The Effect of Dialogic Reading Practices on the Fluent Reading Skills of Primary School 2nd Grade Students[1]

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Abstract

In this study, the effect of dialogic reading practices on the development of fluent reading skills of primary school 2nd grade students under the guidance of teachers and parents was examined. In the study the quasi-experimental design of the quantitative research approach was applied. A total of 30 students (first experimental group: 10, second experimental group: 10 and control group: 10) studying in the second gradeof primary school in Maçka district of Trabzon province were included in the study. The student reading fluency scale (by the teacher) which was prepared by the researchers was applied to the students as a pre-post-retention test In the application, which lasted for five weekstwice a week; dialogic reading was implemented with the experimental groups (1st experimental group: parents-teacher-students, 2nd experimental group: teacher-students), and traditional reading was implemented with the control group. Since the assumptions of the ANCOVA test could not be met after the application, the significant difference between the pre-posttest and post-retention test scores of each group was determined with the Wilcoxon Signed Rank Test. The significance between the pre-post testand retention test scores of the groups was determined by the Kruskal Wallis test. At the end of the study; it was determined that the dialogic reading practice performed in the presence of parents and teachers created a statistically significant difference in the automaticity and accuracy sub-dimension of fluent reading, but not in the prosody sub-dimension. The development of dialogic reading under the guidance of parents and teachers in the automaticity and accuracy sub-dimension of fluent reading continues in permanence.

Introduction

Individuals need language skills such as listening, speaking, writing and reading in order to carry out their daily lives after basic needs such as nutrition, shelter and security. In order to improve language skills, studies are carried out by families and teachers in the preschool period. However, when students start primary school, they try to gain writing and reading skills. Even though reading skills are taught to students, reading must be done fluently so that students can understand what they read. Fluent reading, which is defined as the effortless and smooth reading of a written text (Musti-Rao, Hawkins, & Barkley, 2009), is the individual's automatic and correct definition of words, as well as reading with appropriate expression and intonation (Nichols, Rupley, & Rasinski, 2009). In other words, it is the individual's ability to make sense of what he reads by reading a text automatically, accurately andprosodically. (Conderman & Strobel, 2008; Kuhn, Schwanenflugel, & Meisinger, 2010).

Reading automaticity, which is one of the prerequisites for fluent reading, is calculated by subtracting the wrong words from the number of words the student reads in one minute and multiplying by 100, and teachers do this continuously for each student in their classroom (Carnine, Silbert, Kame'enui, & Tarver, 2004; Keskin & Akyol, 2016). According to the calculations, at the end of the 1st grade of primary school, students should read 50 words per minute, 90 words in the 2nd grade, 110 words in the 3rd grade, 125 words in the 4th grade (Hasbrouck & Tindal, 2005). Akyol, Yıldırım, Ateş, Çetinkaya, & Rasinski (2014) stated that there are no standardized norms in this regard in Turkey according to the grade level of the students.

Accuracyis the prerequisite and another dimension of fluent reading which refers toreading words correctly (Baştuğ & Akyol, 2012; Kaya & Doğan, 2016; Samuels, 2006); The inability of students to automatically recognize words is affected by the fact that they go back to correct what they read during reading and this causes students to read disjointedly (Kaya & Doğan, 2016). In order to develop correct reading skills that will help students automatically recognize words and speed up (Conderman & Strobel, 2008), they should use their prediction skills in sentence structures to enable them to recognize words they have never encountered before (Nes-Ferrera, 2005), and read the text at least 4 times (Therrien, 2004).

In addition to correct and automatic reading of the words in the text, students' ability to read prosodically to reflect their meanings is a necessary skill for fluent reading (Yıldırım et al., 2014). Fluent reading; the concept of prosody, which is the correct use of narration and expression (Rasinski, 2004; Yıldırım & Ateş, 2011) remains in the background compared to important elements such as reading speed (automation), word recognition (Rasinski, 2004; Yıldırım & Ateş, 2011), text emphasis, intonation, pauses, word vocalization (timing) and it is explained by expressing via meaning groups (Breznitz, 2006; Yıldırım & Ateş, 2011). In the most comprehensive sense, prosodyxpresses behaviors such as using punctuation marks and pausing at certain intervals, reading in meaningful parts, adhering to the author's syntax by raising and lowering the voice in reading as well as speaking (Carnine et al., 2004; Daane, Campbell, Grigg, Goodman, & Oranje, 2005; Dowhower, 1991; Kuhn & Stahl, 2003; Miller & Schwanenflugel, 2008).

Fluent reading should be acquired in the early stages of primary school for students' reading comprehension skills and academic success, but there are some problems in this regard (Chall, 1996; Chard, Pikulski, & McDonagh, 2006; Meisinger, Bloom, & Hynd, 2010). Some of these problems are related to the difficulties in the acqusition of fluent reading skills of students. This difficulty is aboutthe inability of teacher training programs to train teachers to help develop fluent reading skills (Osborn, Lehr,

& Hiebert, 2003). Teachers with poor pedagogical, content and pedagogical content knowledge have misconceptions about fluent reading and do not know how to develop and evaluate fluent reading skills (Yıldırım, Çetinkaya, & Ateş, 2013). They don't seta model for students and provide texts above their reading level (Armut, 2011; Ulusoy, Dedeoğlu, & Ertem, 2012), socioeconomic level, grade. Students' reading success, motivation and attitudes are low and they do not read many books during the year (Armut, 2017; Schwanenflugel et al., 2009). Teachers have a crucial role to play in developing students' fluent reading skills. Teachers should be a model for their students in fluent reading, make sure that the text is read correctly instead of how fast it is read, make suggestions about the importance of fluent and correct reading, follow the reading improvement of the students, and practice fluent reading continuously (Minskoff, 2005). It is necessary for students to be provided with these practices with short texts that they read more easily and that they choose themselves (Johnson, 2006). In addition, students need to provided with immediate feedback on the building and development of fluent reading skills, and apply different effective strategies that increase their fluent reading competencies (Wilder-Kingsby, 2014). It is seen that peer-mediated repeated reading and shared reading, technology-based reading, chorus and echo reading with parents improve fluent reading. (Ellis, 2009; Glazer, 2007; Keskin & Akyol, 2014; McLoughlin, 2010; Moran, 2006; Musti-Rao et al., 2009; Nes-Ferrera, 2005; Trainin, Hayden, Wilson, & Erickson, 2016). In addition to these reading methods, dialogic reading, which includes sharing and repeated reading with peers, teachers and parents, can improve students' fluent reading skills. At the same time, activities aiming to improve vocabulary that will help students read words automatically in fluent reading are also included in the dialogic reading application. In fact, repetitive reading of the text in the dialogic reading application contributes to fluent reading skills as it makes it easier for students to read the words they encounter for the first time in their lives.

Dialogic reading is an application in which children, who are passive when the book is started to be read, become active over time thanks to the questions asked by the adult about the story, thus gaining the responsibility of both asking questions and reading the book in the process (Cohrssen, Niklas, & Tayler, 2016; Regur, 2013; Whitehurst & Lonigan, 1998). The purpose of dialogic reading is to assimilate better and make the child able to comment on the story by discussing the story with the child's guide (Yopp & Yopp, 2006). Dialogic readingcan be done systematically and in a planned manner in different education levels such as preschool and primary school (Chow & McBride-Chang, 2003; Ergül, Sarıca, & Akoğlu, 2016; Snow-Bryant, 2016).

