Cumhuriyet International Journal of Education, 14(3): 717-729, 2025
DOI: https://dx.doi.org/10.30703/cije.1582528

Cumhuriyet International Journal of Education

| cije.cumhuriyet.edu.tr | Founded: 2011 Available online, ISSN: 2147-1606 Publisher: Sivas Cumhuriyet Üniversitesi

The Impact of Preschool Teachers' Extratextual Talk Profiles on Children's Language Development during Interactive Book Reading

Sema Büyüktaşkapu Soydan[1,a], Aysel Korkmaz[2,b,*], Hümeyra Nur Şen[3,c], Ulya Tekbaş[4,d]

[1]*Faculty of Education, Necmettin Erbakan University, Konya, Türkiye*
[2] *Faculty of Education, Yozgat Bozok University, Yozgat, Türkiye*
[3] *PhD Candidate,Selçuk University, Konya, Türkiye*
[4]*Graduate Student, KTO Karatay University, Konya, Türkiye*
**Corresponding author*

Research Article

History
Received: 10/11/2024
Accepted: 04/06/2025

This paper was checked for plagiarism using iThenticate during the preview process and before publication.

ABSTRACT

This study aimed to investigate the impact of preschool teachers' extratextual talk profiles during interactive book reading on children's language development. A comparative correlational survey method was employed to collect data from six preschool teachers and 54 children in their classrooms. The Systematic Assessment of Book Reading (SABR) and the Test of Language Development-Third Edition (TELD-3) were utilized as data collection tools. Video recordings of teacher-child interactions during the reading of ten different picture storybooks were transcribed and analyzed using the SABR framework, focusing on content and expression forms. Children's receptive, expressive, and overall verbal language scores were assessed using the TELD-3 before and after the interactive book reading sessions. The results of the analyses revealed two distinct teacher profiles: 'Low Demanding' and 'High Demanding'. Teachers characterized by a high extratextual talk profile had a significant positive effect on children's pre- and post-test receptive (d=0.68), expressive (d=0.65) and overall verbal language (d=0.69) scores at a medium effect size level (p<.05). Conversely, teachers with low extratextual talk profiles did not have a significant effect on children's pre- and post-test receptive and verbal language scores at the p<.05 level but demonstrated a moderate effect on expressive language scores (d=0.64).

Keywords: Extratextual talk profiles, interactive book reading, language development, early childhood education, preschool teachers

Etkileşimli Kitap Okuma Sırasında Okul Öncesi Öğretmenlerinin Metin Dışı Konuşma Profillerinin Çocukların Dil Gelişimine Etkisi

Süreç
Geliş: 10/11/2024
Kabul: 04/06/2025

Bu çalışma ön inceleme sürecinde ve yayımlanmadan önce iThenticate yazılımı ile taranmıştır.

ÖZ

Bu çalışmada, okul öncesi sınıfında etkileşimli kitap okuma sırasında öğretmen konuşma profilleri incelenerek, çocukların dil gelişimleri üzerindeki etkisi incelenmiştir. Karşılaştırmalı ilişkisel tarama yöntemine göre oluşturulan bu araştırmada, altı okul öncesi öğretmeninden ve bu öğretmenlerinin sınıfında bulunan toplamda 54 çocuktan veriler toplanmıştır. Veriler Systematical Assessment of Book Reading (SABR) ve Test of Language Development—Third Edition (TELD-3) kullanılarak toplanmıştır. On farklı hikaye metninin okunması sırasında öğretmen-çocuk etkileşimlerinin video kayıtları, içerik ve ifadelerin biçimi açısından kopyalanarak SABR'a göre analiz edilmiştir. Ayrıca 10 hikaye metni okunmadan önce ve sonra TELD-3 kullanılarak çocukların alıcı, ifade edici ve sözel puanları ölçülmüştür. Analiz sonuçları, kitap okuma sırasında "Düşük talepli" ve " Yüksek Talepli" olmak üzere iki farklı öğretmen profilini ortaya çıkarmıştır. Metin dışı yüksek konuşma profillerine sahip öğretmenlerin sınıfında bulunan çocukların ön ve son test alıcı(*d=0.68),* ifade edici (*d=0.65)* ve sözel dil *(d=0.69)* puanları arasında orta düzeyde p<.05 düzeyinde anlamlı etkiye sahip olduğu ortaya çıkmıştır. Düşük konuşma profillerine sahip öğretmenlerin ise, p<.05 düzeyinde çocukların ön ve son test alıcı ve sözel dil puanları arasında anlamlı etkiye sahip olmadığı ancak ifade edici dil *(d=0.64)* puanı üzerinde orta derecede anlamlı etkiye sahip olduğu bulunmuştur.

Anahtar Kelimeler: Metin dışı konuşma profilleri, etkileşimli kitap okuma, dil gelişimi, erken çocukluk eğitimi, okul öncesi öğretmenleri

[a] *sema.soydan@erbakan.edu.tr* *https://orcid.org/0000-0003-0232-3818*
[b] *aysel.korkmaz@yobu.edu.tr* *https://orcid.org/0000-0003-1216-0397*
[c] *humeyranursenn@gmail.com* *https://orcid.org/0000-0001-7398-1979*
[d] *ulyatekbas01@gmail.com* *https://orcid.org/0000-0002-2729-2459*

How to Cite: Büyüktaşkapu Soydan, S., Korkmaz, A., Şen, H. N., & Tekbaş, U. (2025). The impact of preschool teachers' extratextual talk profiles on children's language development during interactive book reading. *Cumhuriyet International Journal of Education, 14*(3), 717-729.

Introduction

Interactive book reading in preschool education environments plays an effective role in supporting children's language and literacy skills (Cabell et al., 2019; Ece Demir-Lira et al., 2019; Justice et al., 2009; Mol et al., 2009; Noble et al., 2019). However, the quality of interaction between an adult and a child is particularly crucial to maximize these benefits. Processes influencing the quality of interactive book reading experiences are identified in three main categories: the adult's ability to facilitate children's skills and development (e.g., language and literacy); the socio-emotional relationship between the adult and child; and the adult's capacity to engage the child while reading (Sutton et al., 2007). The utilization of extratextual expressions by adults while facilitating children's skills and development has been noted to optimally enhance children's language and early literacy skills (Kaderavek et al., 2014; Mol et al., 2009). Extratextual talk is defined as discourses that go beyond reading the story text (Kaderavek et al., 2014). The use of extratextual talk is designed to encourage dialogue between adults and children with the aim of promoting increased child speech and diminishing the adult's speaking role (Flynn, 2011). In this context, adults assess and expand upon children's responses to prompts while offering praise (Zevenbergen et al., 2003).

During interactive book reading, teachers employ extratextual talk to repeat, rephrase, or expand upon children's utterances. The strategy of repeating and elaborating on children's responses serves to elicit more complex language use and model accurate versions of children's responses (Che et al., 2018). Furthermore, teachers guide children by using open-ended questions, allowing them to expand their expressions by adding another semantic or syntactic component (Hindman et al., 2019; Milburn et al., 2014). Zucker et al. (2010) found a sequential relationship between the teacher's inferential questioning and children's inferential responses. Whitehurst and Lonigan (1998) highlighted the positive impact of utilizing labeling questions during interactive book reading, where children are prompted to imitate. This approach was found to be advantageous for enhancing children's expressive language skills. In another study, it was observed that introducing low-demand questions when a new word was initially presented in interactive book reading, followed by subsequent high-demand questions, led to children exhibiting a more profound comprehension of word meanings (Blewitt et al., 2009).

Teachers emphasizing new words by providing explanations or synonyms, associating words with story events or children's experiences, and focusing on rare words crucial for understanding the story (Milburn et al., 2014) are more memorable than passive exposure (Read et al., 2019). Additionally, providing explanations of word meanings during interactive book reading is an effective method for enhancing children's understanding of the story (Beck & McKeown, 2007; Johnson & Yeates, 2006; Penno et al., 2002). Research suggests that this method can be an effective way to increase vocabulary acquisition (Penno et al., 2002). Another extratextual talk used during interactive book reading activities is teachers making comments to enhance children's understanding of the text. Such comments involve efforts to enhance comprehension (e.g., reenacting events), elaborating on newly encountered words in the text, or engaging in cognitively challenging, abstract discussions about the story's meaning. Discussing the emotions or inner world of the protagonist or specific characters can support comprehension (Gygax & Gillioz, 2015).

Studies investigating teacher-child interactions during interactive book reading have focused on (a) communicative acts, (b) focus of the interaction, and (c) the cognitive demand of these interactions in extratextual talk (Deshmukh et al., 2019; Hindman et al., 2019; Mascareño et al., 2016; Tompkins et al., 2017). Communicative acts, which define the function of utterances in extratextual talk, include initiation, response, follow-up, and commentary. The focus of the interaction pertains to the discussion of concrete content, including words that are explicitly described and explained during interactions. Cognitive demand refers to the level of abstraction in extratextual talk and involves cognitively more challenging discussions.

