the other school that agreed to participate in the study was determined as the control group.

A flyer was sent to the parents of thechildren through the teacher, and the purpose of the research was mentioned; brief information about the scale was shared, and they were provided to fill out the consent form for their children’s participation in the research.

Table 1. Socio-Demographical Characteristics of the Study Group

Socio-Demographical Characteristics		n	%
Gender	Girl	18	56.250
	Boy	14	43.750
Year of Birth	2011	3	9.375
	2012	26	81.250
	2013	3	9.375
Duration of Preschool Education	1 Year	30	93.750
	2 Years	1	3.125
	3 Years	1	3.125
Birth Order	First Child	15	46.875
	Second Child	12	37.500
	Third Child	5	15.625
Number of Siblings	Only Child	6	18.750
	Two Siblings	14	43.750
	Three Siblings	11	34.375
	Four Siblings	1	3.125
Age of Mother	Below Average (32,12)	17	53.125
	Above Average	15	46.875
Age of Father	Below Average (36,34)	16	50.000
	Above Average	16	50.000
Mother Occupation	Officer	1	3.125
	Self-employed	4	12.500
	Worker	6	18.750
	Housewife	8	25.000
	Not working	13	40.625
Father Occupation	Not working	1	3.125
	Officer	4	12.500
	Self-employed	12	37.500
	Worker	15	46.875
Mother Educational Status	Primary	18	56.250
	High school	10	31.250
	University	4	12.500
Father Educational Status	Primary	14	43.750
	High school	13	40.625
	University	5	15.625
Marriage Status	Together	30	93.750
	Separate	2	6.250

Table 1 shows that 18 children were girls (56.250%), and 14 children were boys (43.750%). Looking at the years of birth; It was determined that three children were born in 2011 (9.375%), three children were born in 2013 (9.375%), and 26 children the majority (81.250%) were born in 2012. Considering the duration of preschool education; It is seen that the majority (93.750%) with 30 children started preschool education for the first time, 1 child was in the 3rd year (3.125%), and 1 child was in the 2nd year (3.125%). Looking at the birth order of the children; It was determined that 5 children were born as the third child (15.625%), 12 children as the second child (37.500%), and 15 children as the first child (46.875%). Considering the number of siblings of the children, it was determined that 1 child had four siblings (3,125%), 6 children were one child (18.750%), 11 children had three siblings (34.375%), and 14 children had two siblings (43.750%).

Relating to the socio-demographic characteristics of their families, the average age of the mothers was 32 (min.23, max.47); the mean age of the fathers was 36 (min.29, max.49). It was determined that the majority of the mothers (n=21; 65.620%) were not working, 6 mothers (18.750%) were workers, 4 mothers (12.500%) were self-employed, and 1 mother (3.120%) was civil servants. In terms of fathers' occupations, it was determined that 15 fathers were workers (46.870%), 12 fathers were self-employed (37.500%), 4 fathers were civil servants (12.500%) and one father was unemployed (3.120%). Considering their educational status, 43.750% of the fathers were primary school graduates, 40.625% were high school graduates, and 5 fathers (15.625%) were university graduates; It was determined that 56,250% of the mothers were primary school graduates, 31.250% were high school graduates, and 4 mothers (12.500%) were university graduates. Considering the marital status; It was determined that 93.750% of them were divorced together and 2 people (6.250%) were divorced.

Data Collection Tools

"General Information Form" and “Yangın Erdoğan Erdoğan Phonological Awareness Scale” (YEEPAS) were used as data collection tools in the research.

In the General Information Form developed by the researchers. The form includes questions about obtaining demographic information such as the child's date of birth, gender, number of siblings, year of preschool education as well as parents' age and occupation, educational status. The preschool teachers for each child answered the form.

YEEPAS was applied to 293 first-year primary school students in Ankara. The scale includes five sub-dimensions of phonological sensitivity. Sub-dimensions of the scale; (1) Realizing that sentences are made up of words, (2) Realizing that words can have rhymes, (3) Realizing that words can start with the same sound, (4) Realizing that words are made up of syllables, (5) Realizing that words can end with the same sound. YEEPAS measures phonological awareness with a total of 35 items, seven of which are in five tasks. The correct answer to each question at the scoring stage is worth 1 point, and the highest score to be obtained from the scale is 35. The reliability of scale is KR-20 = 0.74 (Yangın, Erdoğan & Erdoğan, 2010).

