Effect of Interactive Reading on Storytelling Skills

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ABSTRACT

This study aims to examine the effect of interactive reading activities on storytelling skills. A quasi-experimental design with pre-test post-test control group was used in the research. The research was carried out with 49 third-grade students in a public school in Sanliurfa. The data of the study were obtained by means of a voice recorder during the process of reading aloud a picture book, which has the characteristics of a silent book, by the students in the experimental and control group via storytelling method. The implementation process of the research lasted for 12 weeks and a total of 18 children's picture books were used within the scope of interactive reading studies. According to the results obtained in line with the analysis of the data, there was no significant difference between the experimental and control groups in terms such as the number of words, word diversity and sentence meaning unit in the pre-test narrations structured by the students with the storytelling method, while there was a significant difference in the post-test storytelling scores in favour of the students within the experimental group. In line with the results obtained at the end of the research and the literature, it was concluded that interactive reading studies contributed to the development of expressive language skills in children and increased their vocabulary.

Keywords: Children's picture book, interactive reading, storytelling.

Etkileşimli Okumanın Hikâye Anlatma Becerisine Etkisi

ÖZ

Çalışmanın amacı, etkileşimli okuma etkinliklerinin hikâye anlatma becerisine olan etkisini incelemektir. Araştırmada ön-test son-test kontrol gruplu yarı deneysel desen kullanılmıştır. Araştırma 2018-2019 eğitim öğretim yılı Şanlıurfa İl merkezli bir devlet okulunda yürütülmüştür. Araştırma 49 üçüncü sınıf öğrencisiyle birlikte yürütülmüştür. Araştırmanın verileri sessiz kitap niteliği taşıyan bir resimli çocuk kitabının, deney ve kontrol grubu öğrencileri tarafından hikâye anlatma yöntemi dâhilinde seslendirmesiyle ve bu esnada ses kayıt cihazı aracılığıyla toplanmasıyla elde edilmiştir. Araştırmanın uygulama süreci 12 hafta sürmüş ve etkileşimli okuma çalışmaları kapsamında toplam 18 resimli çocuk kitabı kullanılmıştır. Araştırmanın verileri SPSS 24 paket programı yardımıyla analiz edilmiştir. Verilerin analizi doğrultusunda elde edilen sonuçlara göre, öğrencilerin hikâye anlatma yöntemiyle kurgulamış oldukları ön test anlatımlarında kelime sayısı, kelime çeşitliliği ve cümle anlam ünitesi gibi boyutlarda deney ve kontrol grubu arasında anlamlı bir farklılık görülmezken son testin hikâye anlatımlarında deney grubu öğrencilerinin lehine anlamlı bir farklılık ortaya çıkmıştır. Araştırmanın sonunda elde edilen sonuçlar ve literatür doğrultusunda etkileşimli okuma çalışmalarının çocuklarda ifade edici dil becerilerinin gelişimine katkı sağladığı, kelime hazinesini arttırdığı sonuçlarına ulaşılmıştır.

Anahtar Kelimeler: Resimli çocuk kitabı, etkileşimli okuma, hikâye anlatma.

Introduction

The book has an important place in human life. Enabling the individual to develop in many ways, it also increases his knowledge and experience in life. While developing the personality of the individual, it teaches them to see the life from many different perspectives. It plays an important role in the social, emotional, and intellectual development of a child in every period of his life (Cullinan and Galda, 1994; Yavuzer, 2019). Children's interests and curiosities in books start at young ages. For this reason, it is necessary to introduce children to books at an early age in order to enrich children's

life experiences (Tur and Turla, 2005). These children's books, which affect the transition process of the individual from childhood to adulthood and contribute to the educational activities at school, are not only entertaining and informative, but thet are also designed in accordance with the developmental characteristics of the child (Gonen, Aydos, Senturk, Karacan, Kahraman, and Tuna, 2013; Oguzkan, 1998; Sever, 2010).

Children's books have the characteristics of an important tool in the acquisition and development of reading and writing skills for individuals. Today, literacy skills and reading activities begin in the pre-school period. Reading activities emerge as a skill that needs to be supported since children do not have awareness and readiness for reading activities and the reading-writing process throughout the period until they reach the primary education stage. Therefore, it is argued that children should be introduced at an early ages to children's books designed in accordance with their developmental level (Tur and Turla, 2005). Children's interactions with books begin with literate parents' and siblings' reading the books aloud (Parlakyildiz and Yildizbas, 2004). Reading studies within this period have an important position in terms of providing children with intellectual richness.

Akyol (2011) defines reading as a meaning-making process that occurs between the author and the reader, is based on effective communication, includes prior information, and is carried out in an appropriate environment in line with a certain method and purpose. Reading is divided into many types such as guided, free, optional, visual, acquisitive, literary, fast, meaningful, critical, and interactive (Arici, 2018). Among these types of reading, interactive book reading, which is one of the reading models with high interaction with the child, is one of the most effective methods (Whitehurst, Epstein, Angell, Payne, Crone, and Fischel, 1994b).

Interactive reading is defined as a reading method that allows a change of roles between the reader reading aloud the story and the children listening to it; allowing the reader to be an active listener or a person who asks questions at certain time intervals, and in which the listeners are actively involved in the reading process (Aydogan and Erbay, 2006; Whitehurst, Arnold, Epstein, Angell, Smith, and Fischel, 1994a; Whitehurst et al., 1994b; Whitehurst, Falco, Lonigan, Fischel, DeBaryshe, Valdez- Menchaca, and Caulfield, 1988). In the interactive reading process of the specified method, the reader's asking questions, the children's various answers to these questions, and the fact that adults and children examine the book together positively affect all developmental areas of children (Graham and Bramwell, 2006).