Dialogic reading provides opportunities for children to express themselves and develop their vocabulary, thanks to adults' communication with children by asking questions (Hargvare & Senechal, 2000). Children who express themselves verbally and actively by participating in the process develop their speaking skills when they produce answers to the questions asked by adults (Blom-Hoffman, O'neil Pirozzi, & Cutting, 2006). In addition, dialogic reading teaches children the use of symbols such as letters, numbers and shapes and supports the improvement of children's early literacy skills (Er, 2016; Vally, 2012) by contributing to the improvement of children's reading attitudes and academic success in the following years (Ergül et al., 2016).

While doing dialogic reading, it is necessary to pay attention to some issues. The reading environment should be nice, pleasant, friendly, chatty and inviting (Angeletti, Hall, & Warmac, 1996; Laboo, 2005). It should be ensured that children sit in a position where they can easily see the pictures in the book to be read (Ergül et al., 2016). Since the quality of the book read is more valuable than its quantity, a good book should be chosen to read (Guthrie & Davis, 2003; Scarborough & Dobrich, 1994). For this, the books to be read should be selected from topics that appeal to children's wishes and interests and be

suitable for the level of the student (Kim & Hall, 2002). Before starting to read a book, the book should be examined by the children and the book should be introduced with 10-20 examples suitable for the level of the children. Adults should emphasize the cover, the name of the author, the title of the book and make children talk about the pictures in the book (Flynn, 2011). Facial expressions and intonations suitable for the text should be made by the teacher in order to attract the child's interest in the story, thenthe story should be read to the student and after the reading, the student should be asked to tell the book to his friends and family, and he should be supported to share and portray the information about the story with his friends (Al-Otaiba, 2004; Vukelich, Christie, & Enz, 2014). Adults should encourage children to be productive with open-ended questions about the characters and plot, expand children's answers by repeating them, reward correct answers by asking difficult questions to expand them further, and encourage children to answer (Morgan & Meier, 2008; Whitehurst & Lonigan, 1998). In addition, when children, who are given the opportunity to speak, encounter words that they do not know, the meanings of the words should be explained and the students should ensure the retention of the new words they learn (Justice & Pullen, 2003; Whitehurst, Arnold, Epstein, Angell, Smith, & Fichel, 1994). In fact, students may be asked to make sentences on each page of the story (Reese, Leyva, Sparks, & Grolnick, 2010). As students gain the role of the person telling the story, the responsibility of telling the story should be left to them (Lonigan et al., 1999). They need to devote enough time to dialogic reading, which is effective in about eight weeks, and while allocating it, they should focus not only on the educational aspect, but also on the entertaining aspect in terms of making children willing to learn (Boit, 2010; Domack, 2005).

To develop fluent reading in literature; the effects of choral reading, tablet, parents, independent reading, sensitive teaching approach, shared reading, repeated reading, paired reading, peer-guided reading have been examined (Ellis, 2009; Gallagher, 2008; Griffin & Murtagh, 2015; Mannion & Griffin, 2018; Musti-Rao, Hawkins & Barkley, 2009; Neddenriep, Skinner, Wallace, & McCallum, 2009; Nes Ferrera, 2005; Wilder-Kingsby, 2014). Reading comprehension, reading motivation, vocabulary, language development, phonological awareness, early literacy contributes to dialogic reading as well. (Ceyhan, 2020; Chow & McBride-Chang, 2003; Huenneken & Xu, 2016; Whalon, Delano, & Hanline, 2013; Yurtbakan, 2020; Yurtbakan, Erdogan, & Erdogan, 2021). The fact that the effectiveness of dialogic reading in terms of fluent reading or on situations affected by fluent reading has not been investigatedmakes the study important. Thanks to the dialogic reading application, students who learn to read with the traditional reading method will discover the enjoyable side of reading. In this way, reading motivations and attitudes, which play an important role in fluent reading skills, will develop. At the same time, since the repeated reading of the text with the dialogic reading application will contribute to the vocabulary of the students, they will not have difficulty in reading the texts they will encounter in their future reading, and they will be able to read the text fluently. With this importance, the effect of interactive reading under the guidance of parents and teachers on the fluent reading skills of primary school 2nd grade students will be examined.

- Do dialogic reading practices make a statistically significant difference in fluent reading skills of primary school 2nd grade students compared to traditional reading?

Method

Research Design

In the research, quasi-experimental design was adopted to test the power of dialogic reading on fluent reading skills of students in a total 3 groups, 2 of which were in the experimental (dialogic reading between teacher-student, teacher-student-parent dialogic reading) and 1 in the control (teacher-student traditional reading) group.

Study Group

Primary school 2nd grade students participating in this study were randomly formed as 2 experimental groups and 1 control group from pre-formed groups (6 classes formed in primary school 1st grade). The reason for choosing this type is that 3 of the 2nd grade students consisting of 6 branches in a primary school in Maçka district of Trabzon province have an equal chance to be included in the research. The fact that 2 of the 3 groups formed by the students in the research will be the experimental group has been a prerequisite for determining the parents who will participate in this research. In other words, the parents of only one of the experimental groups participated in the dialogic reading practice. Therefore, the parents to participate in the research were selected through convenient sampling. The research group of this study consists of primary school 2nd grade students and their parents. In the study with two experimental groups and a control group, there are 10 students in each group.

Table 1

Obtained from Students' Reading Comprehension and Fluent Reading Pre-Tests Done Examining Scores According to Class Variables

Situation			Groups	S. Squ.	sd	M. Square	F	p
Fluent Reading	Automaticity and accuracy		Between groups	2,497	2	1,249	1,805	.18
			Within groups	18,678	27			
			Total	21,176	29	,692		
	Prosody		Between groups	11,340	2	5,670	10,058	.00[*]
			Within groups	15,221	27			
			Total	26,562	29	,564		

As seen in the Table1, while the control group and the experimental groups are equivalent in the automaticity and accuracy of fluent reading, they are not in the prosody sub-dimension. ($p < .05$).**Data Collection Tools and Data Collection**

The data in the study were collected with the student fluent reading scale (filled by the teacher) developed by the researcher. While developing the scale to determine the fluent reading of the students; the stages of creating an item pool, getting expert opinion, pre-testing, calculating reliability and validity, and creating the final scale were followed (Bozdoğan, 2009; Bozdoğan & Öztürk, 2008).