Data Collection Process

In the research, first, the General Information Form was given to the teachers. Before the pretest application, children were met by going to the experimental and control group classes in turn, and time was spent with the children in the classroom environment for a week. Then, between February 12 and February 16, 2018, YEEPAS was administered by the first author as a pretest to measure the phonological awareness skills of the children in the experimental and control groups. Necessary environment arrangements such as a comfortable sitting arrangement and a quiet room outside the classroom were made to implement YEEPAS. While applying the scale, the door of the classroom was left open all the time, and care was taken to ensure that the child was not a compulsory participate during the application. In other words, the child felt free to leave whenever s/he wanted. The application of the scale took approximately 40 minutes for each child individually. After the pretest was applied, it was started to implement the PFSEP with the experimental group. The program was implemented by the first author for a total of 8 weeks, three days a week. A volunteer undergraduate student assisted the researcher with camera/video, photographing, and sound recording during the program. During the program's implementation, the class teacher was present with the group, and it was aimed that the children would feel more comfortable in the process. In the week following the end of the program implementation (April 16 - April 27 2018), the environment and conditions during the pretest were re-established, and the posttest was applied to both the experimental and control groups. Finally, the permanence test was applied only to the experimental group on 14 - 17 May 2018, 4 weeks after the posttest.

Development of Poetry Focused Supportive Educational Program (PFSEP)

In order to create the PFSEP, first of all, theoretical and applied studies on phonological awareness and poetry in the literature were examined. These examinations reviewed the contents, creation and implementation forms, activity contents, types, and materials of the programs other than those implemented in Turkey. After all these examinations, among all the learning objectives that presented in the MoNE 2013 Preschool Education Program, the skills expected to be acquired for children focused on language development were determined. In the light of the determined skills and the literature review carried out, the educational status of the supportive educational program has begun to be planned, taking into account the basic principles and characteristics of the MoNE 2013 Preschool Education Program. At this planning stage, the main focus of the PFSEP was peer interaction, giving children the opportunity to learn together and from their peers, and being supported by themselves, their environment and adults.

The PFSEP covers 24 educational situations: Early literacy, Language, Music, Movement, Game, Field Trip, Science, Art, Drama, and Mathematics activity types. The content of the educational situations includes the stages of word awareness, syllable awareness, rhyme awareness and phoneme awareness, including the definition of phonological awareness. The activities have been prepared by paying attention to the difficulty of each stage and task. For this reason, tasks from the simple to complex, from easy to challenging, were followed as suggested in the literature (Albrecht & Miller, 2000). While preparing the activities in the program, large group activities mainly were included, and small group activities were also used. In most of the activities, it is also aimed that children learn actively through direct experiences with object photographs, natural materials, and field trips. While implementing the program activities, question and answer, group discussion, brainstorming, and drama techniques were also used. In the program, cultural processes such as body awareness and breathing exercises, object-art, world lullabies, creative dance activities, body percussion were used as routine activities. During the program's implementation, care was taken to provide various materials such as hula hoops, poetry books, storybooks, matching cards, boxes, envelopes, Orff instruments, music CDs, art materials, puppets.

The draft program was presented to five experts, two of whom are experts on preschool education and three experts on early literacy and phonological awareness. The experts evaluated the program in terms of its suitability and applicability for the research, the development of preschool children and the basic principles and features of the MoNE 2013 Preschool Education Program. At the end of the feedback received from the experts, necessary arrangements were made, and the program was finalized.

Implementation of Poetry Focused Supportive Educational Program (PFSEP)

One of the activities prepared in the PFSEP was piloted on December 18, 2017 in a preschool classroom with 27 children aged 6 years old. For this application, the purpose of the study was mentioned, and permission was obtained by interviewing the school principal and the class teacher. In this trial period, the researcher can apply for the program fluently, establish a relationship between the objectives-indicators determined in the plan and the activities and evaluate the suitability of the activities for children. Considering children's short attention span after the pilot application, short and entertaining transitions were added to the flow of all activities in the PFSEP, and their fluency was increased.

Before the pre-tests were applied to the experimental and control groups, a newsletter was sent to the parents of the children in the experimental group, and the purpose, duration, education levels to be implemented within the program, and expected achievements were explained. Then, on two different days, the purpose and duration of PFSEP were briefly explained to the children and information was given, and time was spent in the classroom with the children for a week. The activities, as determined by the level of difficulty alternately, is applied. Before the application, the researcher prepared the necessary tools and materials for the children in the experimental group in the classroom where the application will be made. A connection was established between the activities by reminding them about what was done in the previous stage when starting the activities. Between February 19 and April 13 2018, the PFSEP was applied to the experimental group. In consultation with the teacher of the classroom, the program was applied for a total of about 24 hours, on Monday, Wednesday, and Friday in every week including a session.

While applying the PFSEP, care was taken to ensure that children communicate with each other in a healthy and accessible manner. After the researcher gave the instructions during the implementation phase, the children allowed them to explore the existing work and develop or terminate it if they wanted to. In addition, the researcher was in the position of not only the teacher but also the learner. According to the study of Akgün, Yarar, and Dinçer (2011), in particular, considering that the negative expressions in preschool teachers' classroom communication and management strategies are more than the positive ones, all of the instructions for the PFSEP activities were formed in the form of positive sentences.