The literature suggests that various types of teacher-child interactions occur during interactive book reading (e.g., Mascareño et al., 2016; Wasik et al., 2016), and more cognitively demanding extratextual talk has been found to positively influence children's language development (Zucker et al., 2013). In another study, Zucker et al. (2021) categorized teachers' linguistic interactions into three profiles: (1) "moderate comprehenders" (low cognitively demanding talk), (2) "discuss & reflect comprehenders" (both low and high cognitive demand talk occurring after reading), and (3) "preview & discuss comprehenders" (high cognitive demand talk during reading). The study concluded that children's responses varied according to these profiles; however, no direct relationship between these profiles and children's literacy outcomes was identified. Given that this study was conducted with 98 teachers who read the same book only once, the authors emphasized the need for further in-depth research to better understand these profiles and their potential implications.

Moreover, scholarly investigations have examined the emphasis and degree of abstraction present in adult-child interactions throughout the process of interactive book reading and their ramifications on linguistic development (Duong et al., 2021; Tompkins et al., 2017; Uscianowski et al., 2020; Vanparys et al., 2024). Empirical evidence indicates that adults who foster dialogues through the use of open-ended inquiries, attentively engaging with children's replies, and offering elaborative commentary significantly bolster children's linguistic growth (Barnes et al., 2017; Daubert et al., 2020; Tompkins et al., 2017).

Furthermore, an increased frequency of child responses has been correlated with enhanced vocabulary acquisition (Hindman et al., 2019). In addition, the volume and specificity of lexical items utilized during communicative exchanges have been demonstrated to play a pivotal role in children's linguistic development, particularly in relation to the expansion of their vocabulary (Vanparys et al., 2024; Wasik et al., 2016).

Additionally, studies have examined the focus and level of abstraction in adult-child interactions during interactive book reading and their effects on children's language development (Duong et al., 2021; Tompkins et al., 2017; Uscianowski et al., 2020; Vanparys et al., 2024). Research has shown that adults initiating conversations with open-ended questions, carefully following children's responses, and providing explanations positively impact language development (Barnes et al., 2017; Daubert et al., 2020; Tompkins et al., 2017). Furthermore, it has been demonstrated that an increased number of child responses supports vocabulary acquisition (Hindman et al., 2019) and that the presentation of concrete words and the number of words used during communication contribute to vocabulary expansion (Vanparys et al., 2024; Wasik et al., 2016). These findings suggest that the quality and quantity of teacher interactions during interactive book reading play a crucial role in children's language development. Therefore, this study was designed to observe a smaller number of teachers across a greater number of reading sessions. Additionally, the SABR (Systematic Assessment of Book Reading) scale was chosen as an observational tool to systematically assess teachers' verbal interactions, particularly in terms of language development, elaboration, and abstraction.

Moreover, recent studies have demonstrated that both teachers and the characteristics of picture storybooks play a crucial role in shaping interactions during book reading (Muhinyi et al., 2020; Uscianowski et al., 2020; Vanparys et al., 2024). Muhinyi et al. (2020) found that complex stories facilitate more abstract discussions among mothers compared to simpler stories. However, the authors caution that highly demanding stories may be less accessible for young children and those with language delays, potentially limiting their benefits for all children. Similarly, Uscianowski et al. (2020) found that pages containing only one or two words elicited more abstract questions than pages with 30–37 words. Therefore, in this study, books with minimal text per page (e.g., "As if" and "It's hard being a baby octopus") were selected to encourage teachers to engage in more abstract questioning.

Recent studies have also demonstrated that both teachers and the characteristics of picture storybooks play a crucial role in shaping interactions during interactive book reading (Muhinyi et al., 2020; Uscianowski et al., 2020; Vanparys et al., 2024). Muhinyi et al. (2020) found that "complex" stories facilitated more abstract discussions among mothers compared to simpler stories. Nevertheless, the authors issued a cautionary note regarding the potential inaccessibility of the abstract discussions arising from complex narratives for young children as well as those experiencing language delays, which may restrict the benefits of such discussions for the entire child demographic. In a parallel inquiry, Uscianowski et al. (2020) identified that pages comprising only one or two words provoked a greater number of abstract inquiries than pages featuring a higher word count (30–37 words). In light of these insights, our investigation has opted for picture books that exhibit minimal textual content on each page (e.g., "As if" and "It's hard being a baby octopus") to foster an environment in which educators are encouraged to engage in more abstract questioning.

Considering the findings and recommendations of studies examining extratextual talk during interactive book reading, investigating the impact of teachers' extratextual talk on children's language development is expected to contribute significantly to the field. Therefore, this study aims to examine how preschool teachers' extratextual talk profiles during interactive book reading influence the language development of children in their classrooms. The study was conducted through ten distinct book reading sessions, picture storybooks with minimal text to facilitate more interactive and abstract discussions.

Method

In this part of the study, research model, research ethics, participants, data collection tools, data collection process and data analysis sections are provided.

Research model

This research was designed to investigate the impact of preschool teachers' extratextual talk profiles on children's language development; therefore, the research methodology was constructed using the comparative correlational survey model, which involves creating groups based on the independent variable being tested and then examining whether there is differentiation among these groups based on the dependent variable (Karasar, 2024). Within the framework of this model, the levels of teachers' extratextual talk profiles were initially determined, followed by an examination of the impact of these profiles on children's language development.

Research Ethics

Prior to data collection, ethical approval for this study was obtained from the Yozgat Bozok University Ethics Committee (Approval Date: 21.02.2024, No: 11/44). The study involved collecting data from teacher-child pairs in kindergartens located in a large provincial center in Türkiye. Data collection included video recordings of teachers' extratextual talk during interactive book reading sessions. Before commencing the study, all participants, including both teachers and children, were informed about the research objectives and procedures. Those who agreed to participate provided written informed consent. It was also

emphasized that participants could withdraw from the study at any time without providing a reason.

The study adhered to the ethical principles outlined in the 1964 Helsinki Declaration. All information collected during the research was anonymized and securely stored on an encrypted university-owned computer system to ensure confidentiality and data protection.

Participants

This study included six preschool teachers (n=6) who voluntarily participated in the study from randomly selected kindergartens in the central districts of Konya (Karatay, Meram, and Selçuklu) and preschool children (n=54) in their classrooms during the spring semester of the 2023-2024 academic year. In classrooms led by teachers with a high extratextual talk profile, 63% of the children are girls (n=17), and 37% are boys (n=10). In classrooms led by teachers with a low extratextual talk profile, 48.1% are girls (n=13), and 51.9% are boys (n=14).

Data Collection Tools

Data were gathered through the Systematical Assessment of Book Reading (SABR) and the Test of Language Development-Third Edition (TELD-3).

Systematical Assessment of Book Reading (SABR): This assessment tool was developed by Justice, Zucker, and Sofka (2010). It is employed to evaluate interactive group reading activities with picture storybooks conducted by teachers and children in a large group setting. SABR comprises five categories: Language Development, Abstract Thinking, Writing/Phonological Skills, Detailing, and Session Atmosphere. Within the Language Development dimension, there are 5 types of behaviors to be monitored, 4 in Abstract Thinking, 5 in Detailing, 4 in Writing/Phonological Skills, and 3 in Session Atmosphere, totaling 21 behaviors. Activities that involve teachers describing events and discussing them with children are considered supportive of children's language development skills according to SABR. Additionally, teachers are expected to draw attention to specific words during the reading of the picture storybook, indicate their usage, and ensure that children notice them. To accomplish this, teachers are anticipated to make use of the images and texts in the picture storybook.

SABR aims to assist preschool teachers in supporting children's abstract thinking skills by facilitating comparisons between children's daily lives and events encountered in the picture storybook. Teachers are expected to provide guidance for children to transfer and compare events from the picture storybook to their daily experiences. The assessment of detailing skills using SABR takes into account various steps. Through detailing, teachers should emphasize similarities and differences between events in the picture storybook and those encountered in children's daily lives.

The assessment of Writing/Phonological Skills using SABR includes expressions such as how teachers hold the picture storybook, indicate the writing direction, discuss illustrators and authors, and draw attention to punctuation marks using gestures and facial expressions. In addition to these expressions, it encompasses demonstrating the front and back covers of the book, pointing out where the reading will start, and reading or mimicking reading by following along with a finger.

SABR aims to create a classroom environment conducive to reading and maintain this atmosphere throughout the reading activity. Teachers are expected to respond warmly and promptly to questions posed by children, display courteous and respectful behavior, express concern for children through gestures and facial expressions, and provide positive reinforcement and encouragement to motivate the children.

The coding of SABR occurs at 15-second intervals due to coders viewing and pausing video-recorded book-reading sessions. A 15-second interval coding scheme is employed to document the frequency of specific extratextual teacher expressions for the five code categories (Language Development, Abstract Thinking, Detailing, Writing/Phonological Skills, and Session Climate) (Justice et al., 2010; Pentimonti et al., 2012).

Reliability figures for all sub-dimensions of SABR were determined as follows: Language Development (.83), Abstract Thinking (.64), Detailing (.73), Writing/Phonological Skills (.50), and Session Climate (.72). The adaptation of the scale to Turkish was conducted by Tepetaş Cengiz (2015). In the adaptation process, expert opinions were gathered initially. Subsequently, to ensure internal reliability, a different observer conducted scale applications in three schools simultaneously and in the same environment as the researcher. Statistical calculations measuring inter-observer reliability were performed for the data collected from these schools. According to the Kappa coefficient values, "very good agreement" was achieved between the observers. The Cronbach alpha value for the scale was determined as 0.766 (Tepetaş Cengiz, 2015).