In this approach, introduced by Whitehurst et al. (1994b), children should be given opportunities to speak. Within this method, children can be asked to complete a sentence or expression in the story, describe the events intended to be told in the pictures; and name the elements in the pictures; along with ask questions about the characters and events in the story (Ergul, Akoglu, Sarica, Tufan and Karaman, 2015). In addition, in interactive reading applications, the child also finds out to be the person who tells the story. As the child adopts the role of the person telling the story, the adult leaves the responsibility of storytelling to the child over time (Lonigan, Anthony, Bloomfield, Dyer and Samwel, 1999).

One of the most important methods used to reveal the extent to which children have understood what they see, read, and listen to is their explaining or telling them in written, oral or visual form. The method of storytelling, which is one of the building blocks of our oral culturale tradition, is not used much today, but it is seen as a method that is gradually advancing towards getting the value it deserves. The storytelling method not only develops children's verbal expression skills, but also creates entertaining learning environments for them, increases their use of words, and improves their social and emotional development through experiences (Belet, 2011a; Kabadayi 2005). In addition, it is a method in which the individual internalizes the story and tells it with his own words and phrases, pays attention to the sound ups and downs during the narration, and continues the narration without breaking loose from the story, i.e, without leaving the story in the shadows while doing these.

It is seen that research in Turkey in recent years started to include interactive reading studies (Akoglu, Ergul and Duman, 2014; Beyreli and Incirkus, 2018; Bicakci, Er and Aral, 2018; Cengiz, 2010; Ceyhan, 2019; Cetinkaya, Oksuz, and Ozturk, 2018; Efe, 2018; Er, 2016; Erdogan, 2016; Erdogan and Akay, 2015; Erdogan, Simsek and Canbeldek, 2017; Ergul, Akoglu, Sarica, Tufan, and Karaman, 2015; Golcuk, Okur and Berument, 2015; Halat, 2017; Oncu, 2016; Simsek, 2017; Tetik, 2015; Tetik and Erdogan, 2017; Yasar, 2020; Yurtseven and Kurt, 2013). The studies carried out so far have brought to the forefront the idea that the interactive reading method supports many development areas of the individual. In the studies, the effect of the interactive reading process on children's vocabulary learning, the number of words they use while expressing themselves, language development, reading speed, correct reading, reading comprehension, and value acquisition have been examined within various methods and applications. However, it is seen that there has been no study on the effect of interactive reading activities on the storytelling skills of students.

The current research was designed to reveal the effect of interactive reading studies on storytelling skills, the deficiency of which is felt in national literature.

Is there a significant difference between the number of words used by the experimental and control group students in their post-test storytelling?
Is there a significant difference in the word variety dimension used by the experimental and control group students in their post-test storytelling?
Is there a significant difference in terms of sentence meaning units formed by the experimental and control group students in their post-test storytelling?
At what level are the story elements included in the pre-test-post-test storytelling of the experimental group students?
At what level are the story elements included in the pretest-posttest storytelling of the control group students?

Method

Research Design

A quasi-experimental design with a pretest–posttest control group was used in this study, which aimed to examine the effect of interactive read-aloud activities on storytelling skills.

In line with this model, the experimental and control groups were determined through an unbiased assignment method, and one was assigned as the experimental group and the other as the control group. Measurements were made by performing the same application to both groups before and after the study. Since the measurements are made on the same subjects in the pre-test and post-test control group designs, the margin of error will be low (Fraenkel and Wallen, 2006).

Sample

The sample of the research consisted of 2 clasroom with 49 students studying at elementary school third-grade in a state school in Sanliurfa City Centre during the 2019-2020 school year. There is one experimental group and one control group in the study.

Table 1
Information on the Study Group

	Classroom/Branch	Female	Male	Total number
Experimental	3-G	11	14	25
Control	3-I	9	15	24

Convenience sampling method was preferred at the stage of determining the study group of the research. In the convenience sampling method, the researcher chooses the easy situation that is close, convenient, accessbile, and applicable. In this way, speed, practicality, and economy is ensured

for the research (Cohen, Manion, and Morrison, 2007; Glesne, 2015). Within this framework, a public primary school in Eyyubiye Central District of Sanliurfa was preferred, as the transportation distance and the number of the classrooms were deemed suitable for the researcher.

Measurement Tools

The data of this study, which aims to reveal the effect of interactive reading of children's picture books on storytelling skills, with a voice recorder and a silent children's picture book named "Where is this elephant?" which was determined in line with expert opinions.

Children's picture books, which are one of the materials through which the children make their first reading adventures, are defined as the books which deepen the meanings of the text with the pictures (Lukens, 1986), differ in terms of subject, genre and physicality depending on the group of age (Tur and Turla, 2005), have an effect of visual feast on children and through which the children meet with letters, words and sentences for the first time (Dirican and Daglioglu, 2014).

Data Collection and Analysis

By using the mentioned data collection tools, the data of the current study were collected from the 3rd grade students that participated in the study.

Experimental Process

This study, which aims to put forth the effect of interactive reading studies on storytelling skills, was conducted in the 2019-2020 school year in Bilim Primary School, where dual education was carried out with a total of 9 3rd grade branches, in line with the permission obtained from Sanliurfa Provincial Directorate of National Education through Duzce University Social Sciences Institute.

In the research, children's picture book "Where Is This Elephant?" which is a silent book through which the students would narrate their stories, was determined based on expert opinions. Before starting the pre-test application of the research, the classroom teachers and students of the 3rd grade branches were informed about the general framework of the research. The students were also explained that no grading would be performed during the research process.

