

Improving fifth-grade poor readers' reading skills with dialogic reading activities¹

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ABSTRACT

The aim of this study was to improve the reading skills of struggling fifth-grade readers through dialogic reading activities. The study employed action research, one of the qualitative research methods. The study was conducted with fifth-grade students at a public school located in the Trabzon province. During the research process, the data collection tools used were reading comprehension tests, researcher journals, observation and interview forms, and a reading prosody rubric. Content analysis and descriptive analysis methods were used for data analysis. The analyses revealed three main themes: development, problems/resistance, and change, as well as five sub-themes: reading fluency, reading comprehension, attention, interaction, and approach, related to the dialogic reading process. While the study found that dialogic reading activities improved students' fluency, they were not sufficient enough to bring their reading comprehension up to the desired instructional level. Based on these findings, it was concluded that while the dialogic reading method contributed to the development of reading comprehension skills, it was not enough on its own for students to reach the instructional level. The qualitative data findings also revealed that dialogic reading activities increased students' interest and motivation towards reading, reduced their aversion to books, and improved the quality of their interactions with peers.

KEYWORDS

Dialogic reading, reading fluency, reading comprehension.

5. sınıf düzeyindeki zayıf okuyucuların okuma becerilerinin etkileşimli okuma etkinlikleriyle geliştirilmesi

ÖZET

Bu araştırmada, 5. sınıf düzeyindeki zayıf okuyucuların okuma becerilerinin etkileşimli okuma etkinlikleriyle geliştirilmesi amaçlanmıştır. Araştırmada nitel araştırma yöntemlerinden eylem araştırması kullanılmıştır. Araştırma; Trabzon ilinde bulunan bir devlet okulunda, 5. sınıf öğrencileriyle yürütülmüştür. Araştırma sürecinde veri toplama aracı olarak "okuduğunu anlama testi, araştırmacı günlüğü, gözlem ve görüşme formu, okuma prozodisi dereceli puanlama anahtarı" kullanılmıştır. Verilerin analizinde içerik analizi ve betimsel analiz yöntemlerinden yararlanılmıştır. Analizler sonucunda, etkileşimli okuma sürecine yönelik gelişim, direnç ve değişim şeklinde üç ana tema; akıcı okuma, okuduğunu anlama, dikkat, etkileşim ve yaklaşım şeklinde beş alt tema oluşturulmuştur. Temalar incelendiğinde etkileşimli okuma etkinliklerinin öğrencilerin akıcı okuma becerilerinin geliştirilmesinde olumlu etkileri olduğu ancak okuduğunu anlama becerisinin öğretim seviyesine ulaşmasında yetersiz kaldığı görülmüştür. Bu bulgulardan hareketle etkileşimli okuma yönteminin okuduğunu anlama becerisinin gelişmesine katkı sağladığı ancak öğretim seviyesine gelmesinde tek başına yeterli olmadığı

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sonucuna ulaşılmıştır. Ayrıca nitel verilerden elde edilen bulgular etkileşimli okuma etkinliklerinin öğrencilerin okumaya karşı ilgi ve isteklerini artırdığını, kitap okumaktan kaçınma davranışlarını azalttığını ve akran etkileşiminin niteliğini artırdığını göstermiştir.

ANAHTAR KELİMELER

Etkileşimli okuma, akıcı okuma, okuduğunu anlama

Introduction

Reading is one of the most important lifelong learning skills. This skill supports individuals' access to information, critical thinking capacities and general learning processes (Özbay, 2009). Therefore, developing reading skills is considered one of the main goals of the education system and contributes to the academic and personal development of individuals. While the primary school period is a critical period for students to acquire reading skills, the middle school period is also an important stage in which the process of developing and reinforcing these skills continues. Students in this age group need a strong reading habit for both their academic success and personal development. However, today, there are students whose reading skills are below the expected level for their age level despite being at the middle school level (Bilge, 2015; Kanık Uysal & Akyol, 2019). The reasons for this situation are the problems that students experience in reading fluency skills (Bilge & Sağır, 2017; Kuruoğlu & Şen, 2019), being uninterested and unwilling to read, and not spending enough time on reading (Balci, 2009). This issue negatively affects students' academic achievement and daily life skills. For this reason, there is a need for effective and enjoyable methods and activities to improve the reading skills of middle school students, enrich their reading culture and encourage them to read. When the literature is examined, it has been determined that the dialogic reading method attracts students' attention and increases their motivation and desire to read (Görücü, 2018; Karadoğan, 2020; Yurtbakan et al., 2021), and that it is effective in improving reading skills (Ceyhan, 2019; Ergül et al., 2017; Işıkoğlu Erdoğan et al., 2017; Yurtbakan, 2022).

Dialogic reading is defined as a method in which there is a communication between the reader and the listener, and in which the listener is actively involved in the reading process while the reader voices the text, and can criticize the text, change roles with the reader, and ask various questions based on the text (Çetinkaya et al., 2021). According to Erdoğan et al. (2022), dialogic reading involves a process in which the reader prompts the listener to think by asking open-ended questions, the listener establishes a connection between daily life and the text read, reconstructs the text in his/her mind, and actively participates in the reading process. Dialogic reading is a reading method that requires interaction with children while reading a text, enables them to grasp important details in the text with the questions asked, and encourages them to ask questions to understand the information in the text (Çetinkaya et al., 2021; Erdoğan et al., 2022). While children try to understand the text more deeply in order to answer the questions asked, they also learn to express and question their own thoughts. In the activities prepared with this method, the roles of reader and listener change and the listener learns to be the reader of the text with the guidance of the reader (Ergül et al., 2016). This method also serves as a model for reading fluency for children. In addition, since students are exposed to new words during reading, dialogic reading activities contribute to the development of students' vocabulary knowledge. An individual whose vocabulary knowledge improves also enhances his/her ability to express himself/herself (Güneş, 2013). İlhan and Canbulat (2021) state that dialogic reading activities contribute to the development of an individual's receptive and expressive language skills. The child, who is given the opportunity to speak and whose speech is listened to carefully until the end, finds the opportunity to express himself/herself, and since he/she has a pleasant time in this process, his/her desire to read increases and his/her attitude towards reading and school develops positively (Erdoğan et al., 2022; Ergül et al., 2016).

The implementation steps of this method, which contributes to many skills, can be divided into book selection, pre-lesson preparation, determination of target words, scheduling of lessons and preparation of the lesson plan. First of all, when choosing a book, it is necessary to choose a book that is appropriate for the development and grade level of the students, that will allow them to learn unfamiliar words, that can attract children's interest, that can be used as a model for reading fluency, and that contains visual elements (Ceyhan & Yıldız, 2021; Erdoğan et al., 2022; Santoro, Chard, Howard & Baker, 2008). After the book is selected, the practitioner should read it more than once, determine the goals, and take the necessary notes about the book (Cingi, 2022; Erdoğan et al., 2022). With these notes, the practitioner should determine which part of the book to stop at and which questions to ask. Then, the words that are targeted to be taught should be determined, and the focus should be on new words that the student will learn or words that he/she knows but does not know the other meanings of (Ergül et al., 2016). In the next step, the time and duration of the lessons and the classroom where they will be studied should be determined. Considering that dialogic reading is systematic, a reading plan should be prepared to achieve the goal (Ceyhan & Yıldız, 2021). These plans should include the activities to be implemented before, during and after dialogic reading, the questions to be asked during the process, the words to be taught and information on how to teach them. As well as the meticulous implementation of all these steps, lesson plans should be constantly updated based on class and student levels. Using these lesson plans, dialogic reading can be implemented systematically.