Figure 1

Development stages of student fluent reading scale
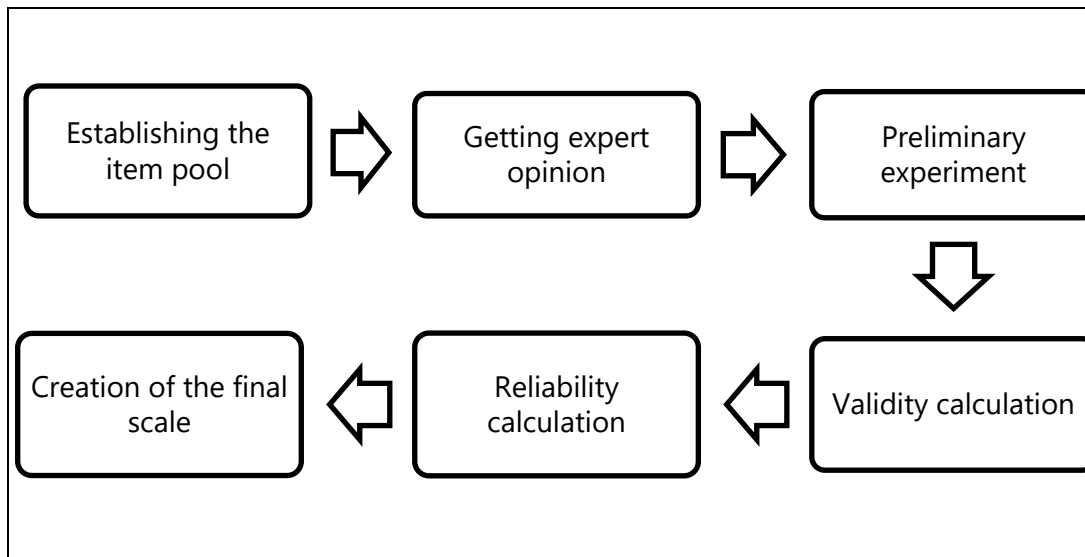
In order to create an item pool while preparing the scale, first of all, the scales developed in the literature related to fluent reading such as (González-Trujillo et al., 2014) fluent reading studies carried out with primary school students and fluent reading applications of Ministry of National Education Turkish Lesson Curriculum (Primary and Secondary School Grades 1, 2, 3, 4, 5, 6, 7 and 8) were examined and an item pool of 40 items was created in the literature on fluent reading, which consists of the sub-dimensions of automaticity, accuracy and prosody. The draft scale was sent to 5 experts; 3 of them were experts in the field of primary writing and reading, 1 one of them was an expert in the measurement and evaluation area, and 1 of them was an expert who has carried out many scale development studies. The 4-point Likert scale "Never (1), rarely (2), usually (3) and always (4)", which 5 classroom teachers were asked to fill one by one for their students in the whole class, was found appropriate by the teachers in the pre-trial phase. In this form, the scale has been transferred to the internet environment so that teachers can fill it in more easily for each student. It was sent via social media to 28 classroom teachers working in Trabzon who are teaching 2nd, 3rd and 4th grades, and the teachers filled in the scale for all students in their classes one by one. Exploratory factor analysis was performed during the validity calculation of the scale. In factor analysis, which aims to explain the measurement by bringing together the same variables or structure with a small number of factors, the Bartlett's test should be significant (p<,05) and the KMO value should be greater than 0.60 (Büyüköztürk, 2002; Field, 2009; Otrar, Gülten, & Özkan, 2012). In the study, these values were KMO=,973; Bartlett test value x^2=7544,337; It turned out that sd=276 (p=.00).

Table 2

Student Reading Fluency Scale (by Teacher) Rotated Components Matrix

	Items		Component	
			1	2
1.	25	When they read the text again, they complete the reading in a shorter time.	.902	
2.	11	Reads the text carefully without skipping lines.	.854	
3.	33	Reads the text fluently in a smooth manner.	.791	
4.	29	Reads newly encountered words correctly without feeling the need to correct and go back.	.776	

Table 2(Cont.)

5.	22	Reading the text at least the second time is faster than the first time.	.770	
6.	35	Reads the text without or with few mistakes because he/she reads the text with self-confidence.	.762	
7.	28	Reads the words at once without stuttering.	.755	
8.	32	Uses his/her guessing ability when reading a word he/she has not encountered before.	.751	
9.	39	Reads as many words as they need to read in one minute (2nd Grade 80. 3rd Grade 90. 4th Grade 100).	.741	
10.	31	Reads the words at once without spelling.	.738	
11.	8	They make fewer mistakes when they perform the text with their friends (choral reading).	.735	
12.	5	They make fewer mistakes when they read the text again.	.724	
13.	26	Reads long words (more letters) without errors.	.706	
14.	6	Adjusts the tone of voice according to punctuation marks.		.834
15.	18	Sets the duration of the words to be spoken (e.g. enough!).		.831
16.	24	He/she raises and lowers his/her voice depending on the flow of the text.		.814
17.	15	Knows where to change the tone of his/her voice while reading.		.802
18.	12	Uses his/her breath correctly while reading.		.797
19.	21	Emphasises the words that need to be emphasised in the sentences in the text appropriately.		.794
20.	38	Reads the text at a speed he/she understands without focusing only on speed.		.792
21.	3	Pay attention to punctuation marks while reading.		.788
22.	27	Raises and lowers the tone of voice in accordance with the punctuation marks in the text.		.778
23.	30	Adjusts the tone of voice in narrative texts to reflect the character's moods such as excitement, sadness and fear.		.761
24.	9	Knows where to pause while reading.		.713

When Table 2 is examined, it is seen that the factor loadings of the items of the two-dimensional scale are between .706 and .902. The first 13 items were named as automaticity and accuracy factor and the next 11 items were named as prosody factor.

The fact that the total variance is at least 40% is an indication that the factor structure of the scale is strong (Tavşancıl, 2002). Factor loads must be 0,30 factor loading in Varimax rotation, and the difference of the high value given in more than one factor must be greater than 0,10 in order to be processed. Otherwise, it should be removed from the scale as it will be a superimposed item (Akdağ, 2011; Comrey & Lee, 1992; Dede & Yaman, 2008; Field, 2002). According to the results of the related procedures, it was determined that 13 items in the automaticity and accuracy sub-dimension were between 0,706 and 0,902, and 11 items in the prosody sub-dimension were between 0,713 and 0,834.

Cronbach's Alpha was found to be 0,975 in the automaticity and accuracy sub-dimension, 0.975 in the prosody sub-dimension, and 0,985 in total. It is seen that the scores vary between 33,25 and 49,09 according to the test and each item is significant (p<0,05). When the item-total correlation scores are examined, it is seen that they vary between 0,79 and 0,94. Finally, the 4-point Likert-type scale "never (1), rarely (2), usually (3) and always (4)" consisted of a total of 24 items in 2 sub-dimensions. In addition, confirmatory factor analysis was performed and according to the analysis, for the model to be acceptable, the value obtained by dividing the chi-square fit coefficient by the degrees of freedom to be less than 2 is considered as perfect fit, and between 2-3 is considered as acceptable fit (Schermelleh-Engel, Moosbrugger, & Müller, 2003). The chi-square fit coefficient in the study was $\chi2/df=2.459$. For

confirmatory factor analysis, chi-square fit test, GFI, RMSEA, CFI and AGFI fit coefficients were analysed. For GFI, AGFI, CFI, NNFI and RFI coefficients, acceptable fit value should be >.90 and perfect fit value should be >.95 (Marsh, Hau, Artelt, Baumert, & Peschar, 2006). For RMSEA, acceptable fit < 0.08 and perfect fit < 0.05 (Hooper, Coughlan, & Mullen, 2008; Byrne & Campbell, 1999). When the obtained values were analysed, it was found that the scale was acceptable for the two-factor structure as a result of the confirmatory factor analysis (GFI=.93, AGFI=.90, CFI=.94, NNFI=.93 and RMSEA=.047). Since the scale was developed for the first time to be applied to primary school students in the same culture, confirmatory factor analysis was not performed.