To determine the group equivalence status in the process of determining the experimental and control groups of the research, a pre-test was applied to the B, D, G and I branches, which are among the 3rd grade branches, on voluntary basis of the classroom teachers and students for participation in the application. To determine the number and word diversity, sentence meaning unit set up and elements the students gave place in their narration process, the students' narrations were applied separately under the leadership of the researcher in appropriate time periods and in a suitable environment. Before the narration process, the students of the relevant branches, where the pre-test would be applied, were explained that they, at their own request, could turn the pages of the story book named "Where is this Elephant?" during the storytelling and set up the fiction as they wished. To dictate these expressions later by the researcher, the students' expressions were recorded via a voice recorder following obtaining the necessary permissions from the parents. Each student was given the necessary time to construct the stry, and they ended their storytelling in line with their own wishes. The pre-test data obtained were dictated by consensus of two additional researchers in addition to the researcher who carried out the study. Following the dictations, the number of words, the number of word diversity, sentence meaning units and the story elements they included in the narratives were determined. As a result of the analyses made using the SPSS package program, it was observed that there was no significant difference between the number of words, the number of word diversity, sentence meaning units and the story elements included in the stories by the students of the 3-G and 3-I branches and these branches were chosen as the experimental and control groups. The researcher randomly assigned 3-G branch as the experimental group and the 3-I branch as the control group. After it was decided that the implementation process of the research would continue with the 3-G

branch, which was determined as the experimental group, a detailed conversation was held with the classroom teachers of both branches. Following the 12-week practice with the experimental group, the idea of collecting the post-test data with the experimental and control groups was conveyed to the branch teachers for the approval and it was accepted. Afterwards, the research process, which would last 12 weeks, started with the 3-G branch, which included the experimental group.

Experimental group

The application process of the study was planned by the researcher within the scope of the literature and detailed information was given to the experimental group students about how the process would work. In addition, the rules regarding the functioning of the process were determined together with the participants and submitted to their approval and they were accepted. In this way, it was aimed to maximize the interaction between the researcher and the participants. Within the scope of the interactive reading method, which requires the reader to have a good command of the books to be read aloud, the researcher conducting the process prepared in advance for each picture book that he would read aloud. In addition, he prepared an Interactive Book Reading Program for each picture book he would read aloud, and included detailed plans regarding what to do before, during and after reading. The practice days were determined as the first lesson hours of Monday, Wednesday, and Friday in line with the opinions of the participants, the researcher and the classroom teacher.

Before starting the interactive reading studies, the researcher created a friendly conversation atmosphere by establishing a dialogue with the participants about the physical features and connotation elements of the children's picture book to be read aloud. By drawing attention to the front and back covers of the book, the researcher asked to focus on the pictures included and to speculate on what the subject of the book would be. In addition, the pictures, heroes, real situations and events in the book were scrutinized with the participants, and discussions were made about the place and time of the events. The seating arrangement during interactive reading in the classroom was decided unanimously by the researcher and the participants, and on some days the seating arrangement was determined by the researcher depending on the interactive reading activity. For the books, which will be read during the application process of the research, to be easily seen by the students, different seating arrangements such as U-arrangement, crescent arrangement, and half-moon arrangement were realized. Only the classroom environment was preferred as the research environment, and other environments were not preferred by the researchers and participants.

Control Group

During the 12-week period covering the implementation process, the researcher did not carry out any interactive reading studies or other study/activity with the control group students and tried not to change the course of the research. Although the researcher did not conduct any studies with the control group in order not to change the course of the research, it was an inevitable fact that the studies and activities in the compulsory curriculum would affect the storytelling skills of the students and develop their active vocabulary. However, it was assumed that there were no situations that would change biased or affect the course of the study since the curriculum of both classes covering the experimental and control groups during this period had the same content.

After the 12-week application process carried out with the experimental group, the post-test data were collected from the storytelling processes of the experimental and control group students from the same silent picture book (Where is this Elephant?). As carried out in the pre-test, data were collected by accepting the students one by one in an empty classroom deemed appropriate by the school administrators and the storytelling of the students was recorded through a voice recorder to avoid data loss. The post-test data collection process, which started with the experimental group students, lasted for three lesson hours. Then, the post-test data collection process of the control group students started, and this process lasted for two lesson hours. Since a student in the control group did not come to school on the day the post-test data were collected, the student's pre-test data were

excluded from the study by the researcher. Thus, the number of control group was reduced from 25 to 24.

In this study, in which the effect of interactive reading of children's picture books on storytelling skills of primary school students was examined, it was observed that the level of interest of the students in these reading activities was high. It is believed that the 12-week application period, which was carried out with the experimental group students three times a week with no problems of absence of the students, except for those who had health problems, showed the satisfaction of the students regarding the process. The students expressed their happiness about participating in interactive reading activities and requested the researcher to continue the process.

After each of the experimental and control group students were coded, the audio recordings of the storytellings of the students who formed the data of the research were dictated by the researcher and two assistant researchers. Whether they carry elements such as the number of words, word diversity, sentence meaning units and story elements included in these narratives was also examined by consulting an expert from Department of Classroom Education and an expert from the Department of Turkish Education of Duzce University. The narratives bearing the specified elements were analysed together with the researcher and assistant researchers.

In the present study, the Shapiro-Wilk Test (S-W) with Lilliefors correction was used to analyse the normality of quantitative data. The Shapiro-Wilk test of normality is used when the study group is 50 and below 50. According to the results obtained from the normality test, the Independent Samples T Test was used in the analysis of the data showing normal distribution, and the Mann-Whitney U Test, which is used to compare two independent samples, was used in the analysis of the data that did not show normal distribution. In these tests, the significance value was accepted as 0.05. These tests were carried out using the SPSS package program. Inference and verification analysis, which is one of the traditional qualitative data analysis methods, was used in the analysis of the story elements included in the storytelling of the students. This analysis method used includes deciding what the data exactly mean when the researchers analyse it (Sonmez and Alacapinar, 2017). In inference and verification analysis, data can be examined as in quantitative data analysis, while qualitative data can be divided into categories and their frequencies can be counted (Sonmez and Alacapinar, 2017, p. 275).