When the studies on dialogic reading are examined, it can be seen that the majority of these studies were conducted with preschool children (Akça & Tanju Aslışen, 2022; Cingi, 2022; Kavcar, 2022; Serin, 2022; Tetik & Işıkoğlu Erdoğan, 2017; Yalavaç, 2020; Yıldız Bıçakçı, Er, & Aral, 2018) and primary school children (Ceyhan, 2019; Çetinkaya, Öksüz, & Öztürk, 2018; Durmaz, 2020; İlhan & Canbulat, 2021; Karadoğan, 2020; Yurtbakan, 2022), while there are limited studies with children at the middle school level (Beyreli & Amanvermez İncirkuş, 2018; Duran & Öztürk, 2018; Görücü, 2018; Türkben & Temizyürek, 2018). When the studies conducted with middle school students are examined, it can be seen that the effect of the dialogic reading method on the listening skills of fifth grade students (Duran & Öztürk, 2018) and the reading comprehension skills of sixth grade students (Beyreli & Amanvermez İncirkuş, 2018; Türkben & Temizyürek, 2018) was examined, while in another study conducted with sixth grade students, its effects on students' reading interest and reader self-efficacy were investigated (Görücü, 2018). However, no study conducted with middle school students who are poor readers was found among these studies. In this study, it was aimed to examine the effects of the dialogic reading method on the reading skills of fifth grade students who are poor readers. Among the problems that poor readers face in the reading process are inadequacies in reading fluency and reading comprehension skills. These problems were identified through quantitative data obtained as a result of the assessment of students' reading skills and classroom observations. For example, as a result of classroom observations, it was determined that students frequently made reading errors during reading, read slowly and had difficulty in understanding the text. For this reason, in order to eliminate the problems identified and to monitor the individual development of the students, the research method was designed as action research, which gives the researcher flexibility and the chance to intervene in the process. The use of experimental methods in most of the studies on dialogic reading (Cingi, 2022; İlhan & Canbulat, 2021; İşlek, 2021; Uğur & Tavşanlı, 2022), the fact that there are few studies designed with action research among qualitative designs (Görücü, 2018; Kavcar, 2022) and the fact that poor readers are not focused on in these studies are among the reasons for conducting this study. In this context, the study will provide information about the effect of the dialogic reading method on the reading skills of poor readers and the changes experienced in this process. Determining the effects of the dialogic reading method on poor readers will help teachers to increase the reading skills of their students who are poor readers by contributing to the intervention programs they will develop for these students. It is thought that the results obtained from this study will be beneficial for both

teachers and students. In addition, this study is intended to contribute to future studies to improve the reading skills of poor readers and to support equal opportunities in education. In line with this goal, answers to the following research question were sought.

1. How did dialogic reading activities affect the reading skills and behaviors of fifth grade students who are poor readers?

Method

Research design

In this study, which aims to improve the reading skills of fifth grade students who are poor readers through dialogic reading activities, the action research method, one of the qualitative research designs, was used. Action research is a research method that is used to identify and find solutions to existing problems in education and training institutions (Büyüköztürk et al., 2018; Ocak & Akkaş Baysal, 2021); it is a research method that is pre-planned, organized and can be shared with other relevant people (Johnson, 2014). This method, in which problems experienced in education and training are addressed, can serve as a guide for other educators who experience the identified problem and can be a guide for other educators in terms of the problems encountered during the implementation, the solution of the problem and what happens during the process (Ocak & Akkaş Baysal, 2021). In addition, this method provides an understanding of how important problems experienced in the classroom can be solved (Stringer, 2008). Furthermore, the fact that action research has a flexible structure (Büyüköztürk et al., 2018), the stages can vary depending on the goal and conditions, and it is more free in terms of reversibility has been an effective feature in choosing action research in this study. In this study, the action research cycle consisting of four stages according to Mills (2014) was used (Figure 1).



Figure 1 Action Research Process

Determination of the focus area

The study began with the first step of determining the focus area. The researcher's observations and experiences in the classes she taught and the feedback she received from her colleagues were influential in determining the research topic. In this process, the difficulties experienced by middle school students in reading and reading comprehension skills were observed and for these reasons, the researcher focused on the relevant topic. Since it was aimed to identify and eliminate a problem, it was determined that the most appropriate method that could be used for the study was the action research method.

Data collection

It is a requirement of action research that data be collected systematically. After determining the problem to be solved, it was decided how, in what way, with which tools, where, when and

for how long the data would be collected. A researcher's diary, error analysis inventory, semi-structured interview form, observation form, and reading comprehension tests administered before and after dialogic reading were used for data collection. The data collection tools utilized and mentioned in the study are explained in detail under the heading "Data Collection Tools".

Data analysis and interpretation

Data analysis is the process of examining and interpreting the collected data and looking for meaningful results. The data were analyzed and examined using content and descriptive analysis. The data analysis process of the study is explained in detail under the heading "Data Analysis".

Action plan development

A plan was created by determining when and where the reading activity would take place and which books would be read. In the selection of the books to be read, the recommendations of the relevant domain experts were taken into consideration. Considering the opinions of the validity and reliability commission and the situation of the students during the process, changes were made to the action plan when necessary. According to the action plan developed in the study, the implementation was carried out over a 13-week period, with two class hours per week and a total of 26 class hours. Table 1 shows the general action plan prepared and implemented for dialogic reading.

Table 1 General action plan prepared for the study

Dialogic Reading General Action Plan				
Week	Date	Course Duration	Action to be Taken	Concepts Taught
Week 1	16-20 October 2023	2 lesson hours	Reading the book 'Yayazula'	Silly, feast, path, speed away
Week 2	23-27 October 2023	2 lesson hours	Reading the book "Kırmızı Kanatlı Baykuş"	Poppy
Week 3	30 October-3 November 2023	2 lesson hours	Reading the book "Mutlu Suaygırı"	Tell your troubles, totter
Week 4	6-10 November 2023	2 lesson hours	Reading the book "Hiç Hata Yapmayan Kız"	Packed to capacity, stomach cramps
Week 5	13-17 November 2023	HALF-TERM HOLIDAY		
Week 6	20-24 November 2023	2 lesson hours	Reading the book "Nokta"	-
Week 7	27 November- 1 December 2023	2 lesson hours	Reading the book "Ormandaki Apartman"	Complaining, lack of control
Week 8	4-8 December 2023	2 lesson hours	General evaluation and a text study on (paired and repeated reading)	-
Week 9	11-15 December 2023	2 lesson hours	Reading the book "Yayazula"	Silly, feast, path, speed away, be a good sport
Week 10	18-22 December 2023	2 lesson hours	Reading the book "Kırmızı Kanatlı Baykuş"	Poppy
Week 11	25-29 December 2023	2 lesson hours	Reading the book "Mutlu Suaygırı"	Tell your troubles, totter
Week 12	2-5 January 2024	2 lesson hours	Reading the book "Hiç Hata Yapmayan Kız"	Packed to capacity, stomach cramps
Week 13	8-12 January 2024	2 lesson hours	Reading the book "Nokta"	-
Week 14	15-19 January 2024	2 lesson hours	Reading the book "Ormandaki Apartman"	Complaining, lack of control

The general action plan shown in Table 1 includes which book will be read on which date, which words will be mentioned in the book read and how many hours the lesson will last. Apart from the general action plan, action plans were prepared for each book separately. The action plans include the activities to be carried out before, during and after reading. Before reading, questions to be asked in order to activate prior knowledge, and discussion and prediction questions about

the visuals and title of the book are included, while during reading, the researcher's model reading, which open-ended questions will be asked on which page, and which words will be mentioned are included. After reading, various questions and activities are included about what message the text wants to relate and the structure of the characters. A sample action plan for a book is presented in Table 2.

