Literacy Development in Multicultural Settings with Digital Dual-language Books

Yıldız Turgut

yildiztr@gmail.com

Ufuk Tuncer

tuncufuk@gmail.com

Abstract

Problem Statement: Providing a story in two languages, digital dual-language storybooks can play an important role in supporting EFL students' cultural awareness, language and literacy skills. Based on constructivist theoretical framework, this study investigates the impact of digital dual-language storybooks on bilingual learners' vocabulary knowledge and reading comprehension skills.

Methods: The participants of the study were ten seventh and eighth grade students who were bilingual in Arabic and Turkish, studying English at an elementary level as a compulsory course at a primary school in Turkey. In order to determine the impact of digital dual-language storybooks, the students read two different digital dual-language storybooks individually at different times. Through the process, think aloud procedures, observations and semi-structured interviews were conducted.

Transcriptions of observations and interviews were analyzed through discourse analysis.

Findings and Results: The results of the study indicated that the use of dual language books have a significant impact on learners' vocabulary knowledge growth. Using digital dual-language storybooks, learners can develop some strategies for learning new words, make use of images in comprehending the story and engage eagerly to the stories as they reflect and value their own culture and heritage.

Conclusions and Recommendations: Awareness about new language systems, diversity and multiculturality in learners' immediate environment can be raised.

Keywords: Digital dual-language book, Bilingualism, Literacy, Reading skill, ELT, Multiculturalism

Introduction

Language awareness has become a significant issue investigated by researchers for the last few decades. This term is defined as "Explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use" (ALA, 2010). As stated in the definition, language awareness comprises elements such as specific knowledge about the language, language teaching, learning and use. The learners are also expected to be alert and aware of what they are experiencing while learning the language. Learners' awareness about the process of language learning and their ethnic minority background should be considered in the process of foreign language teaching. As Hawkins (1999) proposed "a new subject, 'language', to be taught as a bridging subject linking English and the foreign language in the classroom" (p. 124). However, "in recent years, LA has paid little attention to the relation between Modern Languages (FL) and English (L1) learning and teaching. This suggests that one of the

original aims of the LA movement has been lost" (Burley & Pomphrey, 2009: 422). The solution to the problem might be integrating mother tongue and culture to materials while teaching to learners from different ethnic minorities. Although such a movement may seem to be beneficial, some countries like Turkey has not volunteered to act in such a movement yet. In other words, minority languages have not been used as a bridge in teaching English as a foreign language. The current curriculum of foreign language teaching in Turkish is monocultural and and schools remain passive in promoting the bilingualism of the students. In Turkey, the use of dual language books, let alone the digital forms of them, to improve the attainment of bilingual learners has not been investigated up to now. As a mixed-method study, based on constructivist theoretical framework, this present study investigates the impact of digital dual language books on language learning and literacy regarding the progress of bilingual learners' in vocabulary knowledge and reading comprehension skill. The following research questions guided this present study:

1. How do the participants' L1 linguistic and cultural knowledge impact on reading of digital dual language books?

2. What kind of strategies do students develop while guessing unknown words in the books?

3. How does multimedia use in online books contribute to the reading comprehension? 4. What are the implications of digital dual language books' use in English language teaching?

Literature Review

Teaching a foreign language is a process and may need to be empowered with specific skills to accelerate the learners' progress in the target language. Of all these skills, literacy has been the main concern of teachers and learners throughout centuries

and teaching materials put the most emphasis on literacy and reading. Literacy has been the general term used to refer to "the ability to read and write" (Ong, 1982:13). Literacy is also defined in terms of years of schooling (UNESCO, 2006). The definitions specifically emphasized the key terms 'reading', 'writing' and 'understanding' (Bartlett, 2008; Roberts, 1995). Regarding literacy, it is also important to explain the term 'literacy development'. According to researchers, literacy development begins in early childhood which represent the period of preparation for reading and writing (Gettinger & Stoiber, 2008). The period proceeding to reading readiness starts at a point in time where children are ready to read and write. This process is controversial in terms of the role of maturation and nurture, which resulted in a shift to emergent literacy. Comprising the continuities between early literacy behaviours and independent reading, emergent literacy regards children's learning to read and write as a gradual process that begins at birth and continues through adulthood (Lynch, 2009). The process of literacy development can be supported through materials related with learners' culture which can engage the learners to the process more effectively. Building on learners' cultural heritage, both target and native languages can provide opportunities for learners to develop early literacy in both languages leading to the development of literacy and reading skills.