Test of Early Language Development—Third Edition (TELD-3): The TELD-3 was developed by Hresko, Reid, and Hammill in 1999 to assess the language development of children aged two to seven years and eleven months. The Turkish adaptation of TELD-3 was carried out by Topbaş and Güven in 2009. TELD-3 examines the components of language, including meaning, form, and syntax (Güven & Topbaş, 2014). The test consists of two parallel forms, A and B, which perform measurements of "receptive language" and "expressive language" through two subtests in each form. Additionally, the "verbal language performance" score is determined by the composite scores of these subtests. In this research, the B form of TELD-3 was utilized. The internal consistency coefficients of A and B forms were found to be between .86 and .98 during the adaptation study of TELD-3, while the internal consistency coefficient for the B form used in this study was determined to be .91.

Data Collection Process

In alignment with the objectives of this study, ten picture storybooks appropriate for the interactive book

reading technique were selected. Preschool teachers received in-service training on the interactive book reading process. Preschool teachers were instructed to read these books using the interactive book reading technique once a week. Each teacher read ten different books interactively, one book per week. Video recordings were made while teachers read the books. During the interactive book reading process, teachers used the CROWD technique. The researchers reviewed the SABR codes, which included detailed explanations, information on scoring procedures, and the SABR guide related to reliability training. Additionally, they watched video training modules and relevant PowerPoint presentations containing specific video examples of teachers' codable behaviors. Subsequently, two researchers completed the coding process using the codes. Furthermore, the TELD-3 was individually administered to children by the researchers to determine their language development levels before and after the completion of book reading activities. The test duration for each child ranged from 15 to 18 minutes.

Data Analysis

The researchers individually examined video recordings of the six teachers in the study group during book reading, and the teachers' book reading behaviors were analyzed according to the SABR coding list. Cohen's Kappa coefficient formula was employed to determine interobserver coding reliability. In this context, the Kappa score obtained by observers for the five code categories in the SABR coding list was found to be .89. According to Landis and Koch (1977), this indicates that interobserver agreement is excellent. After reaching a consensus on discrepancies, all data from the code list were entered into the SPSS 26 (IBM Corp., 2019) analysis program.

Researchers have categorized the educational content of interactive book reading activities into two main areas: (1) meaning-related talk supporting text comprehension and (2) literacy-related talk supporting the understanding of books and print conventions. Meaning-related talk is further divided into low cognitive demand and high cognitive demand topics. Low-demand talk involves verbatim recall of text events, character or picture descriptions, and comparisons of perceptual attributes (e.g., big/small, red/pink). High-demand talk includes inferences about a character's feelings, desires, perspectives, or cognition; causal reasoning; or elaborations on word meanings involving non-perceptual attributes (e.g., Hindman et al., 2012; Zucker et al., 2010). Given this study examines the impact of interactive book reading on children's language development, teacher talk was categorized as high-demand and low-demand. Thus, the language development, abstract thinking, and elaboration sub-dimensions of the SABR scale were assessed in this study. The total amount of extratextual talk and the amounts of high-demand and low-demand talk by teachers during interactive book reading were determined. Teachers with a total extratextual talk amount of 200 and above, a speech amount of 100 and above in the language development sub-dimension, and a speech amount of 50 and above in the abstract thinking and elaboration sub-dimensions were identified as high-demand teachers. The speech amounts of teachers are presented in Table 1.

The TELD-3 data obtained for assessing children's language development were collected from the classrooms of the six teachers who agreed to participate in the research, both before and after the book reading activity. The collected data were transferred to the SPSS 26 analysis program (IBM Corp., 2019). To equalize the number of children in each class, pre-test scores of children in each class were examined, and children whose pre-test scores were close in terms of language development (nine children from each teacher's class) were included in the research. Before proceeding to the analysis stage, homogeneity and normality tests were conducted to examine the distribution of the data. In cases where the data were not normally distributed, the Kruskal-Wallis test was employed, and in cases where the data were normally distributed, the Paired Samples t-test was conducted. The significance level was set at .05. Additionally, the effect size was calculated and interpreted.

Results

This section presents the analysis results related to the impact of preschool teachers' extratextual talk profiles on children's language development. The results concerning teachers' extratextual talk profiles and children's receptive, expressive, and verbal language pre-test scores are presented in Table 2.

Table 2 demonstrates that considering the pre-test scores of children in terms of receptive, expressive, and verbal language in relation to preschool teachers' extratextual talk profiles (high-demand, low-demand), there is no significant differentiation in the pre-test scores of children in terms of receptive language ($\chi 2$ (df=5, n=54) = 6.836, p>.05), expressive language ($\chi 2$ (df=5, n=54) = 10.908, p>.05), and verbal language ($\chi 2$ (df=5, n=54) = 8.434, p>.05).

A t-test was conducted to determine whether there is a significant difference in the pre-test and post-test scores of children in terms of receptive, expressive, and verbal language based on the extratextual talk profiles of high-demand teachers. The test results are presented in Table 3.

Paired Samples t-test results indicate significant differences in the pre-test and post-test scores of children in terms of receptive [t(27)=-2.620, p<0.05, d=0.68], expressive [t(27)=-2.464, p<0.05, d=0.65], and verbal language [t(27)=-2.738, p<0.05, d=0.69] based on the extratextual talk profiles of high-demand teachers. Furthermore, the calculated effect size values for receptive (d=0.68), expressive (d=0.65), and verbal language (d=0.69) indicate a moderate effect size, suggesting a moderate difference between pre-test and post-test scores. Upon examining the mean scores, it can be observed that the post-test mean scores for children in terms of receptive, expressive, and verbal language are higher compared to the pre-test mean scores.

A t-test was conducted to determine whether there is a significant difference in the pre-test and post-test scores of children in terms of receptive, expressive, and verbal language based on the extratextual talk profiles of low-demand teachers. The test results are presented in Table 4.

The results of the Paired Samples T-Test presented in Table 4 indicate that there are no significant differences in the pre-test and post-test scores of children in terms of receptive [t(27) = -1.264, p > 0.05, d = 0.29] and verbal language [t(27) = -1.776, p > 0.05, d = 0.37] based on the extratextual talk profiles of low-demand teachers. However, a significant difference is observed in expressive language [t(27) = -2.922, p < 0.05, d = 0.64], and the calculated effect size value (d = 0.65) indicates a moderate effect size for the significant difference in expressive language scores. Upon examining the mean scores, it is observed that the post-test mean scores for children in terms of receptive, expressive, and verbal language are higher compared to the pre-test mean scores.

The results of the Paired Samples T-Test presented in Table 4 indicate that there are no significant differences in the pre-test and post-test scores of children in terms of receptive [t(27) = -1.264, p > 0.05, d = 0.29] and verbal language [t(27) = -1.776, p > 0.05, d = 0.37] based on the extratextual talk profiles of low-demand teachers. However, a significant difference is observed in expressive language [t(27) = -2.922, p < 0.05, d = 0.64], and the calculated effect size value (d = 0.65) indicates a moderate effect size for the significant difference in expressive language scores.

Table1. Teachers' extratextual talk profile levels and scores from SABR

Profile Levels	Teachers	Language development	Abstract thinking	Elaboration	Total
High demand	Teacher 1	147	50	55	252
High demand	Teacher 2	106	51	53	210
High demand	Teacher 3	116	91	53	260
Low demand	Teacher 4	68	32	13	113
Low demand	Teacher 5	56	37	14	107
Low demand	Teacher 6	62	32	10	104

Table 2. Analysis of high and low-demand pre-test language scores (Kruskal Wallis Test)

	Profile Levels	Teachers	Mean rank	Chi- square	p
Receptive language	High demand	Teacher 1	28.61	6.836	.233
		Teacher 2	29.94		
		Teacher 3	37.94		
	Low demand	Teacher 4	24.67		
		Teacher 5	22.33		
		Teacher 6	21.50		
Expressive language	High demand	Teacher 1	34.94	10.908	.053
		Teacher 2	25.33		
		Teacher 3	34.89		
	Low demand	Teacher 4	17.11		
		Teacher 5	20.33		
		Teacher 6	25.33		
Verbal language	High demand	Teacher 1	32.78	8.434	.134
		Teacher 2	30.39		
		Teacher 3	36.94		
	Low demand	Teacher 4	22.83		
		Teacher 5	20.72		
		Teacher 6	21.33		

Table 3. Analysis of high-demand pre-test to post-test language scores (Paired Samples T Test)

	Tests	X	SD	t	p	Cohen's d
Receptive language	Pre-test	111.4815	10.489	-2.620	.014*	0.68
	Post-test	117.6296	7.233			
Expressive language	Pre-test	111.2593	9.594	-2.464	.021*	0.65
	Post-test	116.5185	6.085			
Verbal language	Pre-test	114.4074	10.016	-2.738	.011*	0.69
	Post-test	120.4074	7.028			