Table 2 Sample action plan

YAYAZULA BOOK ACTION PLAN	
Author	Julia Donaldson
Illustrated by	Axel Scheffler
Year of Publication	2021
Publisher	Türkiye İş Bankası Kültür Yayınları
FIRST READING	
BEFORE READING	<p>Reflection-Discussion: The title of the book is read aloud. The children are asked what it evokes. "What is this Yayazula? What kind of animal is it, what kind of features does it have?" and the students' predictions about the book are elicited through the pictures.</p> <p>Getting to Know the Book: "Today we are going to read the book Yayazula, written by Julia Donaldson and illustrated by Axel Scheffler." Then the edition, publisher and pictures of the book are emphasized.</p> <p>Prediction: Students are asked "We also analyzed the pictures of the book, what do you think this book might be about? What could Yayazula be doing?" and their predictions are elicited.</p>
DURING READING	<p>Visual Interpretation (page 6): Students are asked to interpret the visuals with the questions "What are the animals on this page? What is this Yayazula? Does anyone have any ideas?"</p> <p>Book Reading: After interpreting the visuals, the researcher reads the text, paying attention to punctuation, emphasis and intonation.</p> <p>Make Inferences (page 8): By asking the question "Why do you think the mouse told the fox that Yayazula's favorite food is fox in the oven?", students are asked to make inferences.</p> <p>Reading-Vocabulary Teaching (page 9): "Children, I told you before the lessons that we would learn some words and idioms in our lessons. Now we have our first idiom. What do you think the meaning of the idiom 'speed away' could be?" Predictions are elicited, it is discussed whether students have come across the idiom in daily life or not, and then the meaning of the idiom is looked up in the TDK Current Turkish Dictionary and students are made aware of the meaning of the idiom in the book.</p> <p>Reading-Word Teaching (page 13): The questions "Yes, children, now we are going to learn the word 'silly'. Does anyone know the word 'silly'? Has anyone heard it used before? How do we use the word in sentences?" are asked to determine how the word is used in daily life, then the sentence in which the word occurs in the book is read and students try to find the meaning based on the context. Afterwards, the meaning of the word is looked up in the TDK Current Turkish Dictionary and students are made aware of the meaning of the word in the book.</p> <p>Reading-Word Teaching (page 15): While reading continues, the word "feast" will be taught on page 15. "Yes, children, our current word is 'feast'. Have you heard this word? What do you think it means?" and students' thoughts about the word are asked for. Then, the meaning of the word is looked up in the TDK Current Turkish Dictionary and students are made aware of the meaning of the word in the book.</p> <p>If It Were You (page 18): "What do you think this picture is trying to convey? Why did the mouse say 'Ah!'" After the pages are read, the students are asked the question "How would you feel if you were in the mouse's place?" and their feelings, emotions and thoughts are elicited by empathizing with the students.</p> <p>Reading-Vocabulary Teaching (page 25): On page 25, reading is continued until the word "path" is read on this page and then the reading stops. "Children, what do you think a path is? Have you ever heard this word in your daily life?" questions are asked to reveal the students' prior knowledge about the word. Then, by looking up the meaning of the word in the TDK Current Turkish Dictionary, they are made to realize which meaning is used in the book.</p> <p>Prediction-Summarization (page 27): "Why was Yayazula afraid of the mouse? Now let's summarize what we have read up to this point, let's see what we remember." Students are asked to summarize. Necessary guidance is given during summarizing. After summarizing, the book is read and finished.</p>
AFTER READING	<p>Make Inferences: Students are directed to make inferences with the questions "Why do you think the mouse told the animals he saw about Yayazula and told them about its favorite food? Why did he tell each animal about a different dish?"</p> <p>Think-Draw: By asking "Can you draw what sticks in your mind and Yayazula based on the text we read?" students are asked to draw what sticks in their minds.</p>
SECOND READING	
BEFORE READING	<p>Prediction-Recall: "Children, you know we have read this book before. Now let's guess by examining the visuals and the title, let's see what sticks in your mind about the book."</p> <p>Remembering Words: "Let's see if we remember the words we learned."</p>
DURING READING	<p>Visual Interpretation (page 6): "What do you think is explained in this visual?"</p> <p>Reading: Starting on page 7, students are given the task of reading.</p> <p>Vocabulary Teaching-Recalling (page 7): "Children, there was the idiom 'speed away' that we learned in our last lesson. Does anyone remember this idiom, what did it mean?"</p>

	<p>Reading-Word Teaching-Recalling (page 13): "In the previous reading, you learned the meaning of the word 'silly'. Do you remember how many meanings this word had, in which sense was the word used in the text?"</p> <p>Reading-Vocabulary Teaching-Recalling (page 15): "In our previous reading, we learned the word 'feast'. Do we remember what this word was?"</p> <p>Reading-Word Teaching (page 15): "Children, here we will learn a new idiom that we did not learn in the previous reading. Have you heard the idiom 'be a good sport' before? What do you think the meaning of this idiom is?"</p> <p>Reading-Word Teaching-Recalling (page 15): "One of the words we learned in the previous reading was 'path'. Do we remember this word, children? What was the meaning of this word?"</p> <p>Thinking Aloud-Discussion (page 27): After the sentence "...My favorite food is roasted Yayazula.", the question "Children, why do you think the mouse made such a statement?" is asked and discussed.</p>
AFTER READING	<p>Think-Draw: "As we did in our first reading, I want you to draw what you remember about the book. Then we will compare your first picture with your second picture and you will tell me what you want to tell me."</p> <p>Gotcha! "Reading and drawing are over, now we are going to play a game together. We will read the book from the beginning. I will start and during the reading I will deliberately make errors, that is, I will misread some words. Let's see who catches me first."</p> <p>The game starts and during the reading, an error is made on purpose and the students find the error and correct it.</p> <p>(This game was applied in the second reading of all the books and was included in the action plans. However, the game is modified as follows: The student who finds the error is asked to continue reading. Each time an error is found, it is the turn of the person who found the error to read. The person who finds the error starts reading the misread word by reading it correctly).</p>

Table 2 shows the action plan for the book titled "Yayazula". Action plans were prepared and implemented for the other books one by one.

Research group

Selection of participants

In determining the students participating in this study, the teacher's observations and experiences were first taken into consideration. Following this process, interviews were conducted with the school principal, guidance counselor and other branch teachers. In the last stage, the students' reading skills were selected based on the results of the assessment. In order to determine the reading fluency skills of the students, a text selected in accordance with their grade level was read (Akyol et al., 2014). For the measurement of reading comprehension skills, the reading comprehension test and rubric (Reading Comprehension Test-I) prepared by Kutlu et al. (2019) and the reading comprehension rubric (Reading Comprehension Test-II) adapted into Turkish by Akyol et al. (2014) from Rasinski and Padak (2005) were used. Thus, as a result of the pre-test evaluation, two students whose reading level was at the frustration level and who wanted to participate voluntarily in the study were identified, and the informed consent form was signed by the students. These two students were given the pseudonyms "Umay" and "Zehra".

Participant profile

Umay is 10 years old and the youngest child in a family of 4 children. Her mother and father are primary school graduates. Her mother is a housewife and her father works as a highway worker. Her father goes abroad to work. One of her older sisters is a high school student, while the other sister is a middle school graduate and married. Her sister, who is studying at high school, stays at a boarding school. The student's older brother is a high school graduate and works outside the city.

Zehra is the middle child of a family of 3 children and is 11 years old. Her mother is a primary school graduate and her father is a middle school graduate. Zehra's mother is a housewife and her father is a tradesman. Her older brother attends middle school and her younger brother attends primary school.

Data collection tools

In action research, unlike other methods, quantitative and qualitative data collection tools can be used together. The data collection tools used in the study are shown in Figure 2.