Reading skill has always been considered as one of the most important skills throughout history of language teaching. As a teaching method, based on reading and memorization, Grammar Translation Method employed in language classes for centuries. As reading was practiced through print materials, paper books were the main sources. However, the limitations of these paper storybooks have been well documented (Edwards, Monaghan & Hartley, 2000) and investigated further discovering new techniques, strategies and materials integrated with technology empowering learners to manage their own learning and to increase comprehension. Literacy integrated with

technology has been the latest techno educational phenomenon, called as 'digital literacy'.

Digital literacy has been used to define the placement of texts in digital formats and reading these texts from computer screens. Merchant (2009) stated "the central concern of digital literacy is reading and writing with new technologies - technologies which involve the semiotic of written representation – recognising that on - screen texts invariably combine writing with other modes of representation" (p. 39). Scharber (2009) emphasized the potential of digital literacy as bridging the new literacies with the old in ways that will gradually transform how children express and learn in schools.

As a form of digital literacy, online storybooks can overweight the print ones. For instance, word pronunciation, narration, sound effects, vivid images and digitalised speech are some of the significant features of online storybooks that may lead the child to focus on meaning (Grimshaw et al., 2007). Besides, learners are actively involved in decoding and understanding of the story due to the interactivity of Internet-based stories, which may increase the individual control (Donato as cited in Belmonte & Verdugo, 2007).

One type of online storybooks is a dual language book, which include a complete text in two languages and published in different genres for various languages. Since the 1980s a vast number of dual language books have been published in the U.S. and England and within the last decades these books have been placed on Internet and named as "Digital Dual Language Books" (Serafini, 2003), which can be found in online libraries such as International Children's Digital Library (ICDL) (http://en.childrenslibrary.org/) and Children's Books Online (http://www.childrensbooksonline.org/). Although dual language books have been placed on digital platforms enabling easy access from all over the world, some of the books are just comprised of placing the textbook on the screen. In

this type of formatting, electronic book represents the early adaptations of the old version as putting the print text on the screen. Essentially print with some photographs on screen, such books make little use of the new medium which includes hypertext, hypermedia and interactivity (Clark, 2006).

Through the spread of dual language books, their importance in teaching and learning English also increased. Ma (2008) commented "such books, based upon popular children's stories, can facilitate process of story-reading by providing visual cues alongside the written text in two languages" (p. 238). With the exception of a study by Robertson (2004) which describes the use of a dual language book to teach Urdu in a community class, majority of the studies (Kalia, 2007; Ma, 2008; Sneddon, 2008) examined the parental involvement in dual language books. About the parental involvement, Ma (2008) indicated "pictorial dual-language storybooks provide an opportunity for the parents to participate more effectively in children's literacy learning, both in English and in the heritage language" (p. 237). In most of the studies, parental involvement has been viewed as having positive impact on children's English oral language and literacy development.

Like print ones, digital dual language books can play an important role in supporting EFL students' language and literacy learning. That is, learners can maintain their L1 through reading literature in their native language that reflects their own culture. Also, feelings such as self esteem, self-identity, valuing their own heritage, empathy and so forth might be encouraged with the reading of these bilingual books (Mulhern & Slavit, 2003). Moreover, "emotional involvement and vicarious experience with multicultural characters through works of literature reduce students' prejudices towards another culture" (White, 2002 p. 3). In terms of linguistic outcome, vocabulary knowledge, listening, speaking and reading comprehension can also develop with the use

of digital dual language books (Belmonte & Verdugo, 2007; Edwards, Monaghan & Hartley, 2000; Kalia, 2007; Kowaleski, 2004).

Methodology

The participants of the study were ten seventh and eighth grade students who were bilingual in Arabic and Turkish, studying English at an elementary level as a compulsory course at a primary school in the south eastern part of Turkey. Two digital dual language stories written in English and Arabic were selected to be read by the students in this present study. When selecting dual language books for the participants, some characteristics were checked for convenience prior to reading such as the age of the reader, the languages other than English, publishing origin, format, genre, production quality (Mulhern & Slavit, 2003) and language proficiency levels. The selected books were *Sawa Sawa* and *Black Ear Blonde Ear* and their copyrights are held by Tamer Institute for Community Education. As dual language storybooks with the new medium were not available in English and Arabic, it has become obligatory to use the old version in this study.