The research started with determining how long the dialogic reading practice would take. It is seen that the applications related to dialogic reading mostly reach positive results in 5-8 weeks (Yurtbakan, 2020). It is observed that participation in dialogic reading practices with family involvement decreases in long-term studies (Purpura, Napoli, Wehrspann, & Gold, 2017). On top of that, the opinion of doing dialogic reading applications for 5 weeks and reading 2 books a week was taken from 3 primary reading and writing subject experts. After that, the book selection phase was started. It has been given importance to choose books that will help students understand what they read, develop fluent reading skills as well as to choose books that are prone to dialogic reading questioning techniques, and provide information and instruction in cognitive, social, emotional and psychological fields such as nature, animals, healthy life, friendship relations, and the importance of sports. The 40 books determined by considering these features and later they were reduced to 10 by submitting them to the opinion of 2 primary literacy experts who previously wrote dialogic reading applications.

Table 3

Information on Books Read

Week	The title of the book	Author	Theme-Subject
1	Don't Tickle the Tiger	Pamela Butchart	Obeying the rules
	Have You Seen The Red Elephant?	Ferit Avci	Art-Colors
2	From the bottom to the top	Eric Carle	Health and Sports-The importance of
	A Strange Tail	Sermin Yasar	Virtues-Making friends
3	When the Chubby Bear Got Lost	Karma Wilson and	Virtues-Friendship
	Elmer Snow Pleasure	David Mckee	Virtues-Friendship
4	Tiny Seed	Eric Carle	Nature and Universe-Environmental
	Mum's Bag	Sara Hawkwing	Virtues- Sacrifice
5	Whose Slot	Rebecca Cobb	Nature and Universe-Environmental
	Chubby Bear's New Friend	Karma Wilson and Jane Chapman	Virtues-Friendship

After the selection of the books, the examples of activities in the studies on dialogic reading were examined (Ceyhan, 2019; Kerigan, 2018; Yurtbakan et al., 2021). After the review, the books were distributed according to the weeks, and then activities were prepared for the four books (Don't tickle the Tiger, Have You Seen the Red Elephant?, From the bottom to the top, a Strange Tail) that would be interactively read in the first two weeks. The activities are prepared as before, during and after reading. These prepared activities were presented to 3 experts in the field of primary literacy to get their opinions, and the activities were finalized by making necessary arrangements in line with their recommendations and suggestions. In the pre-reading part of the activities in the book; there are activities such as riddles, nursery rhymes, finger games, examining the cover of the book, the author, the place of publication,

reading the cover visually and making predictions about its content. In the during reading section; there are activities involving animations as well as questions suitable for the "PEER" and "CROWD" techniques of dialogic reading about the text and with which students can connect about the text and their lives. As for the after reading section, there are questions about the main idea of the book, the lesson it wants to teach, and how it will reflect the students' lives, as well as painting, designing and poetry writing activities that will reveal the imagination and creativity of the students. The activities prepared for these four books were implemented as a pilot study with the students studying in the 2nd grade of primary school in the 2nd semester of 2019-20. After the pilot study, activities related to the other 10 books were prepared and presented to the experts in the field.

The week after, the classes in the control group and experimental groups were determined, the teachers of the students in the experimental and control groups had the "Teacher Fluent Reading Scale" filled in on behalf of each student. After the pre-tests were applied, dialogic reading practice was done twice a week (2 books) for 5 weeks. Dialogic reading applications were made by the researcher on the same day in the experimental groups. The day after the dialogic reading practices were implemented, the same books were given to the control group by their classroom teacher in accordance with the text processing process of Ministry of National Education Turkish Lesson Curriculum (Primary and Secondary School Grades 1, 2, 3, 4, 5, 6, 7 and 8), and were recorded by the researcher through the course observation form.

The books taught in the control group according to the Turkish Curriculum were observed by the researcher. According to the observation results, the teacher in the control group had the covers of the books examined before the book started to be read, and then asked the students' opinions about the content. Afterwards, the teacher had the students read the books by sharing after reading the books as an example. After the meanings of unknown words were searched from the dictionary and the words were used in a sentence, he asked questions about books (Wh. questions). Finally, after the subject and main idea of the books were determined, the book reading process was completed. In the 7th week of the study, the teachers filled in the "Fluent Reading Teacher Scale" on behalf of each student in the control and experimental groups.

In the 11th week of the study, the fluent reading teacher scale, which the teachers had to fill in on behalf of each student, was applied to determine whether the dialogic reading practice showed persistence in the fluent reading and skills of the students.

Data Analysis

Mean and percentage in students' demographic information; frequency, mean, standard deviation, minimum and maximum score, skewness and kurtosis score techniques were used in the descriptive analysis of students' fluent reading skills. In cases where the scores are normally distributed and homogenous, one-way anova analysis is performed. Since the scores were normally distributed and the groups were homogeneous, the equivalence of the groups was determined by one-way anova analysis. In addition, a repeated anova test was appliedto measure the fluent reading skills of the students in the experimental and control groups in the pre-test and it was determined that the results were similar to the one-way anova results ($p > .05$). As a result of the test, it was determined that the students were not equal only in the pre-test scores of the prosody sub-dimension.

While the groups were assigned as experimental and control groups, the only classroom with parents who voluntarily wanted to participate in the application was selected as the 1st experimental group, and the group of the only teacher who wanted to implement the interactive reading application in his/her

classroom was selected as the 2nd experimental group. The other group was assigned as the control group after the class teacher and the parents of the students did not want to participate in the application. In addition, pre-tests were applied after the groups were assigned. Furthermore, the fluent reading skills of the students in both the experimental groups and the control group were first compared with statistical procedures within their own groups, and then compared with statistical procedures between the groups in cases where there was a difference within the group.

The basic assumptions of ANCOVA are as follows: Normal distribution of scores (skewness ±2), homogeneity of variances (p>.05), linear relationship between dependent variable and covariate (p<.05) and homogeneity of slopes of regression lines of groups (p>.05) (Büyüköztürk, 2008; Can, 2014; Pallant, 2007). However, although the scores were normally distributed, the ANCOVA test could not be performed because the assumption of no linear relationship between the dependent variable and the covariate could not be met (p>.05). Since the assumptions of the ANCOVA test were not met, the fluent reading scores of each group were analysed with the Wilcoxon signed-rank test. In addition, the difference between the fluent reading pre-post test and post-retention test scores between the groups was analysed with Kruskal Wallis test.

The significant relationship between students' fluent reading post- pre test scores was first analyzed for each group's post-pre test scores and retention-posttest scores using the Wilcoxon Signed Ranks. In addition to the Wilcoxon Signed Ranks test to determine the difference within the groups, the Kruskal Wallis test was applied to determine the difference between the groups. Kruskal Wallis test was performed because the post-test scores were not normally distributed and the scores were not homogeneous. Kruskal Wallis test examines whether two or more unrelated sample averages show significant differences between the measurements of a dependent variable when parametric test conditions are not met (Büyüköztürk, 2014; Ekiz, 2009). The Mann Whitney U test was used to find out which group favored the significant difference between the groups as a result of the Kruskal Wallis test. Because the Kruskal Wallis test does not include multiple comparison options, the Mann Whitney U test is used to compare the possible pairs of all groups with the help of SPSS, between groups (Can, 2017; Kalaycı, 2010). In addition, the effect size was calculated to find out the size of the significant difference in both Wilcoxon Signed Ranks and Kruskal Wallis tests since the effect value shows the size of the significant difference between the means (Öner-Sünkür & Arıbaş, 2020). It was calculated with the effect size formula in Kruskal Wallis tests (Green & Salkind, 2005). According to the Cohen Eta square classification, if the Eta-square value (η^2) is between 0,01-0,06, it can be stated that the effect value is small; if it is between 0,06 and 0,14, it is medium; and if it is 0,14 and above, it is large (Pallant, 2005). The results of the analysis conducted to reveal the effect of dialogic reading on the fluent reading skills of primary school second grade students and the results of the effect size calculated on the statistical significance of the analyzes are included in the findings section.