Validity and Reliability

Before the data collection phase was started, the researcher informed the participants that the storytelling of the students would not result in grading and would only be used for scientific purposes. Thus, efforts were made to establish a communication environment based on mutual trust between the researcher and the participants (Lincoln and Guba, 1985). In addition, written notes were taken by the researcher during the interview to increase the validity and reliability of the research and to prevent data loss. To eliminate any problems that could be caused by any malfunction in the voice recorder, a substitute voice recorder was kept ready and the necessary preparations were provided by the researcher to take written notes.

Research Ethic

The storytellings of the students included in the study were examined and dictated by the researcher and two assistant researchers together. Then, it was analysed separately by three researchers, considering the specified elements such as the number of words, word diversity, sentence meaning units, story elements included in the students' expressions. The reliability formula suggested by (Miles and Huberman, 1994) was used to determine the consensus among researchers (Reliability = Consensus / (Agreement + Disagreement)). As a result of this formula, the agreement between the coders should be at least 80%. Following the analyses made in the present study, it was observed that the reliability value was 88%.

Findings

After the completion of the 12-week application period by the researcher, the students in the experimental and control group were asked to retell the same silent picture book, which was used in the pre-test, and the number of words in the storytelling of the students was measured again. The word numbers of the post-test experimental group S-(W(25)=.333, p>.05 and the control group S-W(24)=.329, p>.05 show normal distribution. Thus, Independent Sample T Test was applied to compare two independent groups in terms of word count scores.

Table 2
Comparison of post-test scores regarding the word count of experimental and control groups

Post-Test		n	x̄	ss	sd	t	p
Number of words	Experimental	25	143.67	40.73	46	5.70	**.000**
	Control	24	86.13	28.01	40.8	5.70	**.000**

In Table 2, the Independent Sample T-Test was considered in order to determine whether the post-test scores of the experimental and control group students were significant in terms of the number of words in their oral expressions. Levene's Test was taken into account for the homogeneity of the variances in the word count dimension and the variances (F (24) =24) = 3.869, p=.055) were accepted as homogeneous. According to the test results in Table 2, there is a significant difference between the post-test word count scores of the experimental and control group students in their storytelling (t46=5.7, p=.000). Within the framework of these results, it is seen that the students in the experimental group (x̄=143.7, SD: = 40.8) formed their storytelling with more words than the students in the control group (x̄=86.1, SD: = 28.01).

After the completion of the 12-week application period by the researcher, the students in the experimental and control group were asked to retell the same silent children's picture book, which was used in the pre-test, and the number of word diversity in the students' storytelling was measured again. While the post-test experimental group word diversity numbers S-(W(25)=.029, p<.05 did not result in normal distribution, word diversity numbers of the control group S-(W(24)=.911, p>.05 had a normal distribution. Thus, the Mann Whitney U test was applied to set forth the difference between the post-test word type numbers of the students in the experimental and control groups.

Table 3
Mann Whitney U Test Results of the Experimental and Control Group Students' Post-Test Scores in terms of Vocabulary Diversity

Post-Test		n	x̄	U	Z	p
Word Diversity	Experimental	25	36.4	3.00	-5.879	**.000**
	Control	24	12.6			

In Table 3, the Mann Whitney U test was considered to determine whether the post-test scores of the experimental and control group students were significant in terms of the number of word diversity in their oral expressions. According to the test results in Table 3, there is a significant difference between the number of word diversity used by the experimental and control group students in their storytelling (D=49, Z= -5.879, p<.05). When the mean scores of the word diversity numbers of the test were examined, the students in the experimental group used an average of 36.4-word types in their storytelling, while the students in the control group used an average of 12.6- word types.

After the completion of the 12-week application process by the researcher, the experimental and control group students were told the same picture book, which was used in the pre-test and was a silent book, and the sentence meaning units that the students formed in their storytelling were re-measured. While the post-test experimental group S-(W(25) =.007, p<.05 sentence meaning unit numbers did not show normal distribution, the control group S-(W(24)=.911, p>.05 sentence meaning unit numbers showed normal distribution. For this reason, Mann Whitney U test was applied to reveal

the difference between the post-test word type numbers of the students in the experimental and control groups.

Table 4
Mann Whitney U Test Results of Experimental and Control Group Students' Post-Test Scores in terms of Sentence Meaning Units

Post Test		n	x̄	U	Z	p
Sentence Meaning Unit	Experimental	25	36.3	4.00	-5.86	**.000**
	Control	24	12.6			

Mann Whitney U test was utilized to determine whether the post-test scores in terms of sentence meaning unit numbers in the verbal expressions of the experimental and control group students were significant or not and the results of this test were shown in Table 4. According to the test results given in Table 4, there is a significant difference between the number of word types used by the experimental and control group students in their oral expressions (D=49, Z= -5.86, p<.05). When the word type mean scores of the test were examined, the students in the experimental group formed an average of 36.3 sentence meaning units while the students in the control group set up an average of 12.6 sentence meaning units in their oral expressions.