In order to determine the impact of digital dual-language books, the students read two different dual language books individually at different times. While reading, the students' think-aloud processes were observed; subsequently, semi-structured interviews (Kvale, 1996) each lasting thirty minutes were conducted. Both observations and interviews were video recorded and transcribed. Data collected through transcriptions of observations and interviews were analyzed through discourse analysis by James Paul Gee (2005). After reading the books, participants took a vocabulary and comprehension test. The data analyzed through descriptive statistics.

Findings and Discussion

Through the discourse data analysis, a meaningful 'story' has been structured and all of the participants' voices were reflected in the story reported below by a third person singular person due to the nature of the story telling. This story narrates the language learners' (participants') interaction with the digital dual language books they read on computer. Also, through the story, the research questions of the present study were answered.

The story narrated here has a higher-order structure including a setting, catalyst, crisis, evaluation, resolution and a coda. The terms mentioned are defined by Gee (2005) as

"SETTING, which sets the scene in terms of time, space and characters; a CATALYST, which sets a problem; a CRISIS, which builds the problem to the point of requiring a resolution; an EVALUATION, which is material that makes clear why the story is interesting and tellable; a RESOLUTION, which solves the problem set by the story; and a CODA, which closes the story" (p. 131).

I SETTING

Stanza 1

1   I read a book once a week

2   I read newspapers everyday

3   I read the online versions of the books and newspapers

Stanza 2

4   Access to digital books is easier

5   I can find the information in detail

6   I have the chance to move forward and back

II CATALYST

Stanza 3

7   The digital book itself was new for me

8   I did not have any idea about the existence of such books

9   Its being online on the internet was surprising

10   I was not familiar to books written in two different languages

Stanza 4

11   It was the first time I was reading such digital dual language books

12   They are different and challenging

13   I was excited and scared and hesitant in reading

III CRISIS

Stanza 5

14   Reading such digital dual-language books was new for me

15   I was curious about what I was going to face

16   I thought I would not be able to read the digital dual-language book

17   I was puzzled because I did not know how to navigate the pages

18   I did not know how to move forward or turn the page

IV EVALUATION

Stanza 6

19   In some parts I did not understand the English text well

20   I did not understand some words both in Arabic and English

21   I could not understand what was going on in the stories

22   Common and contrary situation in my culture were described in the stories

V RESOLUTION

Stanza 7

23   The more I read the more I enjoyed reading them

24   When I compared English and Arabic texts

25   I learnt the meanings of the words that I did not know

26   I learnt the meanings of the words "once upon a time" and "Fil ahir zemen"

Stanza 8

27   I also understood what was going on in the story with the help of the images

28   I was able to make a connection between the image and the text

29   Images helped me to understand the contexts of the stories

30   Images helped me to understand the situations in the stories

31   Situations such as "the gathering of the cats to catch the mice" and " boy's

32   rejecting helping his mother with the housework"

Stanza 9

33   I also found some contrary and cultural elements to my culture in the stories

34   In our culture black cat is believed to bring bad luck and misfortune

35   It has a negative image in people's mind

36   In the story, black cats always fight and the representatives of the evil

37   Such cultural similarity is observed in the story

38   One more similarity was familys' visiting each other

39   This is very common in my culture

40   In the second story, the child and dad are helping the mother in the kitchen

41   This is not common in my culture

42   The contrary situation is described in the story

VI CODA

Stanza 10

43   I am not used to reading such books

44   However, I got used to reading

45   It is easier and I am more self-confident

The story, narrated in this study, is composed of ten stanzas starting with the *setting* in which the time and specific characteristics of the story are mentioned. In the first stanza, lines 1 and 2, specific durations of time around which the teller of the story reads a book or newspaper are indicated by making use of time expressions such as "once a week" and "everyday". In line 3, referring to previous experiences of reading, the child gives information about his preference regarding the versions of the books and newspapers that he prefers to read. He states that he reads the digital versions of the books and tells about the reasons why he prefers the digital versions of the books in stanza 2. The teller of the story explains the reasons of his preference in lines 4, 5 and 6. He comments that reading digital books has some advantages such as "accessibility", "use of outsource materials" and "free navigation".