For the internal validity of the study, the students in the experimental and control groups were selected from those with similar demographic characteristics. Dialogic reading was applied to both the experimental and control groups on the same day and at the same time. The students were not told that they were in research.

Results

The Impact of Dialogic Reading in Students' Fluent Reading

Findings related to fluent reading skills of primary school 2nd grade students are presented in tables.

Table 4

Fluent Reading Automaticity and Accuracy Sub-Dimension Pre-Post-Test Retention Test Descriptive Analysis Results

Group	Test	N	X̄	sd.	min.	Max.	Skew.	Kurto.
	Pre.	10	2,88	,89	1,38	3,85	-,40	-1,28
FEG	Post	10	3,81	,32	3,15	4,00	-1,34	-,28
	Ret.	10	3,83	,29	3,23	4,00	-1,419	,656
	Pre.	10	3,10	,66	2,00	4,00	,01	-,76
SEG	Post	10	3,28	,70	2,31	4,00	-,35	-1,91
	Ret.	10	3,30	,67	2,38	4,00	-,306	-1,97
	Pre.	10	2,41	,93	,92	4,00	,02	-,28
CG	Post	10	3,27	,65	2,00	4,00	-,49	-,07
	Ret.	10	3,28	,53	2,62	4,00	,098	-1,459

It is seen that the averages and minimum scores of all groups in the automaticity and accuracy dimension of the fluent reading scale increased from the pretest to the retention test, and the majority of the maximum scores remained the same in all tests. It is seen that the standard deviation score decreased in the FEG and control group from the pretest to the retention test.

Since the scores of the groups were equal in the pre-test, the significance between the pre-post-test scores of the students was tried to be determined with the Wilcoxon signed-rank test. In addition, the Kruskal Wallis test was also performed.

Table 5

Fluent Reading Automaticity and Accuracy Sub-Dimension Pre-Post-Test Wilcoxon Signed Ranks Test

Group	Post-pre t.	N	Mean R.	Sum of R.	z	partial η^2	p
	Neg.	0	,00	,00			
FEG	Pos.	10			-2,807	,63	.01[*]
	Equal	0	5.50	55.00			
	Neg.	3	5.00	15.00			
SEG	Pos.	6			-,889		.37
	Equ.	1	5.00	30.00			
	Neg.	3	2.00	6.00			
CG	Pos.	6			-1,956		.05
	Equ.	1	6.50	39.00			

[*]p<.05

According to the data in Table 5, although there was a statistically significant difference in favor of FEG between the students' fluent reading automaticity and accuracy sub-dimension pre- and post-test scores, no significant difference was found in favor of SEG and CG (FEG z=-2,807, p<.05; SEG z=-,889 p>.05; CG z=-1,956, p=.05). In this context, it can be said that the students' fluent reading improves their automaticity and accuracy skills according to the dialogic reading applications made under the guidance of parents and teachers, the dialogic reading applications made under the guidance of the teacher and the reading according to the Turkish Curriculum. The Kruskal Wallis test was used to determine the statistical significance of the difference between the groups' post-test scores in the automaticity and accuracy sub-dimensions of fluent reading.

Table 6

Student Fluent Reading Scale (by Teacher) Automaticity and accuracy Sub-Dimension Kruskal Wallis Analysis Results of the Scores Obtained from the Post-Tests

Dimension	Groups	N	Mean Rank	sd	X^2	p	partial η²	meaningfulness
Automaticity and accuracy	FEG	10	20,90					FEG>SEG
	SEG	10	12,70	2	6,034	.049*	,20	FEG>CG
	CG	10	12,90					

p<.05

At the end of analysis, automaticity and accuracy sub-dimension post-test scores of fluent reading were significant in favor of the first experimental group (p<.05).

In this context, it has been revealed that dialogic reading under the guidance of parents and teachers has a greater effect on the automaticity and accuracy of fluent reading than dialogic reading under the guidance of the teacher and reading according to the Turkish Curriculum. The prosody sub-dimension scores of primary school students in fluent reading are presented in Table 7.

Table 7

Descriptive Analysis Results of Fluent Reading Prosody Sub-Dimension Pre-Post-Test-Retention Test

Group	Test	N	$\bar{X}$	Sd	Min.	Max.	Skew.	Kurto.
	Pre	10	1,82	,82	,45	3,09	-,12	-,39
FEG	Post	10	3,68	,48	2,82	4,00	-1,11	-,75
	Ret.	10	3,83	,29	3,23	4,00	-1,419	,656
	Pre	10	2,83	,64	2,09	4,00	,45	-,68
SEG	Post	10	3,42	,45	2,64	4,00	,09	-,50
	Ret.	10	3,30	,67	2,38	4,00	-,306	-1,97
	Pre	10	1,35	,78	,55	2,91	,89	-,003
CG	Post	10	3,17	,65	2,00	4,00	-,02	-,23
	Ret.	10	3,28	,53	2,62	4,00	,098	-1,459

In the prosody sub-dimension of fluent reading, it is seen that the mean scores of the students in FEG and CG increased from the pretest to the retention test, and the standard deviation scores decreased. It

is seen that the prosody scores of the students in the control group and experimental groups show a normal distribution.

Significant improvement of students' own pre-test scores compared to their post-test scores was analyzed using the Wilcoxon sign and Kruskal-Wallis test.

Table 8

Prosody Sub-Dimension of Fluent Reading Scale Pre-Post-Test Wilcoxon Signed Ranks Test

Group	Post-pre t.	n	Mean R.	Sum of R.	z	partial η²	p
	Neg.	0	,00	,00			
FEG	Pos.	10			-2,803	,63	.01[*]
			5,50	55,00			
	Equ.	0					
	Neg.	0	,00	,00			
SEG	Pos.	8			-2,524	,56	.01[*]
			4,50	36,00			
	Equ.	2					
	Neg.	0	,00	,00			
CG	Pos.	10			-2.805	,63	.01[*]
			5,50	55,00			
	Equ.	0					

[*]p<,05

It is found that students' fluent reading prosody sub-dimension post-test scores were significant in all groups according to their pre-test scores (FEG z=-2,803, p<,05; SEG z=-2,524 p>.05; CG z=-2,805, p=.05). In this context, it can be said that the dialogic reading practices made under the guidance of parents and teachers and the reading made according to the Turkish Curriculum improve the fluent reading prosody skills of the students. Kruskal Wallis test was used to determine which group favored this development.

Table 9

Kruskal Wallis Analysis Results of the Scores Obtained from the Student Fluent Reading Scale (by the Teacher) Prosody Sub-Dimension Post-Tests

Dimension	Groups	n	Mean R.	sd	X²	p
	FEG	10	18,70			
Prosody	SEG	10	16,25	2	3,597	,17
	CG	10	11,55			

The dialogic reading practices made under the guidance of both parents and teachers and only teachers did not create a difference in the dimension of fluent reading prosody compared to the reading practices made according to the Turkish Curriculum.