The educational program was continued with all the children in the class. The applications were made in the classrooms of the children in the experimental group. After the application, an evaluation was made every day, and the children's opinions about the application were taken. In addition, throughout the application, the families were given mini guides that they could apply at home to support the development of gamified phonological awareness. In addition, various domestic and foreign poetry books were read to children in the PFSEP. After the implementation, family participation with a poetry festival event was organized, and feedback was received from the parents about the change and development of their children during the educational program. Posttests and retention tests were applied in the following process, and the data analysis phase was started.

Analysis of Data

SPSS 23.00 (Statistical Package for Social Sciences) program was used to analyze the data. The Mann Whitney U Test and Wilcoxon Signed Rank Test were used to test whether there was a difference between the scores of the children who participated in the PFSEP from the YEEPAS (2011) compared to the children who did not participate in such an education after the experiment, depending on the effect of the education applied. In addition, whether there was a significant difference between the phonological awareness levels of the children participating in the PFSEP after the experiment and the phonological awareness levels measured four weeks later was tested using the Wilcoxon Signed Rank Test.

Role of the Researchers

In the study, the researchers created and implemented the applied program and analyzed the pretest-posttest analysis results with the help of SPSS program.

FINDINGS

This section includes the analysis of the data obtained by the methods described in the previous section with statistical techniques related to the sub-problems and the findings obtained.

In order to determine whether there are statistically significant differences between the phonological awareness levels of the children in the experimental and control groups at the beginning of the education, the pretest results of the children in the two groups were analyzed with the Mann Whitney U test. The results obtained are shown in Table 2.

Table 2. Mann Whitney U Test Results Regarding Experimental and Control Group YEEPAS Pretest Scores

	Group	n	Rank Average	Rank Total	z	P
Realizing that sentences are made of words	Experiment	16	15.88	254.00	118.00	.70

	Control	16	17.13	274.00		
Realizing that words can have rhymes	Experiment	16	15.84	253.50	117.50	.68
	Control	16	17.16	274.50		
Realizing that words can start with the same sound	Experiment	16	18.69	299.00	93.00	.17
	Control	16	14.31	229.00		
Realizing that words are made of syllables	Experiment	16	15.22	243.50	107.50	.43
	Control	16	17.78	284.50		
Realizing that words can end in the same sound	Experiment	16	18.69	299.00	93.00	.17
	Control	16	14.31	229.00		
Total	Experiment	16	15.97	255.50	119.50	.74
	Control	16	17.03	272.50		

When Table 2 is examined, there is no significant difference between the scores (z=119.50, p>0.05) of the experimental and control groups in the pretests. Accordingly, it is seen that the pretest mean scores of the experimental and control groups are very close to each other. Thus, when starting the education, it can be said that the experimental and control groups have similar characteristics in terms of realizing that sentences consist of words, Realizing that words can have rhymes, realizing that words can start with the same sound, realizing that words are made up of syllables, and realizing that words can end with the same sound.

Table 3. Mean and Standard Deviation Values of Experimental and Control Group YEEPAS Scores

			Pretest		Posttest	
Scale	**Group**	**n**	**Average**	**Standard Deviation**	**Average**	**Standard Deviation**
Realizing that sentences are made of words	Experiment	16	1.87	1.85	4.87	1.74
	Control	16	2.12	1.99	1.50	1.89
Realizing that words can have rhymes	Experiment	16	2.75	1.00	3.93	1.34
	Control	16	3.00	1.41	2.68	1.49
Realizing that words can start with the same sound	Experiment	16	2.62	1.20	4.18	1.55
	Control	16	2.06	1.23	1.81	1.75
Realizing that words are made of syllables	Experiment	16	2.31	1.99	5.43	1.26
	Control	16	3.00	2.52	3.37	1.96
Realizing that words can end in the same sound	Experiment	16	1.81	.83	2.62	1.20
	Control	16	1.37	1.45	.56	.96
Total	Experiment	16	11.37	3.99	21.06	4.50
	Control	16	11.56	3.81	9.93	4.15

When Table 3 is examined, the YEEPAS pre-test mean scores of 16 children in the experimental group, according to the sub-dimensions: Recognizing that Sentences Are Composed of Words sub-dimension 1.87; The sub-dimension of 'Realizing that words can have rhymes' 2.75; The sub-dimension of 'Realizing that words can start with the same sound' is 2.62; The sub-dimension of 'Realizing that words are made of syllables' was 2.31 and the sub-dimension of 'Realizing that words can end in the same sound' was 1.81. The mean total score of the scale was determined as 11.37. The mean scores of the children in the control group from the pre-test were, in the same order, 2.12; 3.00; 2.06; 3.00; 1.81; and 11.56 was determined.