In *catalysis* section the reader reports the anxiety when he/she encounters a new kind of reading tool that he/she has never seen before. The teller of the story also tells

about his first encounter with the digital books in stanza 3 by stating that such kind of a book was "new" for him. In line 8, he also comments that he has never seen such books and even he was not aware of their existence. Moreover, in line 9, the teller of the story states his surprise about book's being online on the Internet. In lines 10 and 11, the child comments about his "unfamiliarity" and "inexperience" with reading digital dual-language books. In stanza 4, line 13 gives information about child's feelings regarding this first time experience in reading such books. He stresses that he had some distracting emotions such as "excitement" and "scare" making him indecisive about reading the digital stories. Such feelings may have strong impact on the reader, setting a problem or barrier in front of him losing his interest in reading such digital dual-language books.

It is important to notice that the structure based the story on started with the scene of the reading process in terms of specific time durations, theme and preference of the materials used in the process, moving to the advantages and existence or awareness of digital books, setting a problem about reading such books in terms of feelings and familiarity. The teller of the story himself caught in a conflict between his curiosity about the digital books and his feelings about the outcomes of reading such books. The *crisis* part, stanza 5, comprises the problem and the point which requires a solution to this problem. Here, the teller of the story again mentions about his familiarity and curiosity about the digital dual-language books. However, in lines 16, 17 and 18, the child mentions about the problems constituting his concerns as "whether he can or cannot read the digital stories", "the internal structure of the digital stories", "navigation of the digital stories" and "inexperience in terms of reading the digital stories". Such feelings may indicate that the teller of the story is caught in a conflict between his own feelings regarding "curiosity" and "excitement" about the digital world and his "fear" and "inexperience" about reading the digital dual-language books.

The part labelled as *Evaluation* shows that the main problem with reading such books is not just about reading the digital book or the structure of the digital book itself.

The essential problems with reading the digital dual-language books are mentioned in stanza 6, regarding the comprehension of the story as a whole, having difficulty in understanding the language (vocabulary) and cultural familiarity or disconnection in terms of the contents and the contexts of the stories. In line 16, the teller of the story says "I thought I would not be able to read the digital dual-language stories" and utters a statement embodying this claim in the evaluation part. Such use of "would" exposes the child's imagination or doubt about his capability of comprehending the stories. A parallel statement strengthening the child's doubt comes out in line 21 indicating that the reader faced some problems regarding the comprehension of the stories. The problems or conflicts mentioned in evaluation part, therefore, must be resolved.

The *resolution* of the problems or conflicts the reader faced while reading the digital dual-language stories comes out with feelings of "experience", "relaxation" and "enjoyment". Moreover, in lines 24, 25 and 26, the teller of the story comments that he makes use of a specific strategy in order to comprehend the story and learned new vocabulary. In line 24, the word "compare" indicates that the child is aware of the "syntax" of both languages (English-Arabic) so that he can find the word he does not know its meaning in one language and compares it with the word in the other language in order to learn the meaning of this word. The works of Kenner (2004), Datta (2007) and of Robertson (2006) show children's growing meta-linguistic understanding as they compare and contrast features of their languages. Similar to these studies, this present study also shows the teller of the story do comparison between English and Arabic to understand the meaning of unknown words. Hence, as previous studies reported (e.g.

Belmonte & Verdugo, 2007; Edwards, 2000; Kalia, 2007; Kowaleski, 2004), dual language books can contribute to vocabulary knowledge of the learners. When stanza 8 is considered, clues about the way how the teller of the story comprehends what is going on in the stories comes out. Here, the child again indicates that he makes use of a specific strategy regarding the "sign systems". The teller of the story uses the system of communications such as images or signs to convey the meaning (Grimshaw, 2007; Ma, 2008; Merchant, 2009). As a parallel indication to this statement, in lines 28, 29 and 30, the child mentions about the contributions of the images to his comprehension of the stories as "bridges of connection between the text and reader's comprehension" and "contributors to the better understanding of the contexts and situations of the stories".

Visual cues alongside the written text in two languages can facilitate the process of story-reading (Edwards & Walker, 1995). The use of words such as "context" and "connection" can give clues about child's awareness of the elements constituting a story. Moreover, it can be stated that the teller of the story is aware of the discourse that surrounds the stories helping to determine the interpretation of these stories.

The language and the cultural elements used in the stories can have positive impact on the willingness and enthusiasm of the reader in terms of attraction and engagement. It can also be important to note that readers can feel proud and see themselves recognized when they see that their cultural heritage is valued and reflected in the stories they read, similar to previous studies of Mulhern and Slavit (2003), Sneddon (2008) and of White (2002).