Table 5
Examination of Pre-Test Post-Test Data of the Experimental Group in terms of Story Elements

Story Elements	Scene	Character	Beginning of the problem	Problem	Solving attempt	Consclusion	Reaction
Pre-Test	22	24	14	4	1	12	1
Post Test	24	24	24	20	17	24	15
Total	46	48	38	24	18	36	16

As it can inferred from Table 5, the story elements observed in the oral expressions of the experimental group, consisting of 24 third-grade students, during their pre-test and post-tests are included. When the table is examined, it is observed that almost all the experimental group students included scene and character elements in their pre-test and post-test oral expressions. While some of the students included the titles of beginning of the problem and the conclusion in the oral expression during the pre-test, it was observed that all the students included these elements in their oral expressions during the post-test after 12 weeks of practice. While the problem and reaction elements were not included much in the pre-test verbal expression of the experimental group, it appeared that there was a serious increase regarding these elements in the verbal expressions during the post-test made after the application.

Table 6
Examination of Pre-test post-test data of the Control group in terms of story elements

Story Elements	Scene	Character	Beginning of the problem	Problem	Solving attempt	Consclusion	Reaction
Pre-Test	18	24	17	3	5	11	2
Post Test	19	22	20	3	4	11	4
Total	37	46	37	6	9	22	6

Table 6 contains the story elements included in the oral expressions of the control group, consisting of 24 third-year students, during their pre-test and post-tests. Examining the table, it is seen that almost all the control group students included scene and character elements in their pre-test and post-test oral expressions. While some of the students included the titles of the beginning of the problem and the conclusion in their oral expressions during the pre-test, it was seen that there was no increase or decrease in the verbal expression of the post-test. It is observed that the students did not

include the elements such as problem, result and reaction, which are among the story elements, in their pre-test and post-test verbal expressions.

Discussion and Conclusion

After 11 weeks of interactive reading studies with students in their experimental designed study, Cetinkaya et al. (2018) reached the conclusion that the experimental group students developed the vocabulary they used in post-test storytelling. Considering the fact that the development in the vocabulary resulted in the increase of number, variety, etc. of the words used, the current study and the study of Cetinkaya et al. (2018) indicate similar results.

Simsek (2017) carried out a study, which aimed to examine the effects of different book reading techniques on the language development of children aged 48-66 months, with 56 children attending 3 different kindergartens. Simsek (2017), who applied interactive book reading model to one of the experimental groups, e-book reading model to the other, and traditional book reading model to the control group, obtained the post-test data of the study after a 10-week application period. Results of the data obtained showed that there was no significant difference between the scores of language development pre-test and post-tests in the group in which the e-book application was carried out. It was also observed that there was a positive increase in the receptive language development of the children in the group to which the book reading process was carried out with the traditional method. It was also concluded that there was a statistically significant increase in the receptive and expressive language skills and total language development scores of the children in the group in which the book reading process was carried out with the interactive reading method. As can be seen from both the research and the current one, the interactive reading model has an undeniable importance in the development of children's expressive language skills. However, there are also existing studies in which other reading models, such as the traditional reading model, contribute to children's language skills.

In addition, there are many studies in the literature stating that interactive reading studies affect verbal expression skills and language skills positively (Akoglu, Ergul, and Duman, 2014; Bicakci, Er, and Aral, 2018; Cengiz, 2010; Chomsky, 1972; Crain and Dale, 1999; Efe, 2018; Erdogan, Simsek, and Canbeldek, 2017; Golcuk, Okur, and Berument, 2015; Halsey, 2008; Hargrave and Senechal, 2000; Kotaman, 2008; Lane and Wright, 2007; Lonigan and Whitehurst, 1998; Marting-Chang and Gould, 2012; Maul and Ambler, 2014; Moerk, 1985; Myers, 2015; Nevo and Vaknin-Nusbaum, 2018; Ninio, 1980; Ping, 2014; Santoro, Chard, Howard and Baker, 2008; Snow, 1983; Spencer, 2011a; Tetik and Erdogan, 2017 ; Whitehurst et al., 1988).

When used with the interactive reading method, children's picture books contribute positively to the storytelling skills and expressive language skills of the students. It is also observed that the current research contributes to other research in the literature with this aspect. When the national and international literature is reviewed, there are many studies showing results like the results of the current study. These studies, on the other hand, seem to have a higher focus on language development.

In a similar study conducted by Bicakci et al. (2018), a study group was formed with 14 mothers with 44-62-months-old children. As a result of the interactive reading studies with children's picture books that lasted for 9 weeks with the experimental group consisting of 7 mothers, the language development of 44-62-month-old children differed significantly in favour of the experimental group. As seen in this study, it is envisaged to benefit from interactive reading studies to develop and support individuals' language skills.

In the study by Ergul et al. (2015), in which the effects of the interactive reading method were searched, 72 first-grade students were included in the interactive reading process, while 73 first-grade students were not included in the process. After the application, they concluded that the first-grade students involved in the interactive reading process significantly differed from the students in the control group in terms of correct reading, reading comprehension, and the number of the words read.

Myers (2015), in his study with 8 kindergarten students, conducted 12 interactive reading lessons, each lasting thirty minutes, and investigated whether the students used the words they learned in interactive reading studies or not. For this purpose, he started each of the interactive reading lessons with vocabulary teaching. As a result of the research, it was concluded that interactive reading studies had a significant effect on the learning of new words and the active strengthening of students' vocabulary. Through this reading method developed by Whitehurst et al. (1988), the reader explains the unknown words and repeats them many times during the process. In this way, the child's ability to use the language actively, oral expression language skills develop while his vocabulary increases. Vocabulary, which develops with interactive reading exercises, contributes to the individual's ability to express himself more clearly and accurately, both orally and in writing (Cecen, 2007; Guney and Aytan, 2014; Karaduz and Yildirim, 2011; Ozbay and Melanlioglu, 2008). As seen in the results of this study, it can be asserted that interactive reading studies are of great importance in vocabulary teaching and the development of active vocabulary.