According to this table, the pretest total scores (experimental: 11.37, control: 11.56, difference: 0.19) and standard deviation scores (experiment pretest standard deviation: 3.99, control pretest standard deviation: 3.81, pretest standard deviation difference: 0.18, experimental posttest standard deviation: 4.50, control posttest standard deviation: 4.15, posttest standard deviation difference: 0.35) of the experimental and control groups, there is no significant difference in terms of sub-dimensions of phonological awareness. Considering the relevant scores, it is seen that the experimental and control groups are homogeneous groups. Considering the total scores of the phonological awareness sub-dimensions of the experimental group after the PFSEP application (experimental group pretest: 11.37, experimental group posttest: 21.06) confirms the hypothesis that the PFSEP may be effective in supporting the development of children's phonological awareness.

Table 4. Mann Whitney U Test Results of Experimental and Control Group YEEPAS Posttest Scores

	Group	n	Rank Average	Rank Total	U	P
Realizing that sentences are made of words	Experiment	16	22.81	365.00	27.00	.000*
	Control	16	10.19	163.00		
Realizing that words can have rhymes	Experiment	16	19.97	319.50	72.50	.032*
	Control	16	13.03	208.50		
Realizing that words can start with the same sound	Experiment	16	22.09	353.50	38.50	.001*
	Control	16	10.91	174.50		
Realizing that words are made of syllables	Experiment	16	21.38	342.00	50.00	.003*
	Control	16	11.63	186.00		
Realizing that words can end in the same sound	Experiment	16	22.78	364.50	27.50	.000*
	Control	16	10.22	163.50		
Total	Experiment	16	24.06	385.00	7.00	.000*
	Control	16	8.94	143.00		

**p<0.05*

When Table 4 is examined, it was determined that the difference between the posttest scores of the experimental group and the control group, in terms of all sub-dimensions of YEEPAS and the total scores of the scale (U=7.00, p<0.05) was in favor of the experimental group. The mean scores of the children in the experimental and control groups from the posttest were, in the same order, the sub-dimension of 'Realizing that sentences are made of words' 4.87 and 1.50; 'Realizing that words can have rhymes' 3.93 and 2.68; 'Realizing that words can start with the same sound' 4.18 and 1.81; 'Realizing that words are made of syllables' 5.43 and 3.37; 'Realizing that words can end with the same sound' was found as 2.62 and 0.56. The total mean score of the scale was determined as 21.06 and 9.93.

This result confirms the hypothesis that the PFSEP may effectively support the development of children's phonological awareness.

Table 5. Experimental Group YEEPAS Pretest-Posttest Scores Wilcoxon Signed Ranks Test Results

	Pretest-Posttest	n	Rank Average	Rank Total	z	p
Realizing that sentences are made of words	Negative Rank	0	.00	.00	-3.422*	.001**
	Positive Row	15	8.00	120.00		
	Equal	1				
Realizing that words can have rhymes	Negative Rank	1	9.00	9.00	-2.595*	.009**
	Positive Row	12	6.83	82.00		
	Equal	3				
Realizing that words can start with the same sound	Negative Rank	2	5.00	10.00	-2.505*	.012**
	Positive Row	11	7.36	81.00		
	Equal	3				
Realizing that words are made of syllables	Negative Rank	1	1.50	1.50	-3.455*	.001**
	Positive Row	15	8.97	134.50		
	Equal	0				
Realizing that words can end in the same sound	Negative Rank	4	5.50	22.00	-1.998*	.046**
	Positive Row	10	8.30	83.00		
	Equal	2				
Total	Negative Rank	0	.00	.00	-3.520*	.000**
	Positive Row	16	8.50	136.00		
	Equal	0				

** Based on negative ranks ** p< 0,05 ** Significant difference*

According to Table 5, it is seen that the difference (p<0.05) between the scores of the children in the experimental group before and after the experiment obtained from YEEPAS is significant. When the rank totals of the difference scores are examined, it is seen that the difference is in favor of the positive rank, in other words, the posttest. Effect size values were also examined to determine whether the significant differences found were of practical significance.

Eta squared (η2), and Cohen's d indicators used in the research express the effect size. The effect size is expressed as "the standardized measurement of the difference or relations between the means" with the most general and standard definition. Eta squared value; .01 is interpreted as small, .06 as a medium, .14 as large; The value of d, small for .20, and medium to .50, are

interpreted as .80 to large. In addition, Cohen's d value is an indicator of sample size. If Cohen's d value is small, it indicates a larger sample size (Özsoy & Özsoy, 2013).