From studies based on Bartlett's seminal work of 1932, we now know that cultural background knowledge has a crucial impact on the depth of understanding that readers have of a text (Carrell, 1987; Gatbonton & Tucker, 1971; Kintsch & Greene, 1978; Lowry & Marr, 1974; Reynolds, Taylor, Steffensen, Shirey, & Anderson, 1982;

Steffensen, Joag-dev, & Anderson, 1979). These studies have provided compelling evidence that readers comprehend more and give more appropriate elaborations to texts based on their own culture; they comprehend less and intrude inappropriate information from their own culture, with distortions of the content, when reading a text based on an unfamiliar culture. When reading a dual-language storybook the participants may be viewed as accessing two language versions of the print, and the use of home language as a 'cultural tool' initiates and facilitates the meaning-making process. Such a shared base of cultural knowledge underpins the learning environment and leads to the creation of new meaning and understanding. A transition from decoding the print to making it meaningful thus takes place, with a repertoire of shared knowledge enriching and being enriched by the construction of meaning through collaboration. The participants may become more sensitive to the contexts and uses of language alongside the nuances displayed in dual language storybooks (Ma, 2008). In addition, less time is needed to read a text based on one's native culture than on an unfamiliar culture (Steffensen et al., 1979). In other words, "Children not only have access to two literate worlds but they have access to two different ways of defining and using literacy according to its purposes and context of use" (De La Piedra, 2006, p. 385). Regarding this issue, stanza 9 gives information about the cultural elements the teller of the story found in the stories, both common and contradicting ones. In terms of similarity to his culture, in lines between 34 and 37, the child tells about "black cats' negative image" in the story and this cultural similarity's availability in his own culture, too. Another similar element he mentions about is in line 38, which is "families' visiting each other". On the other hand, the exact elements of a culture may not be reflected in the story, in other words, some contradictory elements can be found in the stories. Correspondingly, such a contradiction is stated by the teller of the story. In lines between 40 and 42, the child says "The child and dad are helping the

mother in the kitchen". Subsequently, in lines 41 and 42, the teller of the story states that such behaviour is not common in his culture, Arabic, which creates a contradictory situation between his own culture and the culture reflected in the story. These differences might help the learners to realize the differences not only in the same culture but also cross cultures. And yet, the contradiction might be due to the authenticity of the books. That is, "the best dual language text books are often written from the perspective of the home culture and translated into English, rather than vice-versa, making them more culturally relevant . . ." (Blackledge, 2000 p. 86). The books used in this present research might have been written in English and then translated to Arabic.

In *coda*, stanza 10, the teller of the story makes use of the grammatical patterns like "used to" and "got used to" indicating that the process of reading such books did not happen in the past, but after reading the digital dual-language books the teller of the story is in the process of making this reading activity with such material "usual". Moreover, the child indicates his "gained experience" by uttering the word "easier" making a comparison between his previous and present reading processes regarding the difficulties and negative feelings he has experienced so far. The teller of the story, furthermore, mentions about his inner feelings regarding the experience he gained making him feel sure of his abilities or values constituting a more "self-confident" reader as he mentions, too. Similar to the study of Sneddon (2008), the outcomes of reading simultaneously in two languages appear to have been positive for all the children involved. They had in common a high level of motivation and pride in their achievements. The reason behind this achievement might be explained by learners' actively involvement in decoding and understanding of the story while reading online stories since they can act independently which may utilize the individual control and learn the foreign/second language progressively (Donato, as cited in Belmonte & Verdugo, 2007).

The vocabulary test employed including vocabulary and comprehension questions indicates that the inner validity of the test is (. 89) which is high and the difficulty level of the most of the questions vary between (. 40) and (. 60) which is between the necessary difficulty levels. Furthermore, the mean of the results of the test scores of the students is 85 which is high enough to indicate that dual language books are important elements in developing the comprehension and vocabulary knowledge of students.

Limitations and Implications for Future Research

The major limitation of this present study is the format of the books. The digital dual language books used in this study could be more similar to old medium including pictures and print text scanned on the screen without any audio and video applications but with a page turning feature rather than the new medium including hypertext, hypermedia and interactivity. The reason for this drawback is that English-Arabic digital dual language books were not available. Therefore, future research might investigate these features and their impact on reading.