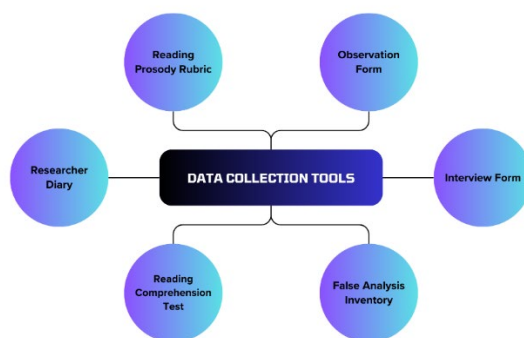


Figure 2 Data collection tools

In order to determine the reading level of the students and to measure their reading fluency skills, the “Error Analysis Inventory”, developed by Ekwall and Shanker (1988) and adapted into Turkish by Akyol (2019), was used. The “Reading Prosody Rubric”, developed by Zutell and Rasinski (1991) and adapted into Turkish by Yıldız et al. (2009), was used to assess reading prosody. For the measurement of reading comprehension skills, the reading comprehension test and rubric (Reading Comprehension Test-I) prepared by Kutlu et al. (2019) were used. In addition, the reading comprehension rubric (Reading Comprehension Test-II) adapted by Akyol et al. (2014) from Rasinski and Padak (2005) was used to support the data obtained from this test. There are 9 open-ended questions in the Reading Comprehension Test-I. According to the rubric, the highest score that can be obtained from the test is 90. The correct answer score in the test is 10, while 7, 4 and 2 points can be given to partially correct answers, and 0 points are given to blank and incorrect answers. In the Reading Comprehension Test-II, a text suitable for the grade level was selected and read aloud to the student. After the reading was over, the student was asked to explain what she remembered and was scored according to the reading comprehension rubric. The highest score that can be obtained from this rubric is 6. After the measurements were made, in order to calculate the student’s reading comprehension score, as Akyol (2019, p. 105) states, the formula “(the score the student receives from the reading comprehension questions / the highest score that can be obtained from the reading comprehension questions) X 100 = reading comprehension percentage” was used for the two separate tests. These tests, which were administered as pre-test and post-test, were administered 13 weeks apart in order not to impair the validity.

The researcher’s diary, observation and interview forms were used to obtain qualitative data. The researcher’s diary was used at the end of the lessons to reflect the experiences, feelings and thoughts of the researcher. The diary was created by taking into account students’ feelings and thoughts, and their cognitive and affective development. The researcher’s diary provided support data for the data of the study. In addition, these diaries provided a more comprehensive view in analyzing the data of the study.

In the researcher’s observation notes, points related to the students’ attitudes in the lesson, whether they participated in the activities or not, and their reading skills were mentioned and the necessary notes were taken. The observation notes used in the data analysis process were recorded systematically during the implementation process.

The semi-structured interview form was created by preparing questions according to the purpose of the study. While creating this form, the opinions of two faculty members working in the field of Turkish Education were obtained. The interview was conducted after 13 weeks of dialogic reading practice. In the interview, various questions were asked about the students’ views on dialogic reading, what they liked to do and what they did not like to do during the dialogic reading practice, what they enjoyed or had difficulty with during the practice, and whether this method contributed to their reading skills.

Data analysis

The data obtained from the observation notes, researcher's diary and interviews were transferred to the qualitative data analysis program called MAXQDA and content analysis was used to analyze these data; descriptive analysis was used to analyze the quantitative data obtained from the reading skills measurements of the students. Descriptive analysis aims to present the obtained data to the reader by systematically organizing, summarizing and interpreting them. Content analysis is the analysis of documents with certain rules and categories to access objective and verifiable information (Metin & Ünal, 2022). In order to create meaningful, common categories and themes from the data (Johnson, 2014), the data were analyzed by two coders and the main themes were reflected in the findings.

Validity and reliability

In order to ensure the validity and reliability of the study, triangulation (Johnson, 2014; Yıldırım & Şimşek, 2011), expert review and coding reliability were adopted (Creswell, 2013). The data were evaluated together by examining observations, interviews and documents, and the data were analyzed by two coders and submitted to expert opinion. The quantitative data were evaluated by two independent raters and validity and reliability meetings were organized to ensure consistency between these evaluations. Likewise, the coding of the qualitative data was carried out by two independent coders. Regular validity and reliability meetings were held to ensure consistency between the coders and consensus was reached on the findings obtained in these meetings. The findings were submitted to expert opinion (an academician in the field of Classroom Education) and the necessary revisions were made. In addition, expert opinions were sought in the selection of the books used and the action plans and measurements carried out throughout the process. The findings obtained as a result of all these processes were reflected objectively with both positive and negative aspects. This approach contributed to making the results more valid and reliable.

Research ethics

This study was ethically approved by the decision of Ordu University Social and Human Sciences Research Ethics Committee numbered 2023-136 and dated July 6, 2023. This study was prepared in accordance with the rules of research ethics.

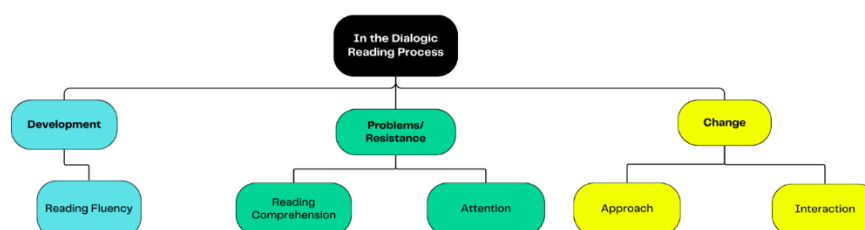
Findings and interpretation

In this section, findings and interpretations regarding the change brought about by dialogic reading activities in the reading skills and behaviors of fifth grade students who are poor readers are presented.

Findings regarding the change brought about by dialogic reading activities in the reading skills and behaviors of fifth grade students who are poor readers

In order to reflect the implementation process, the data obtained from the researcher's diary and observation notes, semi-structured interviews with the students, and measurements of reading fluency and reading comprehension skills were divided into three main themes: development, problems/resistance, and change, and five sub-themes: reading fluency, reading comprehension, attention, interaction, and approach. These themes are shown in Table 3 and explained separately for each student.

Table 3 Themes and subthemes determined for the change in students' reading skills and behaviors in the dialogic reading process



Student development

Umay's development in reading fluency

Umay's reading fluency scores before and after the dialogic reading activities are given in Table 4.

Table 4 Measurement of Umay's reading fluency skills before and after the intervention

Student Name	Application	Word Recognition Percentage	Reading Speed (WPM)	Prosody Total
Umay	Before DR	94%	34	4
	After DR	98%	49	8

Looking at Table 4, it was determined that Umay was at the instructional level in word recognition before the dialogic reading activities, but that her reading speed was far below the class level, and the student was at a poor level in prosodic reading skills.

While the student's reading speed was 34 WPM before the dialogic reading activities, it was 49 WPM after the dialogic reading activities. However, it can be seen that this rate is still not sufficient for the fifth grade level. In addition, the student's word recognition percentage increased from 94% before the dialogic reading activities to 98% after the dialogic reading activities. This shows that the student made progress in word recognition. In prosodic reading, while the student had a total of 4 points before the activities, she reached a total of 8 points after the activities. In addition, when Umay's errors in the pre- and post-test were analyzed, it was seen that there was a decrease in the error rate in the post-test.

Umay was observed to have problems with syllabication (yab-yabaya; sin-sini) and stopping and reading the whole word internally and then reading aloud. In addition, during reading, it was observed that her reading speed sometimes increased and sometimes decreased (observation notes dated October 4, 2023).

When the researcher's observation note is examined, it can be seen that the student could not read at the appropriate speed and had syllabication problems.

Umay's reading was better this week. Her syllabication rate was lower than the previous week. I did model reading this week, and Umay read by paying attention to stress and intonation (observation note dated November 22, 2023).

Umay tried to pay attention to punctuation marks, stress and intonation during reading. She paid attention to her tone of voice. Also, her recall of previously learned words was very good (observation note dated December 13, 2023).

Her error rate during reading was lower. Her syllabication decreased considerably. Her prosodic reading increased. In other words, she paid more attention to her tone of voice, stress and intonation and read faster. She gave partially correct answers to the questions I asked after reading (researcher's diary dated December 20, 2023).