In order to reveal the significant difference in the retention of the students' post-test scores in the automaticity and accuracy sub-dimension of fluent reading, first Wilcoxon Signed Rank Test was applied to see the difference between the groups' own retention test and post test scores, and then Kruskal Wallis Analysis was performed to determine the difference in the retention test scores of the groups

Table 10

Fluent Reading Scale Automaticity and Accuracy Sub-Dimension Post Test and Retention Test Scores Analysis

Group	Retention-Post t.	N	Mean R.	Sum of R.	z	p
FEG	Neg.	0	,00	,00		
	Pos.	3		6,00	-1,732	.08
	Equ.	7	2,00			
SEG	Neg.	0	,00	,00	-1,732	.08
	Pos.	3	2,00	6,00		
	Equ.	7				
CG	Neg.	5	5,40	27,00	-,051	.96
	Pos.	5	5,60	28,0		
	Equ.	0				

According to the data in Table 10, no statistically significant difference was found between the students' fluent reading automaticity and accuracy sub-dimension retention test and post test scores in favor of FEG, SEG and CG (FEG z=-2,807, p>.05; SEG z=-,889 p>.05; CG z=-1,956, p>.05). In this context, it can be said that according to the dialogic reading applications made under the guidance of parents and teachers, dialogic reading applications made under the guidance of the teacher and the reading according to the Turkish Curriculum, fluent reading improves the automaticity and accuracy of the students in their post-test scores, and the retention of this result continues. The significance between the retention test scores of the groups was examined with the Kruskal Wallis test.

Table 11

Student Fluent Reading Scale (By Teacher) Automaticity and accuracy Sub-Dimension Kruskal Wallis Test Analysis Results of Scores Obtained from the Retention Test

Dimension	Groups	N	Mean R.	sd	X^2	p	partial η^2	meaningfulness
Automaticity and accuracy	FEG	10	21,70					FEG>SEG
	SEG	10	12,65	2	7,758	.02[*]	,27	FEG>CG
	CG	10	12,15					

[*]p<.05

There was a significant difference between the automaticity and accuracy sub-dimension retention test scores of primary school 2nd grade students in fluent reading (p<.05).

In this context, it has been revealed that the result of the dialogic reading under the guidance of parents and teachers obtained in the post-test is more meaningful in the automaticity and accuracy sub-dimension of fluent reading than dialogic reading and traditional reading under the guidance of the teacher, which continues to have a great impact on the retention test.

The Kruskal Wallis test was used to test the retention of the difference that did not occur between the groups in the prosody sub-dimension post-test of fluent reading.

Table 12

Student Fluent Reading Scale (by Teacher) Prosody Sub-Dimension Retention and Post-Test Scores Wilcoxon Signed Ranks Test Analysis Results

Group	Retention-Post t.	N	Mean R.	Sum of R.	z	P
FEG	Neg.	1	4,00	4,00	-,962	.34
	Pos.	4	2,75	11,00		
	Equ.	5				
SEG	Neg.	1	3,00	3,00	-1,342	.18
	Pos.	4	3,00	12,00		
	Equ.	5				
CG	Neg.	6	6,33	38,00	-1,836	.06
	Pos.	3	2,33	7,00		
	Equ.	1				

According to the data in Table 12, no statistically significant difference was found between the students' fluent reading prosody sub-dimension post test and retention test scores in favor of FEG, SEG and CG (FEG z=-,962, p>,05; SEG z=-,889 p>,05; CG z=-1,956, p>.05). In this context, it can be said that the significant difference reached in the post test results of the prosody sub-dimension of fluent reading of primary school 2nd grade students of dialogic reading practices made under the guidance of parents and teachers, dialogic reading practices made under the guidance of teachers and reading according to the Turkish Curriculum continues in retention. In order to determine the statistical significance that did not occur between the fluent reading prosody sub-dimension post-test scores between the groups, Kruskal Wallis Analysis was performed on the difference in the retention test scores of the groups, and the results are presented in Table 13.

Table 13

Student Fluent Reading Scale (By Teacher) Prosody Sub-Dimension Retention Kruskal Wallis Analysis Results of the Scores Obtained from the Tests

Dimension	Groups	n	Mean R.	sd	X^2	p	η^2	meaningfulness
	FEG	10	21,45					FEG>CG
Prosody	SEG	10	17,85	2	14,768	.00[*]	,50	SEG>CG
	CG	10	7,20					

[*]p<.05

Test determined that the 2nd grade primary school students in the study group made a statistically significant difference in the prosody sub-dimension retention test scores of fluent reading according to the class variable (p<.05). In this context, although there is no statistical significance between the post-test scores of the students in the prosody sub-dimension of fluent reading, dialogic reading under the guidance of parents and teachers and dialogic reading practices under the guidance of teachers are more effective than reading practices made according to the Turkish Curriculum.

Discussion

It has been revealed that dialogic reading under the guidance of parents and teachers has a great effect on the automaticity and accuracy of fluent reading compared to dialogic reading applications under the guidance of the teacher and reading according to the Turkish Curriculum. Dialogic reading applications made under the guidance of parents and teachers are found to be significant in the automaticity and accuracy sub-dimension of fluent reading compared to the reading applications made according to the Turkish Curriculum. There may be repeated and dialogic readings (Brannon & Dauksas, 2012; Graham-Doyle & Bramwell, 2006; Trelease, 2013) that improve fluent reading. In addition, the students' repeating the words that are difficult to pronounce, which they have not encountered before, together with their teachers, may have contributed to the students' correct and fast reading of the words in repeated readings. In addition, in dialogic reading practices that should be done as a fun activity with students (Laboo, 2005), the use of books that attract the attention of students and are suitable for their level (Kim & Hall, 2002), reading theaters and reading choirs in appropriate places throughout the practice help students to read words quickly and without errors. It is due to the fact thatit is seen in the literature repeated reading, shared reading, reading choirs and theaters improve students in automaticity and accuracy (Cohen, 2011; Nes-Ferrera, 2005; Rasinski, Padak, & Fawcett, 2010). The reason why parent- and teacher-guided dialogic reading applications are stronger in the automaticity and accuracy sub-dimension of fluent reading compared to only teacher-guided dialogic reading applications may be due to the positive reflection of parents' participation in dialogic reading applications on the reading motivation and attitudes of the students in the group. It is because of the fact that reading motivation plays the most important role in the development of fluency (Schwanenflugel, Kuhn, Morris, Morrow, Meisinger, Woo, Quirk, & Sevcik, 2009). In studies, it is seen that dialogic reading practices with family participation increase students' reading motivation, attitudes and beliefs (Kotaman, 2013; Loera, Rueda, & Nakatamo, 2011; Millard, 1997; Udaka, 2009). Because, when students participate in reading activities with their parents, they state that their self-confidence, curiosity and interest in reading increase (Çalışkan, 2009). It is seen that dialogic reading applications without family participation also improve students' reading motivation, reading comprehension, storytelling and problem-solving skills (Ceyhan, 2019; Çalışkan, 2019; Çetinkaya Özdemir & Kurnaz, 2022; Durmaz & Çetinkaya, 2022; Kim & Lee, 2016; Ugur & Tavşanlı, 2022; Yurtbakan et al., 2021). The reason for the high motivation of students in dialogic reading applications with and without family participation may be that the guide conducting the applications is an expert in dialogic reading. That is why dialogic reading applications need to be carried out by experts in the field in order to achieve their purpose (Ping, 2014). In this way, dialogic reading achieves positive results in the development of fluent reading skills (Ceyhan, 2019; Wood, Pillinger, & Jackson, 2010). However, in the study, it was seen that dialogic reading applications made under the guidance of the teacher was effective in the automaticity and accuracy sub-dimensions of fluent reading compared to the reading applications made according to the Turkish Curriculum. The reason for this result is thatthere may be negative experiences that students have in the process of learning to read. Thestudents who cannot acquire and develop their reading skills appropriately in primary school may hate reading and may fail in this regard in the next education period (Ekiz, Erdoğan, & Uzuner, 2012; Ikinci, 2011). In this regard, in order to enable students to read quickly without errors through dialogic reading applications, it may be necessary to carry out the applications by experts in the field and to plan the applications considering the past reading experiences of the students.

