Views of Mothers Regarding Interactive Book-Reading Process to Their Children

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Abstract

In this study it is aimed to identify the views of mothers regarding interactive book-reading process to their children whose ages are between 46 and 62. In the survey the qualitative pattern was conducted. 46-62 months old children and their mothers were the participants of this qualitative study. A 'semi-structured interview form' was used to indicate the views of mothers regarding interactive book-reading process. After the first interviews a three-session seminar was held for the volunteered participating mothers. At first part of the seminar, the mothers were presented the language development of children and supporting this development with some samples. Then the impacts of book-reading on their development, the features of pictorial books, the criteria of choosing reading books some features of the books and the ways of interactive book reading to children and such issues were discussed. In the second and third parts of the seminar, practical interactive book-reading activities were applied. Following this, mothers were asked to read 3 books a week, totally 27 story-books within 9 weeks. For each reading book, mothers filled a form so called 'story book verse form'. Lately the interviews were conducted with mothers after they read the books. According to the results, the findings of the second interview indicated that interactive book-reading has a positive impact on children's development and mothers' interactive book-reading skills.

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Introduction

Early childhood, which is expressed as one of the most important periods in life, needs to be passed qualified in every aspect. Living this period healty it is been crucial in terms of having a get off on the right foot and a more qualified next development. (Elliott, 2006). In early childhood, children display the fastest performance in terms of emotional, physical, cognitive and language development. The environmental stimuli presented to the child during this period are of vital importance in child's development. Erikson noted that there are eight periods in which people have to experience, from birth to adulthood so that they can realize their potential and feel competent. (Bolatbaş & Bıçakçı, 2015). Piaget emphasized maturation and environmental stimuli on the basis of individual differences in cognitive development (Bee & Boyd, 2009). Freud, on the other hand, has drawn attention to the importance of individual experiences in their first years based upon his patients. (Santrock, 2015). It is emphasized that the development of Bronfenbrenner's ecological theory reflects the influence of several environmental systems and draws attention to the links between environmental systems. In other words, the environment itself and every layer that is linked to the environment has an important effect on child's development. Children are hereditally affected by their parents mental health, social status, financial resources, parent-child interaction, and parental attitudes, that play a supporting or inhibiting role in child's development. (Bolatbaş & Bıçakçı, 2015). In short, considering the development theories, it is seen that the first life experiences, namely the environmental stimuli, are initiated primarily by mother-child interactions, and these interactions prevent or reduce future developmental problems (Gander & Gardiner, 2004; Bolatbaş & Bıçakçı, 2015). At the base of this interaction the place of book-reading as an activity especially enjoyed by children is a indisputable fact.

Reading books that is considered to have an important place in establishing positive communication between children and parents is defined as the most effective factor within the scope of environmental stimulants. Reading the appropriate narratives according to their developmental traits promotes their language acquisitions and enriches their language treasury. (Garvie, 1990). Many researches have shown that reading storybooks has significant learning outcomes of children on different developmental domains. It has been observed that literacy and language outcomes of children who read books regularly have improved (Bus, Ijzendoorn, & Pellegrini, 1995; Aram & Levin, 2002; Isbell, Sobol, Lindauer, & Lowrance, 2004). Snow (1983) has also shown that through the storybooks children acquire languages, develop vocabulary, learn how to keep the book, and gain many skills as well.

One of the most crucial factor determining the impacts of reading books on a child is the method of reading a book. The method of reading a book also increases the reading skills (Mizerka, 1999; Blum, Lipsett, & Yocom, 2002) and reading comprehension of children (Avcı & Yüksel, 2011; Blum et al., 2002; Chiang & Huang, 2005; Stabile, 2009). It is known that the impact of reading the book on the child occours more effectivelly during interactive reading approach. In interactive book reading approach it is noteworthy that the person reading the story and the child listening to the story have changed roles over time and the reader becomes an active listener and asks questions (Whitehurst & Lonigan, 1998; Whitehurst, Arnold, Epstein, Angell, Smith &Fischel, 1994a, Whitehurst, Epstein, Angell, Payne, Crone & Fischel, 1994b). When we look at studies about interactive book reading in Turkey, it is noteworthy that the studies on children's language development of reading interactive books have become the foreground. (Kotaman, 2008; Akoğlu, Ergül, & Duman, 2014; Şimşek & Işıkoğlu Erdoğan, 2015). A study on interactive reading in Turkey in the last few years has revealed a very important result. Ergül, Akoğlu, Sarıca, Tufan, and Karaman (2015) have shown that there are significant differences in book reading practices in kindergarden classes in terms of qualitative and quantitative characteristics of interactive book reading practices. Even the educators been indicated not reading books with this aproach it become necessary for them to investigate what mothers know about this issue. With this in mind, the necessity of studies emerges the efficiency of book reading, which forms the basis of spending quality time of the mother and the children in the home environment. In this study, it is aimed to determine the opinions of the mothers about interactive book reading process before and after the

seminar by giving a training seminar to groups of mothers owing 46-62 months old children. In this study, it is hypothesized that there will be a positive change in the view of 46-62 month old children's mothers towards interactive story reading after the seminar.