When the observation and diary notes are examined, it can be seen that the student's syllabication decreased and that she paid attention to prosodic reading, and in fact, the change in prosodic reading was clear. In addition, the researcher's general comment about the student's reading fluency skills in the last week of the implementation was as follows:

Umay was a student who read syllable-by-syllable before the dialogic reading intervention. Umay, who was eager to read, showed a significant decrease in syllabication after the activities, although it did not disappear completely (researcher diary dated January 17, 2024).

When all these data are taken into consideration, it can be seen that dialogic reading activities with picture books had a positive effect on Umay's reading fluency skills and improved her prosodic reading skills.

Zehra's development in reading fluency

Zehra's reading fluency scores before and after the dialogic reading activities are given in Table 5.

Table 5 Measurement of Zehra's reading skills before and after the intervention

Student Name	Application	Word Recognition Percentage	Reading Speed (WPM)	Prosody Total
Zehra	Before DR	92%	60	4
	After DR	96%	58	11

When Table 5 is examined, it was seen that Zehra was at the instructional level in word recognition before the dialogic reading activities, but that her reading speed was below the fifth grade level, and she was at a poor level in prosodic reading skills.

While the student's reading speed was 60 WPM before the dialogic reading activities, it was 58 WPM after the dialogic reading activities. In addition, the student's word recognition percentage increased from 92% before the dialogic reading activities to 96% after the dialogic reading activities. In prosodic reading, while the student had a total of 4 points before the dialogic reading activities, it was seen that she reached 11 points after the dialogic reading activities. It was determined that there was an increase in the student's prosodic reading and word recognition percentage due to the activities. Qualitative findings supporting these findings can be given as follows:

Zehra was observed to have mild syllabication and breathing regulation problems. However, while she continued reading the text, after a while she started reading with a normal flow (observation note dated October 4, 2023).

When the observation note above is examined, it can be seen that the student had difficulty in regulating her breathing and problems with syllabication.

Zehra syllabicated less this week. She syllabicated more when she couldn't regulate her breath. This week I did model reading and Zehra paid close attention to my reading. She reflected this attention in her reading. She paid attention to stress and intonation during reading (observation note dated November 22, 2023).

This week Zehra, like Umay, paid attention to punctuation marks, stress and intonation. She tried to give the voice of whichever character she was reading in the text and tried to make it sound like her own voice. In addition, her reading speed increased and her syllabication rate decreased (observation note dated December 13, 2023).

When the researcher's observation notes are analyzed, it can be seen that Zehra improved in terms of prosodic reading.

Student Problems/Resistance

Umay's problems with concentration and reading comprehension skills

Based on the reading comprehension data obtained before and after the intervention and the answers given to the reading comprehension questions prepared for the books read during the dialogic reading process, it was determined that Umay's reading comprehension skills improved very little. Umay's scores from the reading comprehension tests are given in Table 6.

Table 6 Umay's scores in reading comprehension tests

Student Name	Application	Reading Comprehension Test-I	Reading Comprehension Test-II	Reading Level
Umay	Before DR	2%	16%	Frustration Level
	After DR	7%	33%	Frustration Level

When Table 6 is analyzed, it can be seen that before the dialogic reading activities, Umay scored 2 points by giving a partially correct answer to one question in the Reading Comprehension Test-I and her reading comprehension rate was 2%. After the activities, she gave partially correct answers to three questions and scored 6 points, and her reading comprehension rate was 7%. In the Reading Comprehension Test-II, the student scored 1 point from the test before the activities and her reading comprehension rate was 16%. After the activities, the student scored 2 points from this test and her reading comprehension rate was 33%. Considering these findings, it is concluded that dialogic reading activities contributed to Umay's reading comprehension skills, albeit to a small extent, but were insufficient for her to reach an adequate level. The researcher made the following notes about this issue in her diary and observation records:

In order to direct the students to the main idea, I asked "What did you understand from this text? What is the message it wants to give you? What lessons did you learn from this book?" Umay said what Zehra said. She could not add anything of her own (researcher diary dated December 20, 2023).

When I asked the question "What is the message this text wants to give?" in order to direct the students to the main idea, Umay said, "At first he did not want to be a hippopotamus, he looked at his other friends and set off. He saw a monkey on the road and wanted to be a monkey." (researcher's diary dated December 27, 2023).

When I asked the question "What did you understand from this text, what is the message it wants to give?" in order to direct the students to the main idea, Umay answered, "When you draw a small dot and sign your name, to try hard and succeed." (researcher's diary dated November 22, 2023).

Based on these notes, it can be seen that Umay could not understand the messages intended to be given in the text, and in some books she only reached the level of recall by briefly repeating the sequence of events in the text. One of the most important reasons for this may be that the student was frequently distracted. The researcher took notes on this issue as follows:

This week Umay participated less in the reading activity than the previous week. And she was easily distracted. When I saw that she was interested in different things, I warned her and she immediately tried to focus on the book. But she was very distracted (researcher observation note dated October 25, 2023).

...But when I asked a question, she forgot what I asked and said things like "what were we talking about, what was the question?" (observation note dated November 8, 2023).

When the notes above are examined, it can be seen that the student had attention problems, despite not being diagnosed with this.

In dialogic reading, since the reading task will gradually pass to the student, the student should ask open-ended questions about the text before, during and after reading. However, Umay could not do this despite being supported in the process and could not ask questions to the listeners. This situation was reflected in the researcher's notes as follows:

...Since the task of reading was gradually passed to the students, they were expected to ask open-ended questions before, during and after reading. However, Umay did not do this, she did not ask us questions or even interpret the visuals (observation note dated November 8, 2023).

...However, the student did not ask appropriate questions about the text before, during and after reading in any week, and did not ask me or her other friend any questions despite the student being given support (researcher diary dated January 17, 2024).

When the above notes are analyzed, it can be seen that the student did not ask questions, which is a requirement of dialogic reading.

Zehra's problems with reading comprehension skills

Based on the reading comprehension data obtained before and after the intervention and the answers given to the reading comprehension questions prepared for the books read during the dialogic reading process, it was determined that Zehra's reading comprehension skills improved but did not reach a sufficient level. Zehra's scores from the reading comprehension tests are given in Table 7.

Table 7 Zehra's scores in reading comprehension tests

Student Name	Application	Reading Comprehension Test-I	Reading Comprehension Test-II	Reading Level
Zehra	Before DR	7%	33%	Frustration Level
	After DR	52%	66%	Frustration Level

When Table 7 is analyzed, it can be seen that before the dialogic reading activities, Zehra answered two questions in the Reading Comprehension Test-I with partially correct answers and scored 6 points, and her reading comprehension rate was 7%. After the activities, she scored 47 points by giving partially correct answers to all nine questions and her reading comprehension rate was 52%. In the Reading Comprehension Test-II, the student scored 2 points from the test before the activities and her reading comprehension rate was 33%. After the activities, the student scored 4 points from this test and her reading comprehension rate was 66%. Considering these findings, it is concluded that dialogic reading activities contributed to Zehra's reading comprehension skills but were insufficient for her to reach an adequate level. The researcher made the following notes about this issue in her diary and observation records:

When I asked the question "What was the lesson this text wanted to teach us?" in order to direct the students to the main idea, Zehra was able to convey the message of the book by answering "Nothing happens without effort" (observation note dated October 25, 2023).

Zehra had some minor recollections due to the second reading of the book. In order to direct her to the main idea, I asked "What did you understand from this text? What is the message it wants to give you? What lessons did you learn from this book?" and she replied "Teacher, we need to be patient. There is even a proverb stating that patience leads to salvation." In addition, Zehra answered the question "Can you give an example of the personal characteristics of the owl?", which is one of the subtext questions I asked, as "Being impatient". In response to the question "From where in the text did you understand this characteristic?", Zehra answered "You know, it says that I want to be red and strong right away, I understood it from here". Based on these answers, I think Zehra comprehended the text (researcher's diary dated December 20, 2023).