In the study, it was determined that dialogic reading practices, both under the guidance of parents and teachers, were not effective in the prosody sub-dimension of fluent reading compared to the

reading practices made according to the Turkish Curriculum. The reason is that dialogic reading (Gear, 2010; Peter, 2017; Taub & Szente, 2012), which gives positive results in the development of phonological awareness, is an important factor in the improvement of fluent reading skills; howeever, it was not effective in improving students' prosody skills in the study sincethe family participation witin the study could not be carried out for a long time. It has been observed that family participation decreases over time in dialogic reading practices carried out with family participation (Kikuta, 2015). Long-term studies are required for the development of prosody skills (Yıldırım & Ateş, 2011). Just like in the research, the desired success was not achieved in the 3-week dialogic reading application by Dixon (2013) to improve students' prosody skills. However, Ceyhan's (2019) family-unattended dialogic reading aloud study for 11 weeks was successful in improving the prosody skills of primary school 2nd grade students. The reason why prosody skills require long-term dialogic reading studies may be related to the fact that the guidance of the teacher can set a better model for students and they may give immediate feedback on their reading. It is because of the fact that prosodic reading is related to modeling, focusing on expressions, assisted reading technique, performance and appropriate intonation (Rasinski, 2004). Although the teacher was a model for prosodic reading in the study, the short duration of the study may not have contributed enough to the prosodic reading of the students. In this context, it may be necessary to conduct long-term dialogic reading studies with groups of students with a number of teacherswho can give feedback to each student in order to improve their prosody skills.

The study is limited to 5 weeks. In addition, the limitations of the study are that there are 10 students in both the experimental groups and the control group, and that only 10 books are read interactively with the students.

In line with the research results, the following suggestions can be made:

- Planning dialogic reading practices after students' readiness is reviewed may yield more beneficial results.
- Long-term dialogic reading activities can be done for the development of students' prosody skills.
- By conducting dialogic reading activities with family participation in schools, students can contribute to their cognitive, social and affective development.
- The power of dialogic reading in primary school students' reading skills can be investigated. The effect of dialogic reading on writing, listening and speaking can be investigated.

Author Contributions

-This study based on Ergün Yurtbakan's doctoral thesis at Trabzon University Institude of Postgraduate Education Department under the supervision of Prof. Dr. Tolga Erdoğan.

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TÜRKÇE GENİŞ ÖZET

Öğretmen ve Ebeveyn Rehberliğinde Yapılan Etkileşimli Okuma Uygulamalarının İlkokul 2. Sınıf Öğrencilerinin Akıcı Okuma Becerilerine Etkisi

Giriş

Bireyler; beslenme, barınma, güvenlik gibi temel ihtiyaçlarından sonra günlük yaşamlarını sürdürebilmek için dinleme, konuşma, yazma ve okuma gibi dil becerilerine ihtiyaç duymaktadır. Aileler ve öğretmenler tarafından okul öncesi dönemde çocukların dil becerilerini geliştirmek için çalışmalar yapılmaktadır. Ancak yazma ve okuma becerileri öğrencilere ilkokulun başlamasıyla birlikte kazandırılmaktadır. Her ne kadar öğrencilere okuma becerisi kazandırılsa da nihai hedef olan okuduğunu anlama için okumanın akıcı bir şekilde yapılması gerekmektedir. Literatürde akıcı okumayı geliştirmede; koro okumanın, tablet, ebeveyn ve bağımsız okumanın etkisinin, duyarlı öğretim yaklaşımının, paylaşmalı okumanın; tekrarlı okumanın, eşli okumanın, akranla rehberli okumanın etkisinin incelendiği görülmektedir (Ellis, 2009; Gallagher, 2008; Griffin & Murtagh, 2015; Mannion & Griffin, 2018; Musti-Rao, Hawkins & Barkley, 2009; Neddenriep, Skinner, Wallace & McCallum, 2009; Nes Ferrera, 2005; Wilder-Kingsby, 2014). Okuduğunu anlama, okuma motivasyonu, kelime bilgisi, söz varlığı, dil gelişimi, fonolojik farkındalık, erken okuryazarlık (Ceyhan, 2020; Chow & McBride-Chang, 2003; Huenneken & Xu, 2016; Whalon, Delano & Hanline, 2013; Yurtbakan, 2020; Yurtbakan, Erdoğan & Erdoğan, 2022) gibi akıcı okumayı etkileyen ya da akıcı okumadan etkilenen durumlar üzerinde etkili olduğu ispatlanan etkileşimli okumanın, akıcı okuma üzerinde ne kadar etkili olduğunun araştırılmamış olması çalışmayı önemli kılmaktadır. Bu önemle, çalışmada aile ve öğretmen rehberliğinde yapılan etkileşimli okumanın ilkokul 2. sınıf öğrencilerinin akıcı okuma becerilerindeki etkisi incelenmiştir.

Yöntem

Araştırmada, 2 deney (öğretmen-öğrenci arasında etkileşimli okuma, öğretmen-öğrenci-ebeveyn etkileşimli okuma) ve 1 kontrol grubu olmak üzere toplam 3 grupta bulunan öğrencilerin (öğretmen-öğrenci geleneksel okuma) akıcı okuma becerilerinde etkileşimli okumanın etkisini belirlemek amacıyla yarı deneysel desenden faydalanılmıştır. Bu çalışmaya katılan ilkokul 2. sınıf öğrencileri, önceden oluşturulmuş gruplar (ilkokul 1. sınıfta oluşturulmuş 6 sınıf) içerisinden 2 deney ve 1 kontrol grubu olacak şekilde rastgele oluşturulmuştur. Trabzon ili Maçka ilçesindeki bir ilkokulda bulunan altı ilkokul 2. sınıf şubesinin 3'ünün araştırmaya rastgele dâhil edilmesinin sebebi tüm şubelerin eşit şansa sahip olmasıdır. Araştırmadaki öğrencilerin oluşturduğu 3 gruptan 2'sinin deney grubu olması, bu araştırmaya katılacak olan ebeveynlerin belirlenmesinde ön koşul olmuştur. Çalışmadaki veriler araştırmacı tarafından geliştirilen öğrenci akıcı okuma ölçeği (öğretmen tarafından doldurulan) ile toplanmıştır. Ölçeğin geçerlik hesaplaması için yapılan açımlayıcı faktör analizi sonucu KMO katsayısının .973; Bartlett testi değerinin 7544.337; anlamlılık değerinin (p) .00 olduğu ortaya çıkmıştır. Güvenirlik hesaplamasında Cronbach's

Alpha hız ve hatasızlık alt boyutunda 0,975, prozodi alt boyutunda 0,975, toplamında 0,985 olarak bulunmuştur. Kontrol grubu ve deney gruplarının akıcı okuma ön-son test ve son-kalıcılık testi puanları arasında anlamlı farklılık olma durumunu analiz etmek için ANCOVA analizi yapılmak istenmiştir fakat ANCOVA testinin varsayımlarının sağlanamaması nedeniyle Wilcoxon Sıralı İşaretler testi ile analiz edilmiştir. Grupların puanları arasında çıkan anlamlılığın hangi grup lehine olduğunu Kruskal Wallis testi ile belirlenmiştir. Anlamlı farklılığın hangi grup lehine olduğunu belirlemede Mann Whitney U testi yapılmıştır. Bunun yanında anlamlılık durumlarında etki büyüklüğü hesaplanmıştır.