The use of multicultural literature has great value for minority children learning a foreign language. Digital dual language books, examples of multicultural literature, can have many advantages when compared with the use of monolingual print storybooks. Children who see people like themselves represented in dual language books can derive self-esteem and pride in their own heritage. Reading digital dual language books including words in the target language can give children a valuable opportunity of exposure to multiple languages. By exposing their students to different languages, teachers can create the opportunity for their students to learn about new language systems and raise learners' linguistic and cultural awareness about the diversity and multiculturalism in their immediate environment. However, "the usefulness of dual

language text depends very much on how it is used by the teacher, the children's familiarity with the content and their motivation" (Tsow, 1986:17) as well as the wish that teachers would research such issues further in their classrooms. For that reason, future research might also investigate the importance of teachers' role in this process with different minority languages and its implications for the teacher education.

Conclusion

Learners' L1 linguistic and cultural knowledge has some specific impacts on reading of digital dual language books. Through exposure to both texts in dual language storybooks, learners can see the difference between both languages in terms of word formation and syntax. They can also have the opportunity to learn about different cultures so that they can discard prejudices about other cultures and become aware of diversity in their classroom.

Digital dual language storybooks generally have two parallel texts in two different languages. Learners reading such books can learn new words and phrases by comparing the both texts word for word, mostly relying on their mother tongue. Moreover, such stories can help learners construct meaning of new vocabulary and sentence structure in meaningful contexts. In the study conducted, learners mainly relied on mother tongue by comparing the two texts word for word to learn new words in the target language.

Images and illustrations in digital dual language books can also help the learners understand the context and create an interactive atmosphere between the text, image and reader. The digital dual language storybooks employed in this study include images and illustrations which can partly be linked to multimedia. The impact of images in the storybooks on reading comprehension can be sequenced as understanding the context from the images and making a connection between the text and the image. As inferred

from participants' utterances, images in the story may have a positive impact on constructing meaning while reading which can result in effective comprehension of the story.

In language teaching, digital dual language books can be used in classrooms with students coming from different ethnic minorities. Such books can be used to teach learners new words, support children's literacy development in two languages and raise students' cultural and linguistic awareness about diversity in classrooms and teach students to respect to each other's culture.

References

Association for Language Awareness (ALA) (2010). Language awareness. Retrieved January 14, 2010 from http://www.lexically.net/ala/

Bartlett, L. (2008). Literacy's verb: Exploring what literacy is and what literacy does. *International Journal of Educational Development*, *28*, 737-753.

Belmonte, A. I., & Verdugo, R. D. (2007). Using digital stories to improve listening comprehension with Spanish young learners of English. *Language Learning & Technology*, *11*(1), 87-101.

Blackledge, A. (2000) *Literacy, Power and Social Justice*. Staffordshire, UK: Trentham Books.

Burley, S., & Pomphrey, C. (2009). Teacher language awareness education and pedagogy: a new discursive space. *Language Awareness*, *18* (3), 422-433.

Carrell, P. (1987). Content and formal schemata in ESL reading. *TESOL Quarterly, 37,* 461-482.

Clark, G. D. (2006). Hyperread: Children's literature , cd-roms, and the new literacy. *The Lion and the Unicorn*, *30*, 337-359.

Datta, M. (Ed.). (2007). *Bilinguality and literacy* (2nd edition). London: Continuum.

De La Piedra, M. T. (2006). Literacies and Quechua oral language: connecting sociocultural worlds and linguistic resources for biliteracy development. *Journal of Early Childhood Literacy*, *6* (3), 383-406.

Edwards, M., Monaghan, H., & Hartley, T. (2000). Bilingual multimedia: Some challenges for teachers. *Language, Culture and Curriculum*, *13* (3), 264-278.

Edwards, V., & Walker, S. (1995). *Building bridges: Multilingual resources for children*. The Multilingual Resource for Children Project. University of Reading: Multilingual Matters.

Gatbonton, E. C., & Tucker, G. R. (1971). Cultural orientation and the study of foreign literature. *TESOL Quarterly, 5,* 137-143.

Gee, J. P. (2005). *An Introduction to Discourse Analysis: Theory and Method*. New York: Routledge.

Gettinger, M., & Stoiber, K. (2008). Applying a response-to-intervention model for early literacy development in low-income children. *Topics in Early Childhood Special Education, 27*, 198-213.