In the book Happy Hippo, when I asked the question "What do you think this text tells us?" from the subtext questions, Zehra answered "Everyone has their own body." (researcher's diary dated November 1, 2023).

When I asked the question "What is the message this text wants to give?" in order to direct the students to the main idea, Zehra answered, "Teacher, we should not envy others." As another subtext question, I asked "How did the little hippopotamus change from the beginning to the end of the text?" Zehra replied, "At the beginning of the book, he was unhappy, he wanted to be like other animals, but in the end he met another animal, a goat. The goat increased his self-confidence and said, "You are brave, you are very lucky," so the hippopotamus was happy because his self-confidence increased." (researcher diary dated December 27, 2023).

When the notes above are analyzed, it can be seen that Zehra comprehended the text and understood the main idea, and perceived the messages given more clearly, especially in the second reading of the books. In addition, when the dialogic reading task was assigned to Zehra, it was seen that Zehra did not ask open-ended questions during the process. The researcher reflected this situation in her notes as follows:

...Zehra did not pose open-ended questions to the listeners during the reading process and did not even have them interpret the visuals (observation note dated November 8, 2023).

...However, the student did not pose open-ended questions in the process, which is one of the main points of dialogic reading, and did not pose questions to me or her other friend (researcher diary dated January 17, 2024).

Change in Students

Under this heading, the changes in students' approaches to reading and the changes in their interactions with the book, their friends and the researcher are included.

Change in Umay's approach to reading

Before the dialogic reading activities, Umay was a student who hesitated to read aloud, could not comment much on what she read, and, according to the comments of the teachers who taught her class, she was afraid of reading books in the classroom. In the first interview with the students, the researcher noted that "Umay showed an introverted attitude and did not participate much in the conversations, she just listened" (observation note dated October 2, 2023). In addition, in the pre-test application, the researcher said about the student, "She was very nervous while reading. I calmed her down and told her that she could continue reading whenever she wanted. After she calmed down a little, she continued reading" (observation note dated October 4, 2023). Based on these data, it can be seen that the student was not active in the reading activities before the dialogic reading activities and was hesitant. However, the activities carried out during the process changed Umay's reading approach and made her willing to read. While Umay was timid and reluctant before dialogic reading, she developed a positive attitude towards reading after dialogic reading and her behavior of avoiding reading changed. Her reluctance to read decreased, while her sense of curiosity and desire to talk about the book increased. The researcher explained the student's change in the process with the following qualitative findings:

Although it was the first week of the reading activity, Umay came eagerly to the study environment and participated in the activities. She interpreted the pictures as they were, and even though she did not add anything of her own, she tried to express herself in front of her friend. However, when I gave her the reading task, she was timid and did not want to read (observation note dated October 18, 2023).

Although Umay was distracted from time to time, she asked for the right to speak more than in previous weeks to interpret the pictures. I saw that she was more excited and eager this week. She was eager to read because her energy was high. I felt that she acted cautiously to avoid making errors while reading (observation note dated November 1, 2023).

When the notes above are analyzed, it can be seen that the student's desire to read increased and that he/she was excited to read.

Umay asked for a lot of speaking time today, both to interpret the visuals and to read. She was very eager to read. She was even upset when her friend was given the reading task after her (observation note dated December 13, 2023).

This week Umay was very active. She often spoke up both in interpreting the visuals and in reading. She was very nervous, but she realized her errors and corrected them (observation note dated January 15, 2024).

When the above notes are analyzed, it can be seen that the student was more eager to read and reacted when the reading task was assigned to her other friend. It can be said that this interest and excitement in reading supported the reduction of her reading errors. At the end of the

intervention, the notes taken by the researcher in the diary regarding the student's reading interest and response to reading are as follows:

She was very excited during the practice and very eager to read. Umay, who wanted to have a lot of say in interpreting the pictures, participated regularly and willingly in our lessons. In addition, it can be said that her interest in reading increased based on the fact that she wanted the activities to continue in the second semester, wanted to read different books, and wanted to read in this way (by chatting) all the time (researcher diary dated January 17, 2024).

At the end of the dialogic reading activities, students were interviewed. Umay's answers to the interview questions and her views on dialogic reading activities are as follows:

I liked all the things we did during the semester, but I liked the "Gotcha!" game the most. My reading has improved a bit, sometimes I still get stuck, but I think it has improved. It has improved because you made us read all the time. This practice, these activities were easy. Everything was fun, it gave me a good feeling. I learned new words. I never had any boredom or difficulty, everything was fun, reading was fun (voice recording dated January 16, 2024).

When Umay's opinions are analyzed, it can be seen that the student thinks that she had fun in the activities, the activities were easy for her, she was never bored during the activities, she learned new words during the activity process, and her reading skills improved thanks to the activities.

Based on the student's opinions about dialogic reading activities, and the diary and observation notes kept by the researcher during the process, it can be seen that the student became eager to read and her interest in reading increased. These data show that the student actively participated in the process, often spoke up and expressed her thoughts in prediction activities, and was eager to read.

Change in Zehra's approach to reading

Before the dialogic reading activities, Zehra was a student who did not hesitate to read aloud, read easily, but did not comment much on what she read. Zehra's teachers stated that she mostly did not hesitate to read books in class but did not comment much on the book or text. In the first interview with the students, the researcher noted that *"Zehra, like Umay, showed an introverted attitude and did not participate much in the conversations, she just listened"* (observation note dated October 2, 2023). In addition, in the pre-test application, the researcher said, *"She was very nervous at first while reading, but her nervousness lasted for a short time, she recovered and continued reading. When I asked her reading comprehension questions, she could not comment very much, she told us the little details that remained in her mind"* (observation note dated October 4, 2023). Based on these findings, it can be seen that the student was active in reading activities before the dialogic reading activities as long as she had the right to speak, but she was hesitant to make comments. However, the activities carried out in the process changed Zehra's reading approach and made her more willing to read and comment. While Zehra was partially hesitant and reluctant to make comments before dialogic reading, she developed a positive attitude towards reading after dialogic reading, and her behavior of avoiding reading and talking about books changed. The researcher explained the student's change in the process with the following qualitative findings:

Zehra actively participated in the first week of the reading activity. She was hesitant in interpreting the visuals and did not speak up much, but when she did, she tried to interpret as much as she could. She did not add anything of her own to her interpretations, she just said what was there. When I gave her the reading task, she read even though she was reluctant at first (observation note dated October 18, 2023).

Zehra again actively participated in the lessons. Every week she participated in visual interpretations more than the previous week. This was the case this week as well and she commented on all the visuals. While interpreting the visuals, she tried to predict what might

happen on the following pages based on the text. While learning vocabulary, she speculated even though she did not know the meaning of the word (observation note dated November 8, 2023).

When the observation notes above are examined, it can be seen that Zehra, who took part in the practice without hesitation, only interpreted the visuals in the first week, and was hesitant to make an opinion about the book. In the following weeks, it can be said that this hesitation was replaced by a sense of curiosity. The researcher recorded this in her observation notes as follows:

Zehra again actively participated in the lessons. This week she specifically asked me to extend the lessons to three hours. When I asked her "Why?" she said that she had a lot of fun here, that it was more active and more fun than the classroom lessons. She also stated that she was curious about the things in the books and even wanted to read other different books (Observation note dated December 13, 2023).

When the above note is analyzed, it can be seen that the student enjoyed the activities and it is observed that her desire to read different books and make comments about the books increased. Another finding that supports this can be seen in the answers given by the students to the semi-structured interview form.

I liked the readings we did during the semester, that is, I liked reading books the most. I liked reading the book by understanding the words. It improved my reading, these lessons contributed to the Turkish course. It enabled me to read books faster. This practice was easy, it is something that every person can do. If we read books with this method (dialogic reading), we understand what we read more because we read by knowing the meaning of the words. This practice improved my vocabulary, I learned new words. I enjoyed reading books the most by chatting in the activities. There was no place where I got bored or had difficulty (voice recording dated January 16, 2024).