When the YEEPAS pretest-posttest scores of the experimental group are examined in terms of effect size; 'Realizing that sentences are made of words' sub-dimension is highly effective (d:0.855), 'Realizing that words can have rhymes' is highly effective (d:0.648), 'Realizing that words can start with the same sound' is highly effective (d:0.626); 'Realizing that words are made of syllables' were found as high-impact (d:0.863), and low-impact (d:0.499) for 'Realizing that words can end with the same sound' sub-dimension. Considering the effect size of all sub-dimensions of the study, it was seen that it provided a large effect size (z:-3,520, n:16, d:0,880). This situation can be interpreted as that the PFSEP effectively increased the phonological awareness levels of the children in the experimental group.

Table 6. Control Group YEEPAS Pretest-Posttest Scores Wilcoxon Signed Ranks Test Results

	Posttest-Pretest	n	Rank Average	Rank Total	z	p
Realizing that sentences are made of words	Negative Rank	7	6.79	47.50	-.672*	.501
	Positive Row	5	6.10	30.50		
	Equal	4				
Realizing that words can have rhymes	Negative Rank	7	9.71	68.00	-.466*	.641
	Positive Row	8	6.50	52.00		
	Equal	1				
Realizing that words can start with the same sound	Negative Rank	7	7.21	50.50	-.355*	.722
	Positive Row	6	6.75	40.50		
	Equal	3				
Realizing that words are made of syllables	Negative Rank	7	6.64	46.50	-.777**	.437
	Positive Row	8	9.19	73.50		
	Equal	1				
Realizing that words can end in the same sound	Negative Rank	8	6.63	53.00	-1.801*	.072
	Positive Row	3	4.33	13.00		
	Equal	5				
Total	Negative Rank	11	7.68	84.50	-1.400*	.162
	Positive Row	4	8.88	35.50		
	Equal	1				

** Based on negative ranks*

*** Based on positive ranks*

When Table 6 is examined, the difference between the YEEPAS pretest and posttest scores of the children in the control group was positive in the sub-dimension 'Realizing that words are made of syllables', that is, in favor of the posttest; Although it is observed that the difference is in favor of the negative order, in other words, in favor of the pretest, there is no significant difference in the other sub-dimensions and the sum of the scale. Considering the effect size; medium effect size detected (z: -1.400, n:16, d: 0.36).

Table 7. Experimental Group YEEPAS Posttest-Persistence Test Scores Wilcoxon Signed Ranks Test Results

	Persistence-Posttest	n	Rank Average	Rank Total	z	p
Realizing that sentences are made of words	Negative Rank	4	3.75	15.00	-.173**	.862
	Positive Row	3	4.33	13.00		
	Equal	9				
Realizing that words can have rhymes	Negative Rank	4	5.63	22.50	.000***	1.000
	Positive Row	5	4.50	22.50		
	Equal	7				
Realizing that words can start with the same sound	Negative Rank	7	5.71	40.00	-1.387**	.166
	Positive Row	3	5.00	15.00		
	Equal	6				
Realizing that words are made of syllables	Negative Rank	3	4.50	13.50	-.707*	.480
	Positive Row	5	4.50	22.50		
	Equal	8				
Realizing that words can end in the same sound	Negative Rank	7	5.14	36.00	-1.732**	.083
	Positive Row	2	4.50	9.00		
	Equal	7				
Total	Negative Rank	11	8.14	89.50	-1.122**	.262
	Positive Row	5	9.30	46.50		
	Equal	0				

** Based on negative ranks*

*** Based on positive ranks*

**** The sum of the negative ranks is equal to the sum of the positive ranks*

According to Table 7, there was no significant difference between the scores of the children in the experimental group in the posttest to determine the phonological awareness level and the scores they got from the permanence test performed four weeks later in the scale sub-dimensions and in the total. According to this result, it can be said that the educational program has a permanent effect on the development of phonological awareness of children participating in the PFSEP.

DISCUSSION

The results of this study examining the effects of the PFSEP on the skills of phonological awareness of preschool children showed that the PFSEP activities applied for eight weeks significantly affected the development of children's phonological awareness (d: 0.88). At the end of the research, it was observed that the children in the experimental group reached a higher level of phonological awareness compared to the control group. In other words, the phonological awareness skills of the children in the experimental group increased significantly more than the other children after an 8-week and 24-session intervention. This finding, which shows that a poetry-based educational process significantly increases the development of children's phonological awareness, shows similar results with the studies in the literature (Erdoğan, 2009; Erdoğan, 2011; Goswami & Bryant, 2016; Lim & Chew, 2017; Lundberg, Larsman & Strid, 2012; Parpucu, 2017, Richgels, Poremba & McGee, 1996; Stahl & Murray, 1994; Ukrainetz, Nuspl, Wilkerson & Beddes, 2011). In addition, it was observed that it overlaps with studies in which poetry was used as a tool in the development of phonological awareness (Erdoğan, 2009; Erdoğan, 2012; Erol, 2002; Flett & Conderman, 2002; Kaya, 2013; Kıbrıs, 2008; Lim & Chew, 2017; Oğuzkan, 2013; Önkaş, 2009; Yopp & Yopp, 2009).