Grimshaw, S., Dungworth, N., McKnight, C., & Morris, A. (2007). Electronic books: Children's reading and comprehension. *British Journal of Educational Technology, 38* (4), 583-599.

Hawkins, E. W. (1999). Foreign language study and language awareness. *Language Awareness, 8* (3), 124-142.

Kalia, V. (2007). Assessing the role of book reading practices in indian bilingual children's English language and literacy development. *Early Childhood Education Journal, 35* (2), 149-153.

Kenner, C. (2004). Community school pupils reinterpret their knowledge of Chinese and Arabic for primary school peers. In E. Gregory, S. Long & D. Volk (Eds.), *Many Pathways to Literacy* (pp. 105-116). London: Routledge Falmer.

Kintsch, W., & Greene, E. (1978). The role of culture-specific schemata in the comprehension and recall of stories. *Discourse Processes, 1,* 1-13.

Kowaleski, F. L. (2004). Authentic children's literature as a tool for reading and writing in the intermediate language class. *Hispania, 87* (1), 139-140.

Kvale, S. (1996). *Interviews: An Introduction to Qualitative Research Interviewing*. London: Sage Publications.

Lowry, D., & Marr, T. J. (1974). *A two-culture validation study of clozentropy as a measure of intellectual communication comprehension*. (ERIC Document Reproduction Service No. ED 089 387)

Lynch, J. (2009). Preschool teachers' beliefs about children's print literacy development. *Early Years*, *29* (2), 191-203.

Ma, J. (2008). 'Reading the word and the world' – how mind and culture are mediated through the use of dual-language storybooks. *Education*, *36* (3), 237-251.

Merchant, G. (2009). Literacy in virtual worlds. *Journal of Research in Reading*, *32* (1), 38-56.

Mulhern, M., & Slavit-Ernst, G. (2003). Bilingual books: Promoting literacy and biliteracy in the second-language and mainstream classroom. *Reading Online*, *7* (2), 1-16.

Ong, W.J. (1982). *Orality and Literacy: The Technologizing of the Word*. New York, USA: Routledge.

Reynolds, R. E., Taylor, M. A., Steffensen, M. S., Shirey, L. S., & Anderson, R. C. (1982). Cultural schemata and reading comprehension. *Reading Research Quarterly, 17,* 353-366.

Roberts, P. (1995). Defining literacy: Paradise, nightmare or red herring?. *British Journal of Educational Studies*, *43* (4), 412-432.

Robertson, L.H. (2004) Multilingual flexibility and literacy learning in an Urdu community school. In E. Gregory, S. Long and D. Volk (Eds.) *Many Pathways to Literacy*. London: Routledge Falmer.

Robertson, L. H. (2006). Learning to read "properly" by moving between parallel literacy classes. *Language and Education, 20* (1), 44-61.

Scharber, C. (2009). Online book clubs: Bridges between old and new literacies practices. *Journal of Adolescent & Adult Literacy*, *52* (5), 433-437.

Serafini, F. (2003). Enlarging our vision of balanced reading. *Arizona State Reading Journal*. *29* (2), 18-23.

Sneddon, R. (2008). Magda and albana: learning to read with dual language books. *Language and Education*, *22* (2), 137-154.

Steffensen, M. S., Joag-Dev, C., & Anderson, R. C. (1979). A cross-cultural perspective of reading comprehension. *Reading Research Quarterly, 15,* 10–29.

Svalberg, A. M-L. (2009). Language awareness and language learning. *Language Teaching*, *40*, 287-308.

Tsow, M. (1986) Dual language text or not. *Language Matters, 3*, 13-17.

UNESCO (2006). Understandings of Literacy. Retrieved January 15, 2009 from www.unesco.org/education/GMR2006/full/chapt6_eng.pdf

White, M. (2002). *Award winning dual language and literature: Translated and bilingual.* (ERIC Document Reproduction Service No. ED 470705).

Yıldız Turgut earned her M.A. and Ph.D. degrees in the curriculum and instruction with ESOL endorsement from College of Education of the University of Florida. She also received minors in Applied Linguistics and Educational Psychology, and a specialization in Educational Technology from UF. Currently, she teaches both undergraduate and graduate level courses at ELT department at Mersin University.

Ufuk Tuncer received his MA degree in ELT from Mersin University in 2011. Recently, he is teaching at Boğaziçi University.

APPENDIX

A) Answer the questions below

    1. Who are the main characters in the stories?

    2. Where did they live?

    3. How was the relationship between the inhabitants and how was the village

ruled?