Studies in which interactive reading was included were not limited to the practices carried out only with teachers and students in the school environment, but also interactive reading activities were carried out in the school environment with the participation of families (Yasar, 2020). The children's picture books used in this research were read aloud using the interactive reading method after a certain preliminary preparation was made by the parents of the students with the researcher's directives before reading, and the teachers and students participated in the process as listeners. As a result of the research, it was concluded that the interactive reading activities carried out with the participation of the family contributed positively to the language development of the students, to the increase in active vocabulary, to the comfortable expression of thoughts with the answers to open-ended questions, and to many skills apart from the mentioned ones.

According to the results obtained from the research findings, there was a significant difference between the number of words used by the experimental and control group students during post-test storytelling in favour of the experimental group. As a result of these outcomes, it is possible to say that the interactive reading of 12-week children's picture books with the experimental group resulted in an increase in the number of words used by the students during their storytelling. In other words, it is possible to say that the students developed their vocabulary, expressive language skills, and performed their expressions with more words thanks to the interactive reading method.

In the pre-test data of the research, each of the students in the experimental and control group was made tell aloud the related book within the storytelling method. After each of the narrations was recorded on a voice recorder and dictated, how many different word types of the students used in their storytelling was defined. According to the results obtained from the research findings, there was no significant difference between the numbers of word diversity used by the experimental and control group students in pre-test storytelling.

According to the results obtained from the research findings, there was a significant difference between the numbers of word variety used in the post-test storytelling of the experimental and control group students and the difference was in favour of the experimental group. As a result of these outcomes, it is possible to say that the studies regarding interactive reading of children's picture books that lasted for 12 weeks with the experimental group caused an increase in the variety of words used by the students in their storytelling. From this point of view, it can be interpreted that readings performed with interactive reading exercises allow students to describe an event or a situation using more word types. In other words, it is possible to say that students have improved their vocabulary, expressive language skills, and they performed their expressions using more word types thanks to the interactive reading method.

In the pre-test data of the research, each of the students in the experimental and control group was made tell the book aloud within the storytelling method. After each of the narrations was recorded on a voice recorder and dictated, the number of sentences meaning units set up by the students during their storytelling were determined. According to the results obtained from the research findings, there

was no significant difference between the number of sentences meaning units formed by the experimental and control group students during their pre-test storytelling.

According to the results obtained from the research findings, there was a significant difference between the numbers of sentence meaning units formed in the post-test storytelling of the experimental and control group students and this difference was in favour of the experimental group. As a result of these outcomes, it is possible to say that the studies regarding interactive reading of children's picture books that lasted for 12 weeks with the experimental group caused an increase in the number of sentences meaning units formed by the students during their storytelling. In other words, it is possible to say that students have developed their expressing skills and that they have formed their expressions with more sentence meaning units thanks to the interactive reading method.

It is observed that the scene and character elements, which are among the story elements, are included in almost all the narrations covering the pre-test data of the experimental group students. From this point of view, it is possible to say that the students included simple inferential story elements such as scenes and characters in their narratives without any practice with the students. In the pre-test data, while some of the students included statements containing the beginning and the result of the problem, it was seen that all the experimental group students included the beginning of the problem and the conclusion titles during the storytelling of the post-test after the 12-week application process. While story elements such as problem and reaction are not sufficiently included in the pre-test storytelling, it is seen that the majority of the experimental group students include these elements during the storytelling of the post-test performed after the application process. As a result of these outcomes, significant increases occurred in the story elements included in the storytellings covering the post-test data of the interactive reading studies carried out with the experimental group. This shows that the studies carried out developed the students' ability to include story elements in their storytellings.

It is observed that almost all the narrations of the control group students, which covers the post-test data, included the scene and character elements, which are among the story elements. From this point of view, it is possible to say that the students included simple inferential story elements such as scenes and characters in their narratives without any previous practice with the students. As a result of the analysis of the pre-test and post-test data, there was no increase or decrease in the number of students who included the titles of the beginning of the problem and the conclusion, which are among the story elements. However, it is observed that most of the students within the control group did not include the titles such as problem, result and reaction, which are among the story elements, during their pre-test and post-test storytellings.

As a result of the findings obtained from the research, it is possible to comment that the studies regarding interactive reading of children's picture books contributes to the students' storytelling skills, the development of their existing vocabulary and the development of receptive and expressive language skills. Interactive reading makes a positive contribution to the development of all reading components. While explaining the unknown words encountered during reading facilitates the listener's vocabulary learning (Brett, Rothlein, and Hurley, 1996; Elley, 1989), the number of newly learned words increases through listening to the same story more than once (Biemiller and Slonim, 2001; Elley, 1989; Ensor and Koller, 1997; Penno, Wilkinson, and Moore, 2002; Senechal, 1997; Smeets, Dijken, and Bus, 2014). In addition, children's storytelling skills and thus their ability to express develop through the interaction between the reader and the listener, that is, the child, during interactive reading (Vygotsky, 1978). For this reason, carrying out interactive reading activities with children is of vital importance for the development of their receptive and expressive language skills. Readings to be performed with the interactive reading method will also contribute to the increase in the number and variety of words and the sentence meaning units that they form and will use during storytelling and in their self-expressions.

As a result of the studies carried out in the literature, besides the stated benefits of interactive reading studies; it is seen that it contributes positively to children's problem solving skills, analytical

thinking skills, self-expression skills, thinking, comprehension and questioning skills, reading and reading comprehension skills, literacy skills, cognitive and socio-emotional development and phonological awareness (Adeyemo, 2015; Akoglu et al., 2014; Alshehri, 2014; Beyreli and Incirkus, 2018; Bicakci et al., 2018; Chomsky, 1972; Delacruz, 2009; Efe, 2018; Er, 2016; Ergul, Akoglu, Karaman and Sarica, 2017; Ergul et al. others, 2015; Halat, 2017; Hazzard, 2016; Justice and Pence, 2005; Metin and Gokcay, 2014; Mitchell, 2015; Moerk, 1985; Santoro et al., 2008; Snow, 1983; Snow and Ninio, 1986; Spencer, 2011; Simsek, 2017; Tetik and Erdogan, 2017; Turkben and Temizyurek, 2018; Whitehurst et al., 1988; Wozniak, 2010).