The scale related to phonological awareness used in the research has a total of five sub-dimensions. These; 'Realizing that sentences are made of words', 'Realizing that words can have rhymes', 'Realizing that words can start with the same sound', 'Realizing that words are made of syllables', and 'Realizing that words can end in the same sound'. When the findings of the study were examined, it was seen that the most significant difference between the sub-dimensions of phonological awareness in the experimental group after the application of the PFSEP was in the sub-dimension of 'Realizing that words are made of syllables', followed by the sub-dimension of 'Realizing that sentences are made of words'. The fact that these two sub-dimensions had such a significant difference in the experimental group that the PFSEP's activities are in the form of sequential games from simple to complex, syllable awareness exercises that will activate children such as body percussion, spelling with Orff instruments, spelling their names, the child who forgot his/her name game; Similarly, it is thought that it is due to the fact that children were active and decisive in the learning process with games such as Word-Sentence game (Başer, 2004; Güdek & Öziskender, 2013; Tuğrul, 2002; Yazıcı, Sarıca, Aksu & Yurdakul, 2012).

For example, Güdek and Öziskender (2013) stated that the use of Orff tools in the educational process and the provision of Orff education positively affect preschool children in interpersonal communication, control of anger behaviors and adaptation to changes, verbal communication, having a purpose and fulfilling the given task. Başer (2004) stated that the use of music and rhythm in the educational process positively affects language development, social development, personality development, mental development, and emotional development. Yazıcı, Sarıca, Aksu, and Yurdakul (2012) stated that the language

development of children receiving preschool education is positively affected as a result of activities such as creating art products, playing games, visual reading, listening, understanding, and self-expression. Tuğrul (2002) stated that the educational processes carried out in teaching environments that consider children's differences, interests, needs, and individual characteristics positively affect children's mental structures in the form of dynamic interaction in understanding information application, analysis, synthesis, and evaluation.

In the other three sub-dimensions of the scale, a significant difference was found in the experimental group after the PFSEP. Realizing that words can have rhymes sub-dimension is considered as one of the basic skills for preschool children in the literature (Erdoğan, 2009; Erdoğan, 2012; Pullen & Justice, 2003). Especially poetry activities are instrumental for the child to gain these skills and understand the rhymes (Maclean, Bryant & Bradley, 1990; Oğuzkan, 2013; Önkaş, 2009). About this sub-dimension in the PFSEP, there were creative language development games such as word manipulation, sound changing activities, sound combining/separation activities, painting, and sound, creating songs with puppets, creating poetry, "absurd poetry", "object-art", art, and poetry games. In the literature, it is stated that activities that emphasize creativity support language development (Uçan, 1996; Ulutaş & Ersoy, 2004; Yazıcı, 2002a).

Finally, a significant difference was observed in the experimental group after the PFSEP in the sub-dimensions of Realizing that words Can Start with the Same Sound and Realizing that words Can End with the Same Sound. From these sub-dimensions, it is easier to realize that it can start with the same sound than to realize that it can end with the same sound. According to the literature, although the first and last sound acquisition is not found at a complex level in preschool children (Goswami & Bryant, 2016; Goswami, 1993; Hulme & Nation, 1997), it was observed in various studies that phonological awareness skills improve significantly when supported by a training program (Erdogan; 2011; Turan & Akoglu, 2011). A significant difference was found in these sub-dimensions in the experimental group in which the PFSEP was applied, and it was determined that the first sound-last sound awareness was gained (Table-4.). In addition, when children acquire this skill, they can analyze parts of a word and break it down into syllables, initial sounds, and all sounds. In this process, it was seen that using picture animal cards, picture fruit cards, and picture profession cards is very useful in the education process. According to Torgesen, Morgan, and Davis (1992), "Recognizing that it starts with the same sound" and "Recognizing that it can end with the same sound" skills are the skills that seem to be closely related to success in starting early literacy and are an important upper step for learning the sounds of letters.

The scale sub-dimension of the PFSEP with the least progress in terms of significant difference is ‘Realizing that words can end in the same sound’. A few possibilities can be considered as to why this sub-dimension showed lower progress in the sub-dimensions of ‘Realizing that words are made of syllables’, ‘Realizing that sentences are made of words’, ‘Realizing that words can be rhythmic’, and ‘Realizing that words can start with the same sound’ in the experimental group. For this reason, it is thought that the effectiveness of the program will increase if it is implemented with all the elements of the program. As stated in the literature, thanks to field trips, the knowledge and manners of the children participating in the trip are improved, and it is much easier for the information learned through the trips to be permanent and turn into behavior. (Cevher-Kalburan, 2014; Erten, 2004; Eschenhagen, Kattmann & Rodi as cited in Erten, 2005; Güler, 2009; Ozaner, 2004). From another point of view, when the effect size is taken into account, the sub-dimension of ‘Realizing that words can end with the same sound’ is the smallest (d: 0.499), compared to other sub-dimensions (‘Recognizing that sentences are made of words’ d: 0.855, ‘Realizing that words can have rhymes’ d: 0.648, ‘Realizing that words can start with the same sound’ d: 0.626, ‘Realizing that words are made of syllables’ d: 0.863) may indicate the possibility that the developmental characteristics of preschool children have not reached the required readiness or that the maturity in terms of language and speech has not yet been achieved in terms of final sound awareness.