*p<.05

Table 4. Analysis of low-demand pre-test to post-test language scores (Paired Samples T Test)

	Tests	X	SD	t	p	Cohen's d
Receptive language	Pre-test	103.7407	12.669	-1.264	.218	0.29
	Post-test	107.0741	9.302			
Expressive language	Pre-test	103.5926	6.523	-2.922	.007*	0.64
	Post-test	108.8889	9.552			
Verbal language	Pre-test	105.3333	9.223	-1.776	.087	0.37
	Post-test	108.8889	9.552			

*p<.05

Table 5. Analysis of high and low-demand post-test language scores (Kruskal Wallis Test)

	Profile Levels	Teachers	Mean rank	Chi- square	p	Post-hoc
Receptive language	High demand	Teacher 11	33.06	20.720	.001*	1>5, 1>6
		Teacher 22	31.00			2>5, 2>6
		Teacher 33	43.94			3>4,3>5,3>6
	Low demand	Teacher 44	23.44			
		Teacher 55	14.83			
		Teacher 66	18.72			
Expressive language	High demand	Teacher 11	36.56	17.337	.004*	1>4,1>5,1>6
		Teacher 22	31.28			2>5
		Teacher 33	39.94			3>4,3>5,3>6
	Low demand	Teacher 44	18.83			
		Teacher 55	16.89			
		Teacher 66	21.50			
Verbal language	High demand	Teacher 11	36.06	25.434	.000*	1>4,1>5,1>6
		Teacher 22	31.33			2>5,2>6
		Teacher 33	44.44			3>4,3>5,3>6
	Low demand	Teacher 44	20.89			
		Teacher 55	13.06			
		Teacher 66	19.22			

1= Teacher 1, 2=Teacher 2, 3= Teacher 3, 4=Teacher 4, 5= Teacher, 6= Teacher 6,
*p<.05

Upon examining the mean scores, it is observed that the post-test mean scores for children in terms of receptive, expressive, and verbal language are higher compared to the pre-test mean scores.

The results of teachers' extratextual talk profiles in relation to the post-test scores of children in terms of receptive, expressive, and verbal language are provided in Table 5.

The findings presented in Table 5 reveal significant distinctions when scrutinizing the post-test scores of children in terms of receptive, expressive, and verbal language, based on the extratextual talk profiles of preschool teachers (high demand, low demand). Notably, substantial differences are evident in receptive language ($\chi 2$ (df=5, n=54) = 20.720, $p < 0.05$), expressive language ($\chi 2$ (df=5, n=54) = 17.337, $p < 0.05$), and verbal language ($\chi 2$ (df=5, n=54) = 25.434, $p < 0.05$). These variations are in favor of teachers exhibiting high demand in their extratextual talk profiles.

Conclusion and Discussion

This study investigated the impact of preschool teachers' extratextual talk profiles during interactive book reading on children's language development. The results indicate that teachers exhibit both high and low extratextual talk profiles, with children in classrooms led by teachers with high extratextual talk profiles showing improvements in both receptive, expressive, and verbal language scores. However, in classrooms led by teachers with low extratextual talk profiles, only expressive language scores demonstrated an increase in preschool-aged children. Additionally, it was observed that children in classrooms led by teachers with high extratextual talk profiles scored higher in receptive, expressive, and verbal language compared to children in classrooms led by teachers with low extratextual talk profiles.

Research indicates that a critical aspect of maximizing the benefits of interactive book reading goes beyond the reading of the text itself and involves extratextual talk (Mol et al., 2009). Experimental studies have demonstrated that the quality of adults' extratextual talk during interactive book reading can influence young children's language and literacy learning (Cabell et al., 2019; Coyne et al., 2009; Gonzalez et al., 2011; Justice et al., 2005; Mol et al., 2009; Penno et al., 2002; Wasik et al., 2006; Wasik et al., 2016). Furthermore, research indicates that engaging in cognitively challenging extratextual talk such as making inferences, predicting, and providing explanations, enhances vocabulary development and comprehension skills by encouraging children to use higher-order thinking processes (Muhinyi & Hesketh, 2017; Hindman et al., 2008; Read et al., 2023).

Gonzalez and colleagues (2014) found that particularly high-demand or cognitively challenging speech during interactive book reading enhances the deep structuring of learned words and vocabulary development, especially in terms of receptive and expressive language development. This finding aligns with research suggesting that abstract and decontextualized talk contributes more effectively to children's language skills than basic labeling and description (Muhinyi et al., 2020; Tompkins et al., 2017). Furthermore, Zucker et al. (2021) identified different teacher talk profiles in interactive book reading, including Reflective Discussers, Analytical Engagers, and Guided Scaffolding Teachers. Teachers who facilitated cognitively rich discussions and encouraged children to explain and link ideas were found to contribute to greater language development over time (Zucker et al., 2021).

Furthermore, studies indicate that the type of teacher talk used during interactive book reading is directly linked to children's depth of processing and ability to internalize new vocabulary (Dickinson & Smith, 1994). For example, when teachers prompt children to formulate hypotheses about a story, make predictions, or connect the story's content to their own experiences, children are more likely to establish deeper semantic associations (Gillam et al., 2012). This indicates that teacher talk acts as a cognitive scaffold, helping children incorporate new vocabulary into their mental lexicon more efficiently. Additionally, Op 't Eynde et al. (2024) found that inferential prompts from teachers strongly influenced children's ability to produce inferential responses. Their study revealed that when teachers provided more abstract, elaborative follow-ups, children were likelier to engage in deeper cognitive processing and make meaningful connections within the text.

Both correlational and intervention studies indicate the effectiveness of interactive book reading on the language development of preschool-aged children (e.g., Dickinson et al., 2019; Gonzalez et al., 2011; Justice et al., 2009; Lake & Evangelou, 2019; Mol et al., 2009; Okyay & Kandır, 2017; Şimşek & Işıkoğlu-Erdoğan, 2021; Wasik & Bond, 2001; Zucker et al., 2013; 2021). Van der Wilt and colleagues (2019) demonstrated that interactive book reading types using traditional, focused attention, and concept maps were equally effective on children's verbal language skills. Similarly, Chien (2020) found that embedded read-alouds using the question-answer method and executive function activities were equally effective in influencing children's verbal language skills. The results of these studies support our finding that extratextual talk used during interactive book reading positively impacts the receptive and expressive language development of children.

However, while classrooms led by teachers with low extratextual talk profiles exhibited significant development in expressive language compared to their initial levels, it was discovered that children in these classrooms showed comparatively less improvement than those in classrooms led by teachers with high extratextual talk profiles. This difference may stem from the nature of extratextual talk used by low-talk-profile teachers, which often relies on simple factual statements rather than engaging children in cognitively rich conversations (Zucker et al., 2021). Moreover, research suggests that a structured approach to scaffolding children's responses, such as encouraging them to analyz and infer meanings rather than providing simple yes/no answers, further supports language development (Read et al., 2023). The findings by Op 't Eynde et al. (2024) also support this argument, indicating that children are more likely to produce inferential responses when teachers engage in sustained conversations rather than one-time prompts, highlighting the role of continuous engagement in deepening comprehension.

Limitations and Suggestions for Future Research

This study has several limitations. First, the effect sizes observed were small to moderate, likely due to the limited sample size, which may have affected the statistical power of the findings. To enhance generalizability, future research should replicate these results with a larger and more diverse sample. Second, although reliable and valid scales were used to assess children's receptive, expressive, and verbal language skills, future studies could integrate qualitative data collection methods to provide a more in-depth understanding of language development. Third, to optimize the impact of interactive book reading on children's language skills, professional development programs could be introduced to help preschool teachers improve their extratextual talk strategies. Lastly, this study examined preschool teachers' extratextual talk profiles using a cross-sectional approach. Future research should adopt longitudinal designs to investigate the long-term effects of extratextual talk on children's language acquisition and overall developmental outcomes.

Genişletilmiş Özet

Giriş

Okul öncesi eğitim ortamlarında etkileşimli kitap okuma, çocukların dil ve okuryazarlık becerilerini desteklemede etkili bir rol oynamaktadır. Ayrıca bir yetişkin ile çocuk arasındaki etkileşimin kalitesi, bu faydanın en üst düzeye çıkarılması için özellikle önemlidir. *Etkileşimli kitap okuma deneyimlerinin kalitesini etkileyen* süreçler, yetişkinin çocukların becerilerini ve gelişimini kolaylaştırma yeteneği (örn. dil ve okuryazarlık), yetişkin ve çocuk arasındaki sosyo-duygusal ilişki ve yetişkinin çocuğu okurken meşgul etme kapasitesi (Sutton vd., 2007) olarak üç başlıkta ele alındığı görülmektedir. Yetişkin çocukların becerilerini ve gelişimini kolaylaştırma sürecinde metin dışı ifadelerini kullanmasının çocukların dil ve erken okuryazarlık becerilerini en üst seviyede desteklediği tespit edilmiştir (Kaderavek vd., 2014; Mil vd., 2009). *Metin dışı konuşma*, yetişkinin *hikâye metnini okumanın ötesine geçen söylemleri olarak ifade edilmektedir* (Kaderavek vd., 2014).