When the answers given by Zehra are analyzed, it can be seen that the student liked reading books the most by chatting among dialogic reading activities, and therefore, that she enjoyed the dialogic reading activities. In addition, Zehra stated that the activities were easy for her and that she could understand what she read better thanks to dialogic reading activities. Zehra stated that dialogic reading activities increased her vocabulary knowledge and that there was no place where she was bored or had difficulty.

At the end of the intervention, the notes taken by the researcher regarding the student's reading interest and response to reading are as follows:

Zehra willingly and actively participated in the lessons throughout the implementation. Although her motivation sometimes dropped, she managed to recover. At first, she was hesitant to interpret the visuals. Later, she got used to it and commented on all the visuals. She experienced intense curiosity especially during the first reading of the books. Although her sense of curiosity decreased during the second readings because of the recollections, it did not disappear completely. In addition, she wanted to read different books and constantly stated that she wanted to increase their lesson hours (researcher observation note dated January 17, 2024).

Based on the student's opinions about the dialogic reading activities, and the diary and the observation notes kept by the researcher during the process, it can be seen that the student's reluctance to read and make comments decreased, she became willing to read, and her desire to comment and talk about the book and her sense of curiosity increased.

The change in Umay's interaction with the book, her friend and the researcher

Umay was hesitant and did not communicate with the researcher before the intervention, but in the following weeks, her interaction with the researcher increased both by increasing her desire to read and by communicating with the book and the researcher. At the beginning of the process, when the researcher introduced herself to the students and talked about what they would do

during the semester, Umay paid attention to the researcher. The researcher made the following notes about this issue in her diary:

When I first contacted Umay, she was hesitant because she did not know me and mostly communicated with her guidance counselor. When I introduced myself, told her why I contacted them and that I wanted to do book reading activities by chatting and discussing for a semester, she focused her attention on me. And she said she wanted to participate (researcher diary dated October 4, 2023).

Looking at the note above, it can be seen that the student was hesitant at first, but started to interact after the researcher's approach and explanations. In addition, it can be seen that the student was interested in reading activities in a conversational atmosphere and through discussion.

Umay participated in the first week of the reading activity. But she stayed a bit in the background compared to Zehra. Her communication with Zehra was good and she was relaxed, but although they were in the same class, Umay hesitated to read with her friend and only interpreted the visuals. She answered the questions I asked in a low voice, as if she was trying not to be heard by Zehra. She didn't even want to answer some of the questions I asked. I think she did this for questions that she had no idea about. For these reasons, I didn't push Umay too much so that she wouldn't take a dislike to reading. I think this situation will change over time (researcher diary dated October 18, 2023).

When the above note is examined, it can be seen that the student made an effort to interact with the researcher and tried to answer the questions asked, but that her interaction with the book was limited to interpreting the visuals, and she was afraid of reading and commenting in front of her friend, so she could not be very active.

Umay was very distracted this week. However, after a while I drew her attention to the book and she participated more actively in interpretation and prediction activities. When I gave her a reading task, she was able to read easily and her shyness disappeared. She was able to express herself more comfortably with her friend. She participated in the learning environment more actively, not shyly as she was at first. She also communicated with her friend and talked about the book (researcher diary dated November 8, 2023).

When the researcher's note above is analyzed, it can be seen that Umay's interaction with the book and the researcher was better compared to the first weeks. The fact that she was active with her friend shows that her shyness in the first weeks was gone, which positively affected the student's interaction with the researcher, the book and her friend. In the following weeks, the student's interaction with the researcher increased as a result of the questions given by the researcher, and her interaction with the book increased as a result of reading and interpreting the book. The researcher reflected this situation in her notes as follows:

Umay asked to speak to interpret the pictures more than in previous weeks, even though she had occasional distractions... She was more willing to read because her energy was high. She spoke up both to answer the questions I asked and to interpret the pictures. She participated in prediction activities about the characters and the development of events (observation note dated November 1, 2023).

As in previous weeks, Umay was eager to read. When I took the reading task away from her and gave it to her friend, she reacted and said she wanted to read. In addition, she did not leave the questions I asked unanswered, interpreted the visuals, and expressed her own thoughts by participating in the discussion environment I created (observation note dated December 20, 2023).

Umay was quite excited today, she did not want the implementation to end. She even stated that she wanted to continue with different books in the second semester. When I asked her why, she said that reading everything in the book by interpreting it was both fun and useful for her (researcher diary dated January 15, 2024).

It can be seen that the student generally interacted with the text and the researcher during and after the dialogic reading. In addition, the fact that Umay wanted to continue these activities in the second semester shows that her interest in reading increased. As a result of the activities, Umay's interest in reading increased and she was able to answer the questions asked without hesitation in the presence of her friend, comment on the visuals and participate in the discussion environment. The researcher wrote about the student's interaction with her friend in her diary: "At one point, I even stopped talking and they started discussing the book with each other." (researcher's diary dated November 1, 2023). With this note, it can be concluded that Umay discussed the book read that week with her friend and the interaction between them increased.

The change in Zehra's interaction with the book, her friend and the researcher

At first, Zehra was hesitant to interact with the researcher, but in the following weeks, she communicated with the researcher and her interaction with her increased. In addition, when the researcher introduced herself and told the students what she would do during the semester, Zehra was interested. The researcher made the following notes about this topic in her diary:

When I first contacted the students, Zehra, like Umay, was timid because she did not know me and communicated more with her guidance counselor. I introduced myself and then I talked about what we would do in the semester and gave information about dialogic reading. She tried to understand what dialogic reading was. I mentioned that we would do reading activities by chatting and then Zehra said that she wanted to participate in the activities (researcher diary dated October 4, 2023).

When the note above is examined, it can be seen that Zehra was timid at first like every student, but then she learned what to do and the researcher's approach to the student and explanations about the program focused the student's interest on the subject.

Zehra seemed enthusiastic in the first week of the implementation. She also took an active role during the activities. She also participated in visual interpretation activities, but not intensively. She tried to participate in the prediction activities, and when I gave her the task of reading a book, she did not want to read very much, she read one page, and I did not force her (researcher's diary dated October 18, 2023).

When the researcher's diary is analyzed, it can be seen that Zehra was a little hesitant in interpreting the visuals and reading, but participated in prediction activities as much as she could. In other words, it can be said that the student partially interacted with the researcher and the book.

Zehra was more active this week. She interpreted more visuals and made more predictions. She was more comfortable answering the questions I asked. She also tried to chat with her friend about the book. Umay was a little hesitant. Although they were classmates, I think they were hesitant about reading (researcher diary dated October 25, 2023).

When the note above is analyzed, it can be seen that Zehra made an effort to interact with her friend, the researcher and the book. The fact that this effort occurred in such a short time can be attributed to the fact that the reading was done in a conversational atmosphere. It may have been interesting for Zehra to analyze the characters during and after the reading and to try to make connections with daily life. This made the student participate more in the learning environment. The researcher explained this situation in the following observation note:

Today both of my students came to class full of energy. They both seemed eager to read. Zehra commented a lot about the characters and the visuals. She answered my questions under the text. In addition, some of the questions were related to daily life and the students made a lot of comments on this subject, so that one subject led to another. At one point, I even kept quiet and they started discussing the book with each other. When I gave Zehra a reading task, she did it very comfortably (researcher diary dated November 1, 2023)

Zehra was sad today because the practice would end. Like her friend, she wanted it to continue in the second semester. She stated that she wanted to read different books in this

way by chatting, learning vocabulary and discussing (researcher diary dated January 15, 2024).

Zehra interacted with the text, her friend and the researcher during and after the dialogic reading. Although Zehra, who was eager to read books, was hesitant to interpret visuals and participate in prediction activities at first, she overcame this situation and started to express herself very comfortably in the learning environment. Zehra, who was successful in summarization activities, also responded to the researcher's subtextual questions, and it was revealed that she understood the books better, especially in the second reading of the books. In addition, these data show that Zehra's interest in reading, her ability to express herself in front of her friends, and her ability to make comments without hesitation increased as a result of the activities.