Author's Contribution Statement

Each author contributed 50% of this article.

Conflicts of Interest

There is no conflict of interest in this study.

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Genişletilmiş Özet

Giriş

Çocuk kitapları, bireye okuma-yazma becerilerinin kazandırılmasında ve geliştirilmesinde önemli bir araç niteliği taşımaktadır. Günümüzde okuma-yazma becerisi ve okuma etkinlikleri okul öncesi dönemde başlamaktadır. Bu dönemde çocukların kitaplarla olan etkileşimleri, okuma-yazmayı bilen anne, baba ve kardeşlerin onlara kitap okumasıyla, seslendirmesiyle başlamaktadır (Parlakyıldız ve Yıldızbaş, 2004). Bu dönemin içerisinde yer alan okuma çalışmaları, çocuklarda düşünsel zenginliğin sağlanması adına önemli bir konuma sahiptir. Okuma; güdümlü, serbest, seçmeli, görsel, bilgi edinimsel, yazınsal, hızlı, anlamlı, eleştirel ve etkileşimli olmak üzere birçok türe ayrılmaktadır (Arıcı, 2018). Bu okuma türleri arasında ise çocuk ile etkileşimin yüksek olduğu birlikte okuma modellerinden olan etkileşimli kitap okuma etkili yöntemlerin başında gelmektedir (Whitehurst ve diğerleri, 1994b).

Etkileşimli okuma, hikâyeyi seslendiren okuyucu ile hikâyeyi dinleyen çocuklar arasında rollerin değişmesine olanak sağlayan, okuyucunun etkin bir dinleyici veya belirli zaman aralıklarında soru soran kişi konumunda olmasına fırsat veren, dinleyicilerin okuma sürecinde aktif olacakları şekilde dâhil edildiği bir okuma yöntemi olarak tanımlanmaktadır (Aydoğan ve Erbay, 2006; Whitehurst ve diğerleri, 1994a; Whitehurst ve diğerleri, 1994b; Whitehurst ve diğerleri, 1988).

Çocukların gördüklerini, okuduklarını ve dinlediklerini ne oranda anlamış olduklarını ortaya koymak için kullanılan en önemli yöntemlerden birisi de bunları yazılı/sözlü veya görsel olarak anlatmalarıdır/aktarmalarıdır. Bunlardan sözlü kültür geleneğimizin yapı taşlarından birisi olan hikâye anlatma yöntemi ise günümüzde pek kullanılmamakla birlikte yavaş yavaş hak ettiği değeri alma yolunda ilerleyen bir yöntem olarak görülmektedir. Hikâye anlatma yöntemi, çocukların sözel ifade becerilerini geliştirmesinin yanında onlar için eğlenceli öğrenme ortamları oluşturmakta, sözcük kullanımını arttırmakta, sosyal ve duygusal gelişimlerini deneyimler yoluyla geliştirmektedir (Belet, 2011a; Kabadayı, 2005). Bununla birlikte bireyin, hikâyeyi içselleştirerek kendi kelime ve deyişleriyle anlattığı, anlatım esnasında ses iniş-çıkışlarına dikkat ettiği fakat bunları yaparken hikâyeden kopmadan yani hikâyeyi gölgede bırakmadan anlatıma devam ettiği bir yöntemdir.

Mevcut araştırma ise ulusal literatürde eksikliği hissedilen, etkileşimli okuma çalışmalarının hikâye anlatma becerisine olan etkisini ortaya koymak için tasarlanmıştır.

Yöntem

Etkileşimli okuma çalışmalarının hikâye anlatma becerisine olan etkisini incelemeyi amaçlayan bu araştırmada nicel araştırma modeli ve ön test-son test kontrol gruplu yarı deneysel desen kullanılmıştır. Deneysel desenlerin hedefi, bir araştırma için özel olarak uygulama yapılması ve yapılan uygulamanın araştırmanın sonucunu ne düzeyde etkilediğini belirlemektir (Creswell, 2016; Creswell ve Clark, 2011). Deneysel çalışmalarda deneklerin veya katılımcıların rastgele atanmasıyla gerçek deneysel desen oluşturulur. Yarı deneysel desenlerde ise denekler veya katılımcılar rastgele belirlenmez (Keppel, 1991).

Çalışma Grubu

Araştırmanın çalışma grubunu 2019-2020 öğretim yılında Şanlıurfa İl Merkezi'ne bağlı bir devlet okunda üçüncü sınıfta öğrenimine devam eden 49 öğrencin yer aldığı 2 şubeden oluşmaktadır. Araştırmada bir deney grubu, bir de kontrol grubu yer almaktadır.

Veri Toplama Araçları

Resimli çocuk kitaplarını etkileşimli okuma çalışmalarının hikâye anlatma becerisine olan etkisini ortaya koymayı amaçlayan bu çalışmanın verileri uzman görüşleri doğrultusunda belirlenen "Nerede Bu Fil?" adlı sessiz kitap niteliği taşıyan resimli çocuk kitabı ve ses kayıt cihazı ile toplanmıştır.