Etkileşimli kitap okuma, öğretmenlerin kelimeleri açıklama veya eş anlamlılarını sağlama, kelimeleri hikâye

olaylarıyla veya çocukların deneyimleriyle ilişkilendirme ve hikâyeyi anlamak için önemli olan sık kullanılmayan kelimelere odaklanarak (Milburn vd., 2014) yeni kelimeleri vurgulaması açısından önemlidir (Read ve diğerleri, 2019). Etkileşimli kitap okuma etkinlikleri esnasında kullanılan bir metin dışı konuşma, öğretmenlerin çocukların metni anlamalarını geliştirecek yorumlarda bulunmasıdır. Bu tür yorumlar, hikâyenin anlaşılmasını artırmaya yönelik çabalar (örneğin, olayları canlandırma), metinde karşılaşılan yeni kelimeleri detaylandırmayı veya hikayenin anlamı hakkında bilişsel açıdan zorlayıcı, soyut düşünmeyi teşvik eden konuşmaları içerir. Kahramanın veya belirli karakterlerin duygularını veya iç dünyasını tartışmak anlamayı destekleyebilir (Gygax & Gillioz, 2015).

Etkileşimli kitap okuma sırasında öğretmen-çocuk etkileşimlerini araştıran çalışmaların, metin dışı konuşmada (a) iletişimsel eylemlere, (b) odak noktasına ve (c) bu etkileşimin bilişsel talebine odaklandığı görülmektedir (Deshmukh vd., 2019; Hindman vd., 2019; Mascareño vd., 2016; Tompkins vd., 2017). Metin dışı konuşmadaki ifadelerin işlevini ifade eden İletişimsel eylemler, başlatma, yanıt, takip ve yorumu içerir. Odak noktası, etkileşim sırasında tartışılan somut içerikle ilgili tanımlanan ve açıklanan somut kelimeleri içerir. Bilişsel talep ise, metin dışı konuşmaların soyutlama düzeyiyle ilgilidir, bilişsel olarak daha zorlayıcı konuşmaları içerir. Alanyazında, etkileşimli kitap okuma sırasında çeşitli etkileşimlerin incelendiği (örneğin, Mascareño vd., 2016 ; Wasik vd., 2016) ve daha bilişsel olarak zorlayıcı metin dışı konuşmaların çocukların dil gelişimini olumlu etkilediği tespit edilmiştir (Zucker vd., 2013). Zucker ve diğerleri (2021) yaptığı diğer bir araştırmada ise, öğretmelerin dilsel etkileşimlerini "orta düzeyde anlayan" (düşük bilişsel olarak zorlayıcı konuşma), "tartışan ve düşünen anlayan" (hikâyeden sonra hem düşük hem de yüksek zorlayıcı konuşma) ve "ön izleme ve tartışan anlayan" (okuma sırasında yüksek zorlayıcı konuşma) olarak üç profilde incelemişlerdir. Çalışma, çocukların tepkilerinin bu profillere göre değiştiği sonucuna ulaşılmıştır; ancak bu profillerin çocukların dil ve okuryazarlık becerileriyle doğrudan bir ilişkisi olmadığını tespit etmiştir. Aynı kitabı yalnızca bir kez okuyan 98 öğretmen ile yürütülen bu çalışma sonuçlarının daha derinlemesine incelemelerle araştırılmaya ihtiyaç duyulduğunu vurgulamışlardır.

Ayrıca, etkileşimli kitap okuma sırasında yetişkin-çocuk etkileşimlerinin odağı ve soyutlama düzeyinin çocukların dil gelişimi üzerindeki etkilerini inceleyen çalışmalar bulunmaktadır (Duong vd., 2021; Tompkins vd., 2017; Uscianowski vd., 2020; Vanparys vd., 2024). Araştırmalar, yetişkinlerin açık uçlu sorularla konuşma başlatmasının, çocukların yanıtlarını dikkatle takip etmesinin ve açıklamalar yapmasının dil gelişimini olumlu yönde etkilediğini göstermektedir (Barnes vd., 2017; Daubert vd., 2020; Tompkins vd., 2017). Ayrıca, çocukların verdikleri yanıtların sayısının artmasının, kelime bilgisi edinimlerini desteklediği (Hindman vd., 2019) ve iletişim sırasında sunulan somut kelimeler ile kelime sayısının, özellikle kelime dağarcığının genişlemesine katkı sağladığı ortaya konmuştur (Vanparys vd., 2024; Wasik vd., 2016). Bu araştırma sonuçları etkileşimli kitap okuma esnasındaki öğretmen etkileşimlerinin nitelik ve niceliğinin çocukların gelişimleri üzerinde etkili olduğunu göstermektedir. Bu nedenle araştırmamızda daha az öğretmenin daha çok okuma seansının gözlenmesi planlanmıştır. Ayrıca öğretmenlerin dil gelişimi, detaylandırma, soyutlama ile ilgili konuşmalarını gözlemlemeye fırsat sunan SABR ölçeği kullanılmasına karar verilmiştir.

Ayrıca, güncel çalışmalar öğretmenin yanı sıra resimli kitabın özelliklerinin de etkileşimin şekillenmesinde önemli bir rol oynadığını ortaya koymaktadır (Muhinyi vd., 2020; Uscianowski vd., 2020; Vanparys vd., 2024). Muhinyi vd. (2020), "karmaşık" hikayelerin, basit hikayelere kıyasla annelerin daha soyut konuşmalar yapmasını kolaylaştırdığını belirtmiştir. Ancak yazarlar, zorluk seviyesi yüksek hikayelerin küçük çocuklar ve dil gecikmesi yaşayan çocuklar için daha az erişilebilir olabileceğini ve bu nedenle tüm çocuklara aynı düzeyde fayda sağlamayabileceğini vurgulamaktadır. Uscianowski vd. (2020) ise yalnızca bir veya iki kelime içeren sayfaların, 30-37 kelime içeren sayfalara kıyasla daha soyut sorulara yol açtığını tespit etmiştir. Bu nedenle, araştırmamızda öğretmenlerin daha fazla soyut soru yöneltebilmesini teşvik etmek amacıyla, sayfalarında daha az metin içeren kitaplar (örn. “Mış gibi” ve “Yavru ahtapot olmak çok zor”) tercih edilmiştir.

Etkileşimli kitap okuma sırasında metin dışı konuşmaları inceleyen araştırmaların bulguları ve önerileri dikkate alındığında, öğretmenlerin metin dışı konuşmalarının çocukların dil gelişimi üzerindeki etkisini araştırmanın alana önemli bir katkı sağlayacağı düşünülmektedir. Bu doğrultuda, bu araştırmada okul öncesi öğretmenlerinin etkileşimli kitap okuma sürecindeki metin dışı konuşma profillerinin profillerinin sınıflarındaki çocukların dil gelişimi üzerindeki etkisini incelemek amaçlanmıştır. Çalışma kapsamında 10 kitap (birbirinden farklı) okuma seansı gerçekleştirilmiş ve az metin içeren resimli kitaplar tercih edilmiştir.

Yöntem

Bu araştırma, okul öncesi öğretmenlerin metin dışı konuşma profillerinin çocukların dil gelişimi üzerindeki etkisi incelemek amacıyla yapıldığından araştırma yöntemlerinden, karşılaştırmalı ilişkisel tarama modeliyle oluşturulmuştur. Bu model çerçevesinde, öncelikle öğretmenlerin metin dışı konuşma profillerinin düzeyleri belirlenmiş, sonrasında bu profillerin çocukların dil gelişimi üzerindeki etkisi incelenmiştir.

Bu araştırma, 2023-2024 eğitim-öğretim yılının bahar döneminde Konya’nın merkez ilçelerinde (Karatay, Meram, Selçuklu) bulunan okul öncesi eğitim kurumları arasından rastgele belirlenen anaokulları arasından araştırmaya gönüllü olarak katılan altı okul öncesi öğretmeninden (n=6) ve bu öğretmenlerin sınıfında bulunan okul öncesi dönem çocuklarından (n=54) oluşmaktadır.

Kitap Okumanın Sistematik Değerlendirilmesi (KOSD) ölçeği Justice, Zucker, ve Sofka (2010) tarafından geliştirilmiş ve Türkçeye Tepetaş Cengiz (2015)

uyarlamıştır. KOSD, öğretmenlerin çocuklarla birlikte büyük grup olarak etkileşimli gerçekleştirdiği resimli öykü kitabı okuma etkinliklerini değerlendirmek amacıyla geliştirilmiştir. Ayrıca 1999 yılında iki ila yedi yaş 11 aylık çocukların dil gelişimlerini değerlendirmek amacıyla Hresko, Reid ve Hammill tarafından geliştirilen Erken Dil Gelişim Testi-3'ün (EDGT-3), 2009 yılında Topbaş ve Güven tarafından Türkçeye uyarlaması yapılmıştır. Bu araştırmada bu iki veri toplama aracı kullanılarak, toplanmıştır.