Due to the variability of parental attitudes towards family participation, there was not a very comprehensive sharing except for a few family meetings and letters about small activities and game suggestions. However, family participation is very important as stated in the literature; especially in preschool period, parents should prepare environments with rich stimuli for their children at home and offer opportunities to make their experiences permanent with positive reinforcements (Çağdaş & Seçer, 2006; Çakmak, 2010; Göktaş, 2015; Ömeroğlu, 1994; Ratcliff, 2008; Yazıcı & Kandır, 2018; Yazıcı, 2002b). Therefore, developing the family involvement dimension of the PFSEP; It is believed that involving families in the process by using various methods and supporting children's phonological awareness skills outside of school will increase the program's effectiveness.

In the permanence test administered four weeks after the posttests, it was observed that the permanence of the scores obtained from the ‘Recognition that words are composed of syllables’ dimension was the highest, followed by the scores of the ‘Recognition that sentences are made of words’, with a slight difference. These were followed by the scores of ‘Realizing that words can have rhymes’, ‘Realizing that words can start with the same sound’, and lastly, the least persistent sub-dimension of ’Realizing that words can end with the same sound’.

After the sub-dimensions of the research 'Realizing that sentences are made of words', 'Realizing that words can have rhymes', 'Realizing that words can start with the same sound', 'Realizing that words are made up of syllables', and 'Realizing that words can end with the same sound', after the PFSEP When the pretest-posttest scores analyzed with SPSS were compared, it was found that the language development levels of all sub-dimensions of phonological awareness differed significantly in favor of the experimental group. This finding showed that the PFSEP activities were effective in increasing the repetition scores of the

experimental group for all sub-dimensions of phonological awareness. As a result of this research, when the total score of phonological awareness skill is compared with the control group, it is seen that PFSEP is effective in supporting the experimental group to achieve more meaningful results. This result is consistent with the results of other studies examining the effectiveness of phonological awareness training and studies on intervention programs (Bryant & Goswami, 2016; Erdoğan, 2009; Erdoğan, 2011; Lundberg, Larsman & Strid, 2012; Parpucu, 2017; Richgels, Poremba & McGee, 1996; Ukrainetz, Nuspl, Wilkerson & Beddes, 2011).

While creating the PFSEP, child-centred (Senemoğlu, 1994), creativity (Aral & Yaşar, 2010) and respect for different ideas, no right or wrong answers, more question-focused than answers process-oriented educational program were created. Especially Orff instruments (Bilen & Canakay, 2006), rhythm studies, picture poetry, poetry from the dough (Ulutaş & Ersoy, 2004), first sound with object-art, poetize the picture, make one day a poem, paint a dream, complete a missing poem, a tale Creativity and art-oriented works such as make poetry, sing your own poetry create permanent differences in the level of phonological awareness by providing an accessible and effective process in the education process. On this subject, Kıbrıs (2008) states that giving children an incomplete poem and filling in the missing parts with their creativity will change their attitude towards poetry.

The preschool period is very critical for phonological awareness education, which is the focus of the research. During the education process, children develop language skills such as listening, comprehension, speaking and visual reading while playing group games, creating art products, conveying their feelings and thoughts about events or situations in their daily life. For this reason, preschools are considered as the ideal environments to support the correct use of Turkish. However, preschool education in Turkish in training a particular time is not enough. For this reason, every situation or activity that children can communicate with is used as a tool in Turkish education and in supporting phonological awareness without being limited to a specific period while implementing preschool educational programs (Ergül et al., 2014). The obtained results demonstrate that the children were in the experimental group phonological awareness development ii showed a significant increase; phonological awareness development of children in the control group statistically significantly increased or decreased. However, when the pretest-posttest scores of the control group are taken into account, it is seen that there is a relative decrease in the mean rank. In this analysis process, put in groups rather than as observed values among the elements are performed calculations (Kalaycı, 2010; as cited in Şimşek, 2017). For this reason, intra-group pretest-posttest comparisons were examined. As Kol (2011) stated, a child's situation during the language development period may contribute to his/her positive influence as well as may have negative effects. Different data collection tools and methods such as observing the teacher-child and child-child interaction in the preschool education process, examining the physical characteristics of the educational environment offered to children, analyzing the documents regarding the education plans of the teachers, as well as collecting data from the families on issues such as communication with the child and language skills displayed by the child. It is thought that it is necessary to examine the factors affecting this regression in detail and in a multi-dimensional way. Among the main reasons why the PFSEP makes a positive difference in the development of phonological awareness of preschool children are; Based on Vygotsky's socio-cultural learning theory, the program includes providing opportunities for peer interaction, children's learning with and from each other, and considering the area of proximal development, and in this context, it is supported by themself, their environment and adults.