Verilerin Toplanması ve Analizi

Araştırmanın deney ve kontrol grubunu belirleme işleminde grup denklik durumlarını belirlemek adına, uygulamaya katılımda şube sınıf öğretmenlerinin ve öğrencilerinin gönüllülük esasına dayalı olarak, 3. sınıf şubelerinden olan B, D, G ve I şubelerine ön-test uygulaması yapılmıştır. İlgili şubelerde öğrenim gören öğrencilerin hikâye anlatımlarında kullanmış oldukları kelime sayısı, kelime çeşitliliği, kurmuş oldukları cümle anlam üniteleri ve anlatımlarında yer verdikleri hikâye elementlerini belirlemek adına uygun zaman dilimlerinde ve uygun bir ortamda araştırmacı liderliğinde öğrencilerin anlatımlarına ayrı ayrı başvurulmuştur. SPSS paket programı kullanılarak yapılan analizlerin sonucunda 3-G ve 3-I şubeleri öğrencilerinin oluşturmuş oldukları hikâyelerdeki kelime sayısı, kelime çeşitlilik sayısı, cümle anlam üniteleri ve yer vermiş oldukları hikâye elementleri arasında anlamlı bir fark olmadığı görülerek deney ve kontrol grubu olarak seçilmiştir.

Araştırma Etiği

Araştırmaya dâhil edilen öğrencilerin hikâye anlatımları, mevcut araştırmacı ve iki yardımcı araştırmacı tarafından incelenmiş olup dikte edilmiştir. Daha sonra öğrencilerin anlatımlarında yer alan kelime sayısı, kelime çeşitliliği, cümle anlam ünitesi, hikâye elementleri gibi belirtilen unsurlar dikkate alınarak üç araştırmacı tarafından ayrı ayrı analiz edilmiştir. Araştırmacılar arasında görüş birliğini tespit edebilmek amacıyla (Miles ve Huberman, 1994)'ın önermiş olduğu güvenirlik formülü kullanılmıştır (Güvenirlik = Görüş Birliği / (Görüş Birliği + Görüş Ayrılığı)). Bu formül neticesinde kodlayıcılar arasındaki uyumun en az %80 olması gerekmektedir. Mevcut araştırmada yapılan analizler neticesinde güvenirlik değerinin %88 olduğu tespit edilmiştir.

Bulgular

Araştırmaya dahil edilen deney ve kontrol grubu öğrencilerinin ön test-son test hikâye anlatımlarında kullanmış oldukları kelime sayısı, kelime çeşitliliği, kurmuş oldukları cümle anlam üniteleri bakımından incelenmiştir. Bununla birlikte öğrencilerin anlatımlarında yer vermiş oldukları hikâye elementleri de incelenmiştir.

Deney ve kontrol grubu öğrencilerinin hikâye anlatımlarında yer verdikleri son-test kelime sayısı puanları arasında anlamlı bir farklılık bulunmaktadır. Deney grubundaki öğrencilerin kontrol grubundaki öğrencilere göre hikâye anlatımlarını daha fazla kelime ile oluşturdukları görülmüştür. Deney ve kontrol grubu öğrencilerinin hikâye anlatımlarında kullanmış oldukları kelime çeşitlilik sayıları arasında anlamlı bir farklılık bulunmaktadır. Testin kelime çeşitlilik sayılarının puan ortalamaları incelendiğinde deney grubu öğrencileri hikâye anlatımlarında ortalama 36.4 kelime çeşidi, kontrol grubu öğrencileri ise ortalama 12.6 kelime çeşidi kullanmışlardır. Deney ve kontrol grubu öğrencilerinin sözlü anlatımlarında oluşturmuş oldukları cümle anlam ünite sayıları arasında anlamlı bir farklılık bulunmaktadır.

Sonuç,Tartışma ve Öneriler

Çetinkaya ve diğerleri (2018) yapmış oldukları deneysel desenli çalışmada öğrenciler ile gerçekleştirilen 11 haftalık etkileşimli okuma çalışmalarının ardından deney grubu öğrencilerinin son test hikâye anlatımlarında kullandıkları kelime hazinelerini geliştirdiği sonucuna ulaşmışlardır. Kelime hazinesinin gelişmesiyle birlikte kullanılan kelimelerin sayısının, çeşitliliğinin vb. artması düşünüldüğünde mevcut çalışma ile Çetinkaya ve diğerleri (2018) 'nin çalışması benzer sonuçları işaret etmektedir. Bıçakçı ve diğerleri'nin (2018) yapmış oldukları benzer çalışmada 44-62 aylık çocuğa sahip olan 14 anne ile çalışma grubu oluşturulmuştur. 7 anneden oluşan deney grubu ile 9 hafta süren resimli çocuk kitapları ile etkileşimli okuma çalışmalarının neticesinde 44-62 aylık çocukların dil gelişimi bakımından deney grubunun lehine anlamlı olarak farklılaşmıştır. Bu çalışmada da görüldüğü üzere bireylerin dil becerilerini geliştirmek ve desteklemek adına etkileşimli okuma çalışmalarından yararlanılması öngörülmektedir.

Araştırma sonucunda ulaşılan bulgular neticesinde resimli çocuk kitaplarını etkileşimli olarak okuma çalışmalarının öğrencilerin hikâye anlatma becerilerine, mevcut kelime hazinelerinin gelişimine, alıcı ve ifade edici dil becerilerinin gelişimine katkıda bulunduğu yorumunu yapmak mümkündür. Yapılan mevcut çalışma ilgili alanyazına resimli çocuk kitaplarının etkileşimli okuma çalışmaları dâhilinde kullanıldığında öğrencilerin hikâye anlatım becerilerine ve ifade edici dil becerilerine olumlu yönde katkı sağlamaktadır. Ulusal ve uluslararası literatür incelendiğinde mevcut çalışmanın sonuçlarıyla benzer sonuçlar gösteren birçok çalışma yer almaktadır. Bu çalışmaların ise daha çok dil gelişimi üzerine yoğunlaştığı görülmektedir.