Bu çalışmanın amacı doğrultusunda, etkileşimli kitap okuma tekniğine uygun 10 kitap tespit edilmiştir. Altı okul öncesi öğretmeninin haftada bir defa etkileşimli kitap okuma tekniği ile bu kitapları okumaları istenmiştir. Öğretmenler kitapları okurken video kaydı alınmıştır. Araştırmacılar Kitap Okumanın Sistematik Değerlendirilmesi (KOSD) kodlarının ayrıntılı açıklamalarını, puanlama prosedürlerine ilişkin bilgileri ve güvenilirlik eğitimine ilişkin bilgileri içeren KOSD kılavuzunu incelemiş; ayrıca video eğitim modüllerini ve öğretmenlerin tüm kodlanabilir davranışları kullanımına ilişkin belirli video örneklerini içeren ilgili PowerPoint sunumlarını izlemişlerdir. Daha sonra iki araştırmacı, kodları kullanarak kodlama işlemini tamamlamıştır. Ayrıca çocukların dil gelişim düzeylerini belirlemek için kullanılan EDGT-3**,** kitap okuma etkinlikleri başlamadan önce ve tamamlandıktan sonra araştırmacılar tarafından çocuklara tek tek uygulamıştır. Her çocuk için test 15 ila 18 dakika sürmüştür.

Sonuç, Tartışma ve Öneri

Bu çalışma, okul öncesi öğretmenlerinin etkileşimli kitap okuma sürecindeki metin dışı konuşma profillerinin çocukların dil gelişimine etkisini incelemiştir. Sonuçlar, öğretmenlerin hem yüksek hem de düşük metin dışı konuşma profilleri sergilediğini göstermektedir. Yüksek metin dışı konuşma profiline sahip öğretmenlerin sınıflarındaki çocukların alıcı, ifade ve sözel dil becerilerinde gelişim gözlemlenmiştir. Ancak, düşük metin dışı konuşma profiline sahip öğretmenlerin sınıflarındaki çocukların yalnızca ifade becerilerinde artış görülmüştür. Ayrıca, yüksek metin dışı konuşma profiline sahip öğretmenlerin sınıflarındaki çocukların, düşük profilli öğretmenlerin sınıflarındaki çocuklara kıyasla alıcı, ifade ve sözel dil becerileri açısından daha yüksek puanlar aldığı belirlenmiştir.

Araştırmalar, etkileşimli kitap okumanın faydalarını en üst düzeye çıkarmanın yalnızca metni okumakla sınırlı kalmadığını, aynı zamanda metin dışı konuşmaları da içermesi gerektiğini göstermektedir (Mol ve ark., 2009). Deneysel çalışmalar, etkileşimli kitap okuma sırasında yetişkinlerin sergilediği metin dışı konuşmaların niteliğinin, küçük çocukların dil ve okuryazarlık öğrenimi üzerinde etkili olduğunu ortaya koymuştur (Cabell ve ark., 2019; Coyne ve ark., 2009; Gonzalez ve ark., 2011; Justice ve ark., 2005; Mol ve ark., 2009; Penno ve ark., 2002; Wasik ve ark., 2006; Wasik ve ark., 2016). Ayrıca, çıkarım yapma, tahminde bulunma ve açıklama yapma gibi bilişsel açıdan zorlu metin dışı konuşmaların, çocukların üst düzey düşünme süreçlerini kullanmalarını teşvik ederek kelime dağarcığı gelişimini ve anlama becerilerini artırdığı belirtilmektedir (Muhinyi & Hesketh, 2017; Hindman ve ark., 2008; Read ve ark., 2023).

Gonzalez ve ark. (2014) tarafından yapılan bir araştırma, bilişsel olarak zorlu ve yoğun talep içeren konuşmaların, öğrenilen kelimelerin derinlemesine yapılandırılmasını destekleyerek kelime dağarcığının gelişimini artırdığını göstermektedir. Özellikle, bu tür konuşmaların alıcı ve ifade becerileri üzerinde güçlü bir etkisi olduğu belirlenmiştir. Bu bulgu, soyut ve bağlam dışı konuşmaların çocukların dil becerileri üzerinde, yalnızca isimlendirme ve betimleme tekniklerden daha etkili olduğunu ortaya koyan araştırmalarla da örtüşmektedir (Muhinyi ve ark., 2020; Tompkins ve ark., 2017). Ayrıca, Zucker ve ark. (2021), etkileşimli kitap okuma sırasında öğretmenlerin sergilediği konuşma profillerini sınıflandırarak, Yansıtıcı Tartışmacı, Değerlendirici Katılımcı ve Rehberlik Eden Öğretmen profillerini belirlemiştir. Özellikle bilişsel açıdan zengin tartışmalara katılan ve çocukları açıklamalar yapmaya, fikirleri ilişkilendirmeye teşvik eden öğretmenlerin, zaman içinde çocukların dil gelişimine daha fazla katkıda bulunduğu tespit edilmiştir (Zucker ve ark., 2021).

Ayrıca, araştırmalar etkileşimli kitap okuma sırasında öğretmenlerin kullandığı konuşma türlerinin, çocukların bilgiyi nasıl işlediği ve yeni kelimeleri içselleştirme becerisiyle doğrudan bağlantılı olduğunu göstermektedir (Whitehurst ve ark., 1994; Dickinson & Smith, 1994). Örneğin, öğretmenler çocukları bir hikâye hakkında hipotezler kurmaya, tahminlerde bulunmaya veya hikâyenin içeriğini kendi deneyimleriyle ilişkilendirmeye teşvik ettiğinde, çocukların daha derin anlamsal bağlantılar kurma olasılığı artmaktadır (Gillam ve ark., 2012). Bu durum, öğretmen konuşmalarının bilişsel bir yapı iskelesi görevi görerek çocukların yeni kelimeleri zihinsel sözlüklerine daha verimli bir şekilde dâhil etmelerine yardımcı olduğunu göstermektedir. Ayrıca, Op 't Eynde ve ark. (2024), öğretmenlerin yönlendirdiği çıkarımsal soruların, çocukların çıkarımsal yanıtlar üretme becerilerini önemli ölçüde etkilediğini ortaya koymuştur. Çalışmalar, öğretmenlerin daha soyut ve ayrıntılı takip soruları sorduğunda, çocukların daha derin bilişsel işlemler gerçekleştirdiğini ve metin içindeki anlamlı bağlantıları daha güçlü kurduğunu göstermektedir.

Hem korelasyonel hem de müdahale çalışmaları, etkileşimli kitap okumanın okul öncesi çocukların dil gelişimi üzerindeki etkinliğini ortaya koymaktadır (örn. Dickinson ve ark., 2019; Gonzalez ve ark., 2011; Justice ve ark., 2009; Lake & Evangelou, 2019; Mol ve ark., 2009; Okyay & Kandır, 2017; Şimşek & Işıkoğlu-Erdoğan, 2021; Wasik & Bond, 2001; Zucker ve ark., 2013; 2021). Van der Wilt ve ark. (2019), geleneksel, odaklanmış dikkat ve kavram haritaları kullanan etkileşimli kitap okuma türlerinin, çocukların sözel dil becerileri üzerinde eşit derecede etkili olduğunu göstermiştir. Benzer şekilde, Chien (2020), soru-cevap yöntemi ve yürütücü işlev aktiviteleri kullanılarak gerçekleştirilen okuma oturumlarının, çocukların sözel dil becerileri üzerinde

benzer etkiler yarattığını ortaya koymuştur. Bu çalışmaların sonuçları, etkileşimli kitap okuma sırasında kullanılan metin dışı konuşmanın, çocukların alıcı ve ifade becerileri üzerinde olumlu bir etkiye sahip olduğunu desteklemektedir.

Bununla birlikte, düşük metin dışı konuşma profiline sahip öğretmenler tarafından yönetilen sınıflarda, başlangıç seviyelerine kıyasla ifade becerilerinde önemli bir gelişme gözlemlense de, bu sınıflardaki çocukların ilerlemesi, yüksek metin dışı konuşma profiline sahip öğretmenlerin sınıflarındaki çocuklara kıyasla daha sınırlı kalmıştır. Bu fark, düşük profilli öğretmenlerin metin dışı konuşmalarının doğasından kaynaklanabilir; çünkü bu öğretmenler genellikle çocukları bilişsel açıdan zengin konuşmalara dahil etmek yerine basit ifadelerin olduğu cümlelere odaklanmaktadırlar (Zucker ve ark., 2021). Ayrıca, araştırmalar, çocukların yanıtlarını yapılandırılmış bir rehberlik yaklaşımıyla desteklemenin—örneğin, onların anlamları analiz etmelerini ve çıkarım yapmalarını teşvik etmenin, basit evet/hayır yanıtları vermelerinden daha fazla dil gelişimini desteklediğini göstermektedir (Read ve ark., 2023). Op ‘t Eynde ve ark. (2024) tarafından yapılan araştırmalar da bu görüşü desteklemektedir; öğretmenlerin tek seferlik yönlendirmeler yerine sürekli konuşma etkileşimleri geliştirmesi durumunda, çocukların çıkarımsal yanıtlar üretme olasılıklarının arttığını ortaya koymuştur. Bu bulgu, sürekli öğretmen-öğrenci etkileşiminin, anlama sürecini derinleştirmedeki rolünü vurgulamaktadır.