In addition, as the implementer of the program, the researcher tried to deal with each of the children individually. The fact that child-child and child-teacher interaction were applied more than other techniques should also be considered in evaluating success. Gillon (2004) stated that starting phonological awareness education as soon as children reach the age of three will positively affect their subsequent early literacy skills. In contrast, reading and writing in preparation for the subject of scientific studies carried out in Turkey, according to various variables such as the teacher's years of work in the classroom where the academic studies demonstrating that variations in the strategies (Bay, 2008; Çelenk, 2008). In addition, preschool teachers, day in preparation for reading and writing up to half an hour, concept, tone and line work implements is max. This can be interpreted as teachers' literacy skills are not sufficient (Altun, Çetin & Bay, 2014; Gönen et al., 2010). In the light of these researches, it is thought that the educator support of the PFSEP and the implementation of the current MoNE Preschool Education Program (2013) as a support to the education flow will be severe support for the daily early literacy studies. In addition, it will enable teachers who have just started their preschool teaching profession to enrich their daily education flows in the future by showing different and modern activity methods in order to improve themselves. For this reason, although no data to reveal the practices of the teacher in the control group within the scope of early literacy activities and his/her proficiency in this subject were not obtained in this study, it is believed that it is necessary to carry out in-depth and comprehensive research on how current preschool education program practices affect children's phonological awareness skills.

CONCLUSION AND RECOMMENDATIONS

As a result, no significant difference was found between the pretest YEEPAS total scores of the experimental and control groups. In addition, it was found that there was no significant difference between the scores of the experimental and control groups regarding the sub-dimensions of the pretest phonological awareness scale.

There is no significant difference between the pretest and posttest phonological awareness total scores of the control group. At the same time, no significant difference was found between the pretest and posttest phonological awareness sub-dimensions of the control group. When the effect size was calculated, a small effect size was found (d: 0,36).

When the pretest and posttest phonological awareness total scores of the experimental group are examined, it is seen that there is a significant difference between the results obtained. This difference can be explained by the significant change in the total scores of the experimental group in terms of phonological awareness, in other words, the experimental group being positively affected in terms of the development of phonological awareness. In this case, the result obtained from the research shows that the PFSEP is effective in increasing the phonological awareness scores of the experimental group (d: 0.88).Based on the results of this research, some suggestions can be made for other future studies. First, a limited number of children were included in this study due to a lack of time and opportunities. This situation limits the generalizability and effectiveness of the research results. In addition, it is recommended to work with a large group, as it will allow analysis using parametric tests with a larger sample power. For this reason, it is recommended that the PFSEP be applied as much as possible in different socio-cultural structures, different age groups and on more samples.

The PFSEP is a poetry-focused supportive education program, but experimental studies in different disciplines support phonological awareness in the literature. In the light of these studies, researchers are recommended to create drama, art, story-oriented supportive education programs besides poetry and to conduct experimental studies focusing on different disciplines.

The PFSEP is an educational program for six-year-old children with typical development. Researchers can examine the effect of this and similar educational programs on developing children's phonological awareness in different age groups by adapting them to younger age groups or primary school and higher educational levels. In the study, it was determined that the effect of PFSEP continued one month after the posttest. It would be more accurate to make repeated measurements at longer intervals to strongly evaluate the program's effectiveness In addition, it is recommended to investigate the longitudinal effectiveness of PFSEP by measuring the primary literacy skills, success in Turkish language and general academic success of the children participating in the study in the first grade and later stages of primary school. Family involvement in the study was limited; for this reason, it is recommended that researchers examine the effect of the supportive educational program they will implement by providing effective family participation in all its dimensions on the phonological awareness levels of children. In addition, this study was carried out using quantitative research methods. It is thought that a qualitative study in which children's experiences during the education program are examined in depth in terms of the effects of all dimensions on the development of phonological awareness will contribute to the literature.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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Statements of publication ethics

We here by declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

Ethics Committee Approval Information

Since the study was carried out in 2017, there is a board approval permit from Denizli Governorate and Denizli Provincial Directorate of National Education. The Scientific Research Permit was approved by Pamukkale University as a permit numbered 16605029/44-E.15137893, with the letter dated 15/09/2017 and numbered 19128. It is signed with an electronic signature and can be confirmed with the code 60b1-0510-32b7-a32a-1bc7.

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