Bulgular

Çalışmanın sonunda, akıcı okumanın hız ve hatasızlık alt boyutunda; ebeveyn ve öğretmen rehberliğinde yapılan etkileşimli okuma uygulamalarının, hem öğretmen rehberliğinde yapılan etkileşimli okuma uygulamalarına hem de Türkçe Öğretim Programı'na göre yapılan okuma uygulamalarına göre büyük derecede etkili olduğu tespit edilmiştir. Ancak ilkokul 2. sınıf öğrencilerinin akıcı okumanın prozodi alt boyutunda gerek ebeveyn ve öğretmen rehberliğinde yapılan etkileşimli okuma uygulamaları gerekse öğretmen rehberliğinde yapılan etkileşimli okuma uygulamaları ile Türkçe Öğretim Programı'na göre yapılan okuma uygulamaları arasında istatiksel olarak anlamlı farklılık bulunamamıştır.

Tartışma, Sonuç ve Öneriler

Ebeveyn ve öğretmen rehberliğinde yapılan etkileşimli okumanın, akıcı okuma hız ve hatasızlık boyutunda öğretmen rehberliğinde yapılan etkileşimli okuma uygulamaları ve Türkçe Öğretim Programı'na göre yapılan okumaya göre büyük etkiye sahip olduğu ortaya çıkmıştır. Ebeveyn ve öğretmen rehberliğinde yapılan etkileşimli okuma uygulamalarının akıcı okumanın hız ve hatasızlık alt boyutunda Türkçe Öğretim Programı'na göre yapılan okuma uygulamalarına göre anlamlı çıkmasının altında, akıcı okumayı geliştiren tekrarlı ve paylaşarak etkileşimli yapılan okumalar (Brannon & Dauksas, 2012; Graham-Doyle & Bramwell, 2006; Trelease, 2013) olabilir. Bunun yanında öğrencilerin daha önce karşılaşmadığı telaffuzu zor olan kelimeleri öğretmenleri ile birlikte tekrar etmeleri de öğrencilerin tekrarlı okumalarda kelimeleri hatasız ve hızlı okumalarına katkı sağlamış olabilir. Ayrıca öğrencilerle eğlenceli bir etkinlik hâlinde yapılması gereken etkileşimli okuma uygulamalarında (Laboo, 2005) öğrencilerin ilgisini çeken, seviyelerine uygun kitapların kullanılması (Kim & Hall, 2002), uygulama boyunca uygun yerlerde okuma tiyatroları, okuma koroları yapılması da öğrencilerin kelimeleri hızlı ve hatasız okumalarına yardımcı olmuş olabilir. Çünkü literatürde tekrarlı okumanın, paylaşmalı okumanın, okuma korolarının ve tiyatrolarının hız ve hatasızlık konusunda öğrencileri geliştirdiği görülmektedir (Cohen, 2011; Nes-Ferrera, 2005; Rasinski, Padak & Fawcett, 2010). Ebeveyn ve öğretmen rehberliğinde yapılan etkileşimli okuma uygulamalarının sadece öğretmen rehberliğinde yapılan etkileşimli okuma uygulamalarına göre akıcı okumanın hız ve hatasızlık alt boyutunda anlamlı farklılık yaratmasının nedeni, etkileşimli okuma uygulamalarına ebeveynlerinin katılmasının gruptaki öğrencilerin okuma motivasyonlarına ve tutumlarına olumlu yansımasından kaynaklanıyor olabilir. Çünkü akıcılığın gelişmesinde en önemli rolü okuma motivasyonu oynamaktadır (Schwanenflugel, Kuhn, Morris, Morrow, Meisinger, Woo, Quirk, & Sevcik, 2009). Yapılan çalışmalarda da aile katılımlı etkileşimli okuma uygulamalarının, öğrencilerin okuma motivasyonlarını, tutumlarını ve inançlarını artırdığı görülmektedir (Kotaman, 2013; Loera, Rueda & Nakatamo, 2011; Millard, 1997; Udaka, 2009). Çünkü öğrenciler, ebeveynleri ile birlikte okuma faaliyetlerine katıldıklarında okuma öz güvenlerinin, okumaya karşı merak ve ilgilerinin arttıklarını ifade etmektedir (Çalışkan, 2009). Aile katılımı olmayan etkileşimli okuma uygulamalarının da öğrencilerin okuma motivasyonlarını, okuduğunu anlama, hikaye anlatma ve problem çözme becerilerini geliştirdiği

görülmektedir (Ceyhan, 2019; Çalışkan, 2019; Çetinkaya Özdemir & Kurnaz, 2022; Durmaz & Çetinkaya, 2022; Kim & Lee, 2016; Uğur & Tavşanlı, 2022; Yurtbakan et. al., 2021). Hem aile katılımı olan hem de aile katılımı olmayan etkileşimli okuma uygulamalarında öğrenci motivasyonlarının yüksek çıkmasının nedeni ise uygulamaları yürüten rehberin etkileşimli okuma konusunda uzman olması olabilir. Çünkü etkileşimli okuma uygulamalarının amacına ulaşabilmesi için alanında uzman kişiler tarafından yürütülmesi gerekmektedir (Ping, 2014). Bu sayede etkileşimli okuma akıcı okuma becerisinin gelişiminde olumlu sonuçlara ulaşmaktadır (Ceyhan, 2019; Wood al., 2010). Fakat araştırmada öğretmen rehberliğinde yapılan etkileşimli okuma uygulamalarının, Türkçe Öğretim Programı'na göre yapılan okuma uygulamalarına göre akıcı okumanın hız ve hatasızlık alt boyutunda anlamlı farklılık yaratmadığı tespit edilmiştir. Bu sonucun nedeni, öğrencilerin okumayı öğrenme sürecinde geçirdikleri olumsuz yaşantılar olabilir. Çünkü ilkokulda okuma becerilerini uygun biçimde kazanıp geliştiremeyen öğrenciler, okumaktan nefret edebilecekleri gibi sonraki eğitim dönemlerinde bu konuda başarısız olabilirler (Ekiz, Erdoğan & Uzuner, 2012; İkinci, 2011). Bu bağlamda öğrencilerin hızlı ve hatasız okumalarını sağlamak amacıyla etkileşimli okuma uygulamalarının alanında uzman kişiler tarafından yürütülmesi ve öğrencilerin geçmişteki okuma yaşantıları dikkate alınarak uygulamaların planlanması gerekebilir.