Bu çalışmanın bazı sınırlılıkları bulunmaktadır. İlk olarak, elde edilen etki büyüklükleri küçük ila orta düzeyde olup, bu durum muhtemelen sınırlı örneklem büyüklüğünden kaynaklanmaktadır ve bulguların istatistiksel gücünü etkileyebilir. Bu nedenle, gelecekteki araştırmaların daha büyük ve farklı bir örneklemle tekrarlanması, bulguların genellenebilirliğini artırabilir. İkinci olarak, çocukların alıcı, ifade ve sözel dil becerilerini değerlendirmek için güvenilir ve geçerli ölçekler kullanılmış olsa da, gelecekteki çalışmaların dil gelişimini daha derinlemesine anlamak için nitel veri toplama araçlarını da kullanması önerilmektedir. Üçüncü olarak, etkileşimli kitap okumanın çocukların dil becerileri üzerindeki etkisini en üst düzeye çıkarmak amacıyla, okul öncesi öğretmenlerine yönelik mesleki gelişim programlarının uygulanması önerilmektedir. Son olarak, bu çalışma öğretmenlerin metin dışı konuşma profillerini kesitsel bir yaklaşımla incelemiştir. Gelecekteki araştırmalar, uzun vadeli tasarımlar kullanarak metin dışı konuşmanın çocukların dil edinimi ve genel gelişimsel sonuçları üzerindeki uzun vadeli etkilerini incelemelidir.

Etik Kurul İzni

Bu çalışmanın etik onayı Yozgat Bozok Üniversitesi Etik Kurulundan alınmıştır (Onay Tarihi: 21.02.2024, No: 11/44).

Araştırmanın Etik Taahhüt Metni

Yapılan bu çalışmada bilimsel, etik ilkeler ve alıntı kurallarına uyulduğu; toplanan veriler üzerinde herhangi bir tahrifatın yapılmadığı, karşılaşılacak tüm etik ihlallerde “Cumhuriyet Uluslararası Eğitim Dergisi ve Editörünün” hiçbir sorumluluğunun olmadığı, tüm sorumluluğun Sorumlu Yazara ait olduğu ve bu çalışmanın herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğu sorumlu yazar tarafından taahhüt edilmiştir.

References

Barnes, E. M., Dickinson, D. K., & Grifenhagen, J. F. (2017). The role of teachers’ comments during book reading in children's vocabulary growth. *The Journal of Educational Research*, *110*(5), 515-527. https://doi.org/10.1080/00220671.2015.1134422

Beck, I. L., & McKeown, M. G. (2007). Increasing young low-income children’s oral vocabulary repertoires through rich and focused instruction. *The Elementary School Journal, 107*(3), 251–271. https://doi.org/10.1086/511706

Blewitt, P., Rump, K. M., Shealy, S. E., & Cook, S. A. (2009). Shared book reading: When and how questions affect young children's word learning. *Journal of Educational Psychology, 101*(2), 294–304. https://doi.org/10.1037/a0013844

Cabell, S. Q., Zucker, T. A., DeCoster, J., Melo, C., Forston, L., & Hamre, B. (2019). Prekindergarten interactive book reading quality and children’s language and literacy development: Classroom organization as a moderator. *Early Education and Development*, *30*(1), 1-18. https://doi.org/10.1080/10409289.2018.1514845

Che, E. S., Brooks, P. J., Alarcon, M. F., Yannaco, F. D., & Donnelly, S. (2018). Assessing the impact of conversational overlap in content on child language growth. *Journal of Child Language, 45*(1), 72–96. https://doi.org/10.1017/S0305000917000083

Chien, H. Y. (2020). Effects of two teaching strategies on preschoolers’ Oral language skills: repeated read-aloud with question and answer teaching embedded and repeated read-aloud with executive function activities embedded. *Frontiers in Psychology*, *10*, https://doi.org/10.3389/fpsyg.2019.02932

Coyne, M. D., McCoach, D. B., Loftus, S., Zipoli Jr., R., & Kapp, S. (2009). Direct vocabulary instruction in kindergarten: Teaching for breadth versus depth. *The Elementary School Journal,* 110, 1–18. https://doi.org/10.1086/598840

Daubert, E. N., Yu, Y., Grados, M., Shafto, P., & Bonawitz, E. (2020). Pedagogical questions promote causal learning in preschoolers. *Scientific Reports*, *10*(1), 20700. https://doi.org/10.1038/s41598-020-77883-5

Deshmukh, R. S., Zucker, T. A., Tambyraja, S. R., Pentimonti, J. M., Bowles, R. P., & Justice, L. M. (2019). Teachers’ use of questions during shared book reading: Relations to child responses. *Early Childhood Research Quarterly*, *49*, 59-68. https://doi.org/10.1016/j.ecresq.2019.05.006

Dickinson, D. K., & Smith, M. W. (1994). Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research quarterly*, 105-122.

Dickinson, D. K., Collins, M. F., Nesbitt, K., Toub, T. S., Hassinger-Das, B., Hadley, E. B., ... & Golinkoff, R. M. (2019). Effects of teacher-delivered book reading and play on vocabulary

learning and self-regulation among low-income preschool children. *Journal of Cognition and Development*, *20*(2), 136-164. https://doi.org/10.1080/15248372.2018.1483373

Duong, S., Bachman, H. J., Votruba-Drzal, E., & Libertus, M. E. (2021). What's in a question? Parents' question use in dyadic interactions and the relation to preschool-aged children's math abilities. *Journal of Experimental Child Psychology,* 211, 105213. https://doi.org/10.1016/j.jecp.2021.105213

Ece Demir-Lira Ö., Applebaum L. R., Goldin-Meadow S., Levine S. C. (2019). Parents' early book reading to children: Relation to children's later language and literacy outcomes controlling for other parent language input. *Developmental Science*, *22*(3), e12764. https://doi.org/10.1111/desc.12764

Flynn K. S. (2011). Developing children's oral language skills through dialogic reading: Guidelines for implementation. *Teaching Exceptional Children*, *44*(2), 8–16. https://doi.org/10.1037/0022-0663.92.3.466

Gillam, S. L., Gillam, R. B., & Reece, K. (2012). Language outcomes of contextualized and decontextualized language intervention: Results of an early efficacy study. *Language, Speech, and Hearing Services in Schools, 43*(3), 276-291. https://doi.org/10.1044/0161-1461(2011/11-0022)

Gonzalez, J. E., Pollard-Durodola, S., Simmons, D. C., Taylor, A. B., Davis, M. J., Kim, M., & Simmons, L. (2011). Developing low-income preschoolers' social studies and science vocabulary knowledge through content-focused shared book reading. *Journal of Research on Educational Effectiveness*, *4*(1), 25-52. https://doi.org/10.1080/19345747.2010.487927

Gonzalez, J. E., Pollard-Durodola, S., Simmons, D. C., Taylor, A. B., Davis, M. J., Fogarty, M., & Simmons, L. (2014). Enhancing preschool children's vocabulary: Effects of teacher talk before, during and after shared reading. *Early Childhood Research Quarterly*, *29*(2), 214-226. https://doi.org/10.1016/j.ecresq.2013.11.001

Güven, S., & Topbaş, S. (2014). Adaptation of the Test of Early Language Development-(TELD-3) into Turkish: Reliability and validity study. *International Journal of Early Childhood Special Education*, *6*(2), 151-176. https://doi.org/10.20489/intjecse.62795

Gygax, P., & Gillioz, C. (2015). Emotion inferences during reading: Going beyond the tip of the iceberg. In E. J. O'Brien, A. E. Cook, & R. F. Lorch Jr. (Eds.), *Inferences during reading* (pp. 122–139). Cambridge University Press.

Hindman, A. H., Connor, C. M., Jewkes, A. M., & Morrison, F. J. (2008). Untangling the effects of shared book reading: Multiple factors and their associations with preschool literacy outcomes. *Early Childhood Research Quarterly, 23*(3), 330–350. https://doi.org/10.1016/j.ecresq.2008.01.005

Hindman, A. H., Wasik, B. A., & Erhart, A. L. (2012). Shared book reading and Head Start preschoolers' vocabulary learning: The role of book-related discussion and curricular connections. *Early Education and Development, 23*(4), 451–474. https://doi.org/10.1080/10409289.2010.537250

Hindman A. H., Wasik B. A., Bradley D. E. (2019). How classroom conversations unfold: Exploring teacher–child exchanges during shared book reading. *Early Education and Development*, 30(4), 478–495. https://doi.org/10.1080/10409289.2018.1556009

Hresko W. P., Reid D. K., & Hammill D.D. (1999). *Test of Early Language Development (TELD) Third Edition.* PRO-ED.

Johnson, C. J., & Yeates, E. (2006). Evidence-based vocabulary instruction for elementary students via storybook reading. *EBP Briefs, 1*(3), 1–24.