    4. What is he main event that affected the selection of the ruler?

    5. What do you think about ruler's advice on inhabitants' quarrel?

    6. Why did the boys laugh at Faris?

    7. What do you think about the relationship between parents and children in the

second story?

B) Match the words below with their meaning.

    1. once upon a time   a) pursue, follow

    2. chase   b) coast of a river

    3. bank   c) road

    4. quarrel   d) one time a very long time ago

    5. realize   e) understand

    6. way   f) fight

                                     g) acquire

                                     h) cash

C) Decide whether the sentences below are True or False by writing (T) or (F) in the

blank of each sentence

    1. The cats live on the both sides of the river

2. The child is not unwilling to help his mother

3. The grey cat ruled the village

4. The father and the boy prepared the salad together

5. The children teased with the boy for playing with his cousin

6. The blonde cats chased the mice

7. The boy decorated the cake

D) Choose the correct choice in the sentences below

1. Faris was happy because the next day he would be…………..

    a. happy   b. angry   c. student   d. seven

2. Once upon a time, a huge …………… of cats lived in a village

    a. group   b. tribe   c. class   d. society

3.Faris always played with his ………………

    a. car   b. ball   c. cousin   father

4. A …………. linked the two banks of the river.

    a. stair   b. house   c. bridge   d. room

5. Faris ……………… helping his father

    a. looked   b. enjoyed   c. followed   d. ran

6. One day a grey cat was ………….. in the village.

    a. born   b. done   c. gone   d. seen

7. Faris went with his family to visit his …………….

    a. school   b. class   c. teacher   d. aunt

8. The grey cat played a ……………… on the cats.

    a. card   b. trick   c. game   d. video

Özet

Araştırma Konusu: İngilizceyi yabancı dil olarak öğrenen öğrencilerinin kültürel farkındalığını, dil ve okuma- yazma becerilerini destekleyebilecek , bir hikayeyi her iki dil de sunan dijital çift dil hikaye kitapları öğrenci becerileri üzerinde önemli bir rol oynayabilir. Yapılandırmacı kuramsal çerçeve içerisinde ki bu çalışma; İki dil konuşan öğrencilerin kelime bilgisi ve okuduğunu anlama becerileri üzerine bir hikayeyi iki dilde sunan dijital kitapların etkisini araştırmaktadır.

Araştırma Methodu: Çalışmanın katılımcıları, Türkiye'de bir ilköğretim okulunda bir zorunlu ders olarak İngilizce öğrenen, anadilleri Arapça ve Türkçe olan, yedinci ve sekizinci sınıfa devam eden on öğrenciden oluşmaktadır. Dijital çift dilde yazılmış hikaye kitaplarının etkisini belirlemek amacıyla öğrencilere farklı zamanlarda ayrı ayrı iki değişik dijital çift dil hikaye kitabını okuma süreçleri, yüksek sesle düşünme süreci, gözlemler ve yarı yapılandırılmış görüşmelerle incelenmiştir. Yapılan gözlem ve görüşmelerin transkripsiyonları söylem analizi ile analiz edilmiştir.

Bulgular: Çalışmanın sonuçları öğrencilerin kelime ve okuduğunu anlama becerilerinde digital çift dil kitapların önemli etkisi olduğunu göstermiştir. Ayrıca, dijital çift dil hikaye kitapları aracılığıyla, öğrencilerin yeni kelimeler öğrenmek için bazı stratejiler geliştirebildiklerini, hikayeyi anlayabilmek için resimlerden yararlandıklarını ve hikayelerin kendi kültürlerini yansıtmasıyla hikayeyi anlamaya daha hevesli olduklarını ortaya koymuştur.

Sonuç: Dijital çift dil hikaye kitapları ana dil desteği sağlamaları, resimli ve kültürel içerik sunmaları sayesinde İngilizce öğretiminde, özellikle İngilizce kelime öğretiminde, eğitimciler tarafından hem derslerde hem de ders dışında kullanılabilir. Diller arasında farkındalık, çeşitlilik ve çok kültürlülüğün öğrencilerin yakın çevreleri kullanılarak arttırılabilineceğini göstermektedir.

Anahtar Kelimeler: Dijital çift dilli kitap, İki dillilik, Okuryazarlık, Okuma becerisi, İngiliz dili öğretimi, Çok kültürlülük