Discussion, conclusion, and recommendations

5. Based on the data obtained from this study, which aims to improve the reading skills of poor readers at the fifth grade level with dialogic reading activities, the dialogic reading process was divided into three main themes: development, problems/resistance, and change, and five sub-themes: reading fluency, reading comprehension, attention, interaction, and approach. First of all, when the development theme was examined, it was concluded that dialogic reading activities contributed to students' reading fluency skills and improved students' word recognition, reading speed and prosodic reading.

When the literature is examined, it can be seen that there are studies examining the effect of dialogic reading on reading fluency skills (Ceyhan, 2019; Ergül et al., 2017; Kanık Uysal & Kuruyer, 2024; Yurtbakan, 2022). In the study conducted by Kuruyer and Kanık Uysal (2024), it was concluded that dialogic reading activities carried out at home contributed positively to students' word recognition skills. In the study conducted by Ceyhan (2019) with elementary school second grade students, the finding that this method contributed positively to reading fluency skills is in parallel with the finding of this study on the development of reading fluency skills. In addition, in the study conducted by Yurtbakan (2022), it was concluded that dialogic reading activities made a positive difference to reading speed and reading accuracy skills, which are sub-dimensions of reading fluency, but that there was no change in the prosody sub-dimension. The finding of no change in the sub-dimension of prosodic reading does not coincide with the results of this study because in this study, it was observed that dialogic reading activities had a positive effect on students' prosodic reading. Riad (2024) found that 85 kindergarten students who participated in a dialogic reading program improved their language skills. In the study conducted by Ergül et al. (2017), it was concluded that students who had previously participated in dialogic reading activities had improved their reading fluency skills compared to students who did not participate, and that this short-term result continued in the long term. Based on these results, we can conclude that the study is consistent with the results in the relevant literature and that dialogic reading activities contribute to reading fluency skills.

Repeated reading, which is included in the application stages of the dialogic reading method, contributes to the elimination of reading difficulties and the reduction of reading errors (Yılmaz, 2009). Repeated reading, which is based on reading a text several times, enables students to read fluently and helps them to find and correct errors made during reading and to develop word recognition skills (Herman, 1985; Köse Akyüz & Kanık Uysal, 2023; Lee & Yoon, 2017). In this study, repeated reading was practiced within the dialogic reading application and positive results were obtained. First, the researcher modeled reading by paying attention to punctuation marks, emphasis and intonation, and then the students read one by one, resulting in an improvement in reading fluency skills and a decrease in reading errors, which supports the above information.

In the study, when the contribution of dialogic reading activities to the development of reading comprehension skills was examined, it was seen that there were ongoing problems and that a resistance was encountered regarding this skill. When this situation was evaluated on a student-

specific basis, it was concluded that dialogic reading activities contributed positively to Zehra's reading comprehension skills and brought her to a better level than where she was, but that they were insufficient to reach the instructional level. It was observed that Umay, the other participant, had a partial improvement in her reading comprehension skills but could not reach the instructional level. Considering these results, it was concluded that dialogic reading activities had a positive effect on the reading comprehension skills of the participant students in the study, but that they were not sufficient alone for them to reach the instructional level.

When the literature is examined, the finding that dialogic reading activities contribute positively to reading comprehension skills can be seen in many studies (Beyreli & Amanvermez İncirkuş, 2018; Ceyhan, 2019; Ergül et al., 2017; Karadoğan, 2020; Türkben & Temizyürek, 2018; Uğur & Tavşanlı, 2022; Yurtbakan, 2022). In Ceyhan's (2019) study, it was concluded that dialogic reading activities contributed positively to reading comprehension. In their study, Beschorner and Hutchison (2014) applied the dialogic reading method to two groups of adults and children, online and face-to-face, and concluded that the activities increased children's comprehension skills. In addition, Türkben and Temizyürek (2018) found the same result in their study and concluded that dialogic reading activities increased the rate of reading comprehension. In the study conducted by Hidayatullah et al. (2023), it was concluded that the dialogic reading method applied to preschool children contributed positively to children's reading skills. In addition, in the study conducted by Uğur and Tavşanlı (2022), the effect of dialogic reading applications with the role of the teacher on the reading comprehension achievement of primary school fourth grade students was examined and as a result of the study, it was determined that dialogic reading applications had positive effects on students' reading comprehension achievement. In the study conducted by Yurtbakan (2022), it was seen that positive results were obtained in the reading comprehension skills of the students in the experimental group. The results of this study and the results of the related studies overlap in terms of the improvement in the rate of reading comprehension. However, in this study, it can be seen that there was an increase in the comprehension rates of both students, but that it was insufficient to raise their reading comprehension level to the instructional level. The main reasons for this result can be listed as the poor initial level of the students, the distraction problems they experienced during the process, and the fact that the weekly practice time was limited to two class hours.

In addition, when the qualitative data supporting the quantitative data were analyzed, it was concluded that dialogic reading activities contributed to students' interest and desire to read, they enjoyed the activities, and they liked reading by chatting.

When the literature is examined, it can be seen that there are many studies concluding that dialogic reading activities increase students' reading motivation, interest and desire to read (Ceyhan, 2019; Görücü, 2018; Karadoğan, 2020; Türkben & Temizyürek, 2018; Yurtbakan et al., 2021). Looking at the study conducted by Erdoğan, Erdoğan, and Yurtbakan (2021) with primary school fourth grade students, it was concluded that the dialogic reading method contributed positively to students' motivation and desire to read. This result coincides with the finding of this study that students' interest and desire to read increased. In addition, Yurtbakan and Yurtbakan (2022) concluded that students were happy with the dialogic reading application and had fun during this application. Ceyhan (2019) reached the same conclusion in her study and observed that the students' interest, desire and motivation towards reading increased after the dialogic reading activities. Dong et al. (2024) reached a similar conclusion in their study; it was determined that children's interest in reading increased after the dialogic reading method was applied. This study also supports these results. Studies (Kızgın & Baştuğ, 2020; Yıldız, 2013; Yıldız & Akyol, 2011) reveal that reading motivation positively affects reading comprehension and reading fluency skills.

Another finding made in the study is that the interaction of the students with the book, the researcher and their friends increased. When the literature regarding this finding was reviewed, Kerigan (2018) aimed to develop students' social skills of sharing, cooperation, collaboration,

empathy and friendship with the dialogic reading method and emphasized that these skills developed as a result of the study. In this study, the finding that the interaction with friends increased overlaps with the results of Kerigan's (2018) study. In the study conducted by Yurtbakan and Yurtbakan (2022), the parents who participated in the study and applied the dialogic reading model to their child in kindergarten stated that their children's friendship skills increased, which supports the results of this study.

In line with these results;

It is recommended that dialogic reading activities prepared for poor readers at the middle school level should be spread over a longer time interval and that the studies should be supported by reading culture acquisition activities based on building prior knowledge in students. In addition to these, it is recommended to use paired reading and repeated reading methods together with the dialogic reading method, and to examine the effect of the dialogic reading method on middle school students who are poor readers with the cooperation of parents, teachers and students. In addition, it is suggested that the affective and cognitive changes experienced by students should be determined with quantitative data collection tools as well as qualitative data collection tools.

Limitations of the study

The study is limited to two fifth-grade students who are poor readers, the texts used in the application, and a 15-week period. The findings of the study on interest, desire and motivation are limited to observations, interviews and researcher diary notes.

Author contribution rates

The first author and second author each contributed 50% to the study.

Conflict of interest statement

Our article titled "Improving fifth-grade poor readers' reading skills with dialogic reading activities" has no financial conflict of interest with any institution, organization, or person. There is also no conflict of interest between the authors.

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