IBM Corp. (2019). *Statistical Product and Service Solutions (IBM SPSS Version, 26)*. http://www.ibm.com/products/spss-statistics

Justice, L. M., Meier, J., & Walpole, S. (2005). Learning new words from storybooks: An efficacy study with at-risk kindergarteners. *Language, Speech, and Hearing Services in Schools,* 36, 17–32. https://doi.org/10.1044/0161-1461(2005/003).

Justice L. M., Kaderavek J. N., Fan X., Sofka A., Hunt A. (2009). Accelerating preschoolers' early literacy development through classroom-based teacher–child storybook reading and explicit print referencing. *Language, Speech, and Hearing Services in Schools*, 40(1), 67–85. https://doi.org/10.1044/0161-1461(2008/07-0098)

Justice, L. M., Zucker, T. A., & Sofka, A. E. (2010). *Systematic assessment of book reading: SABR manual. Project Star. Sit together and read. Preschool Language and Literacy Research Lab* .The Ohio State University College of Education and Human.

Kaderavek, J. N., Pentimonti, J. M., & Justice, L. M. (2014). Children with communication impairments: Caregivers' and teachers' shared book-reading quality and children's level of engagement. *Child Language Teaching and Therapy, 30*(3), 289–302. https://doi.org/10.1177/0265659013513812

Karasar, N. (2024). *Bilimsel Araştırma Yöntemi.* Ankara: Nobel Akademik Yayıncılık.

Lake, G., & Evangelou, M. (2019). Let's Talk! An interactive intervention to support children's language development. *European Early Childhood Education Research Journal*, *27*(2), 221-240. https://doi.org/10.1080/1350293X.2019.1579549

Landis, J. R., & Koch, G. G. (1977). An application of hierarchical kappa-type statistics in the assessment of majority agreement among multiple observers. *Biometrics*, *33*(2) 363-374. https://doi.org/10.2307/2529786

Mascareño, M., Snow, C. E., Deunk, M. I., & Bosker, R. J. (2016). Language complexity during read-alouds and kindergartners' vocabulary and symbolic understanding. *Journal of Applied Developmental Psychology*, *44*, 39-51. https://doi.org/10.1016/j.appdev.2016.02.001

Milburn T. F., Girolametto L., Weitzman E., & Greenberg J. (2014). Enhancing preschool educators' ability to facilitate conversations during shared book reading. *Journal of Early Childhood Literacy*, 14(1), 105–140. https://doi.org/10.1177/1468798413478261

Mol, S. E., Bus, A. G., & De Jong, M. T**.** (2009). Interactive book reading in early education: A tool to stimulate print knowledge as well as oral language. *Review of Educational Research, 79*(2), 979–1007. https://doi.org/10.3102/0034654309332561

Muhinyi, A., Hesketh, A., Stewart, A. J., & Rowland, C. F. (2020). Story choice matters for caregiver extra-textual talk during shared reading with preschoolers. *Journal of Child Language*, *47*(3), 633-654. https://doi.org/10.1017/S0305000919000783

Noble, C., Sala, G., Peter, M., Lingwood, J., Rowland, C., Gobet, F., & Pine, J. (2019). The impact of shared book reading on children's language skills: A meta-analysis. *Educational Research Review, 28*, 100290. https://doi.org/10.1016/j.edurev.2019.100290

Okyay, O., & Kandır, A. (2017). Impact of the Interactive Story Reading Method on Receptive and Expressive Language Vocabulary of Children. *European Journal of Educational Research*, *6*(3), 395-406.

Op 't Eynde, E., Lara Mascareño, M., Depaepe, F., Verschaffel, L., & Torbeyns, J. (2024). Teacher–child interactions during

shared book reading in the domain of early mathematics. *Mathematics Education Research Journal*, 1-28. https://doi.org/10.1007/s13394-024-00503-2

Penno, J. F., Wilkinson, I. A. G., & Moore, D. W. (2002). Vocabulary acquisition from teacher explanation and repeated listening to stories: Do they overcome the Matthew effect? *Journal of Educational Psychology, 94*(1), 23–33. https://doi.org/10.1037/0022-0663.94.1.23

Pentimonti, J. M., Zucker, T. A., Justice, L. M., Petscher, Y., Piasta, S. B., & Kaderavek, J. N. (2012). A standardized tool for assessing the quality of classroom-based shared reading: Systematic assessment of book reading (SABR). *Early Childhood Research Quarterly*, 27, 512–528. https://doi.org/10.1016/j.ecresq.2011.12.007

Pentimonti, J.M., Bowle, R.P., Zucker, T.A., Tambyraj, S.R., Justice, L.M. (2021). Quarterly Development and validation of the Systematic Assessment of Book Reading (SABR-2.2). *Early Childhood Research Quarterly,* 55, 201-213. https://doi.org/10.1016/j.ecresq.2020.11.007

Read K., Furay E., & Zylstra D. (2019). Using strategic pauses during shared reading with preschoolers: Time for prediction is better than time for reflection when learning new words. *First Language*, 39(5), 508–526. https://doi.org/10.1177/0142723719846583

Read, K., Rabinowitz, S., & Harrison, H. (2023). It's the talk that counts: A review of how the extra-textual talk of caregivers during shared book reading with young children has been categorized and measured. *Journal of Early Childhood Literacy*, https://doi.org/10.1177/14687984231202968

Sutton M. M., Sofka A. E., Bojczyk K. E., & Curenton S. T. (2007). Assessing the quality of storybook reading. In Pence K. L. (Ed.), *Assessment in emergent literacy* (pp. 227–272). Plural Publishing.

Şimşek, Z. C., & Işıkoğlu Erdoğan, N. (2021). Comparing the effects of different book reading techniques on young children's language development. *Reading and Writing*, *34*(4), 817-839. https://doi.org/10.1007/s11145-020-10091-9

Tepetaş Cengiz, G. Ş. (2015). *An investigation of the relationship between preschool teacher's picture story books reading activities and children's language development* [Doctoral dissertation, Hacettepe University]. Ankara.

Tompkins, V., Bengochea, A., Nicol, S., & Justice, L. M. (2017). Maternal inferential input and children's language skills. *Reading Research Quarterly*, *52*(4), 397-416. https://doi.org/10.1002/rrq.176

Topbaş, S., & Güven, S. (2009). *TELD-3: T test of early language development: Turkish.* Detay Yayıncılık.

Uscianowski, C., Almeda, M. V., & Ginsburg, H. P. (2020). Differences in the complexity of math and literacy questions parents pose during storybook reading. *Early Childhood Research Quarterly*, *50*, 40-50. https://doi.org/10.1016/j.ecresq.2018.07.003

Van der Wilt, F., Boerma, I., Van Oers, B., & Van der Veen, C. (2019). The effect of three interactive reading approaches on language ability: an exploratory study in early childhood education. *European Early Childhood Education Research Journal*, *27*(4), 566-580. https://doi.org/10.1080/1350293X.2019.1634242

Vanparys, S., Decraene, E., & Van Keer, H. (2024). Read with me, I will learn words: Effects of an interactive book reading intervention on first graders' expressive target vocabulary. *Early Childhood Education Journal*, 1-12. https://doi.org/10.1007/s10643-023-01613-5

Wasik, B. A., & Bond, M. A. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. *Journal of Educational Psychology, 93*(2), 243–250. https://doi.org/10.1037/0022-0663.93.2.243

Wasik, B. A., Bond, M. A., & Hindman, A. (2006). The effects of a language and literacy intervention on Head Start children and teachers. *Journal of Educational Psychology,* 98, 63–74. https://doi.org/10.1037/0022-0663.98.1.63.

Wasik, B. A., Hindman, A. H., & Snell, E. K. (2016). Book reading and vocabulary development: A systematic review. *Early Childhood Research Quarterly,* 37, 39–57. https://doi.org/10.1016/j.ecresq.2016.04.00

Whitehurst, G. J., & Lonigan, C. J. (1998). Child development and emergent literacy. *Child Development, 69*, 848-872. https://doi.org/10.1111/j.1467-8624.1998.tb06247.x

Zevenbergen A. A., Whitehurst G. J., & Zevenbergen J. A. (2003). Effects of a shared-reading intervention on the inclusion of evaluative devices in narratives of children from low-income families. *Journal of Applied Developmental Psychology*, *24*(1), 1–15. https://doi.org/10.1016/S0193-3973(03)00021-2

Zucker, T. A., Justice, L. M., Piasta, S. B., & Kaderavek, J. N. (2010). Preschool teachers' literal and inferential questions and children's responses during whole-class shared reading. *Early Childhood Research Quarterly, 25*(1), 65–83. https://doi.org/10.1016/j.ecresq.2009.07.001

Zucker, T. A., Cabell, S. Q., Justice, L. M., Pentimonti, J. M., & Kaderavek, J. N. (2013). The role of frequent, interactive prekindergarten shared reading in the longitudinal development of language and literacy skills. *Developmental Psychology, 49*(8), 1425–1439. https://doi.org/10.1037/a0030347

Zucker, T. A., Bowles, R., Pentimonti, J., & Tambyraja, S. (2021). Profiles of teacher & child talk during early childhood classroom shared book reading. *Early Childhood Research Quarterly*, *56*, 27-40. https://doi.org/10.1016/j.ecresq.2021.02.006