Method

In this section, the research includes the design, participants, data collection tools and data analysis.

Research design

In this research, qualitative research approach was used to collect detailed and in-depth data, to directly learn the participants' individual perceptions, experiences and perspectives, and to understand and explain the present situations (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2014). Qualitative research is a research that includes some philosophical orientation and approach. The essential feature of qualitative research is concerned with how individuals shape the real life through their interactions with their own social life.(Merriam, 2013). Yıldırım and Şimşek (2011) describe qualitative research as a qualitative research process in which qualitative data gathering techniques such as observation, interview and document analysis are used and followed in a realistic and holistic manner by a perception and realization of perceptions and events in a natural environment. Interviews are based on the availability of resources and classified with the data collected in the research as; Structured interviews, unstructured interviews, semi-structured interviews, ethnographic interviews, and focus interviews (Büyüköztürk et al., 2014). The data for this study were collected from interview types as using a semi-structured interview technique. In semi-structured interviews, interview questions are already prepared by the investigator, but it may be necessary to think and ask new questions according to the developments in the interview. For this reason, the researcher allows the participant to rearrange and discuss the questions created by providing partial flexibility during the interview (Ekiz, 2003; Karasar, 2009).

Participants

Before the participants of the study were determined, a meeting was held with the mothers who were present at the pre-school education institution and information was given about the process of the study. Within the light of this information, a volunteer and approval form has been distributed to whom that they would like to participate in this work. Twelve children of 46-62 months old and their mothers who voluntarily agreed to participate in the study constituted the first group of participants. In organizing the study group there were some points that were taken into consideration. The children shouldn't have any disability,mothers should accept attending the seminar and they should also accept reading books to children in certain intervals. Following the first interviews, the mothers were given a seminar with three sessions regarding the process of interactive book reading. After this seminar, the process of reading books to their children for nine weeks three times a week began. In this process, the mothers were asked to fill the book reading verse form that sent by mail and was filled in by the mothers on a weekly basis in order to follow reading the book to their children, and the mothers and children who were unable to attend this process were excluded from the study group. For this reason, the second round of talks ended with seven children and their mothers. The findings of the study were evaluated on these seven children and their mothers. Among the participants, 3 of the children was female and 4 of the them were male, while the education level of the mothers was either undergraduate or graduate.

Data Collection

The tools used in the study and the processes regarding the information are presented below.

Semi-structured Interview Form: The "Semi-structured Maternity Interview Form" was used to determine the opinions of the mothers by means of the language development and general development of the children before and after the interactive book-reading. The form consists of questions about how mothers follow their children in the interactive reading process of their children and how the impacts of book-reading effects the development of children can be seen in their own eyes. During the preparation of this form, primarily the purpose of the research was taken into consideration and a

literature survey was conducted on the subject. As a result of the related literature research, a pool of questions which can be included in this study has been established. Following this question pool, the questions of the Semi-structured Interview Form were formed considering the number of questions that could be included in the qualitative study. The Semi-structured Interview Form was presented to six experts who were experienced in interactive book reading that were involved in child development and pre-school education to assess the research's suitability for qualitative and qualitative work. In order to evaluate expert opinions, a specialist evaluation form was created by the researcher. For each question in the prepared form, the categories such "appropriate", "partially relevant" and "not applicable" are arranged. As a result of the evaluations of the experts, the Semi-structured Interview Form has been finalized by taking into account the views presented. The final version of the form, which consisted of ten questions, included seven questions about getting the information about the impact of children's interactive booküreading on their development and how they read books for their children. After the expert opinion, a pilot interview was held by making amendments in the direction of the proposals. This pilot interview was made being aware of the clarity of the questions and then used by making corrections. The questionnaire was finalized by getting feedback from the experts and organizing a pilot study. For the reliability of the study the researchers and the assesment and evaluation expert worked together and by investigating each document they made an evaluation in the direction of obtained codes, categories and themes. For the validity of the study the route mentioned below was followed:

➢ Analyzes made have been repeatedly reviewed with the possibility of error

➢ Checks have been made to ensure that there is no deviation in the identification of the codes in the coding process and that the meanings of the codes have not changed.

➢ Encoders come together at regular intervals to coordinate the communication between the coders and the sharing of analyzes on this page.

➢ The codes, categories and themes have been re-evaluated by the thesis supervisor in order to ensure that the codes developed by different researchers can be cross-checked and the compatibility between the coders can be ensured by comparing the independently derived results.

➢ The codes which have been evaluated for reliability with the adoption of two or more encoders on them (Creswell, 2014) are finalized.

The semi-structured interview form was applied face-to-face and the application process lasted approximately 20-25 minutes. During the interview process, the data was recorded with an audio device. All of the interviews took place in an empty room in a pre-school institution, with an appointment. Questions were asked in the same order to all candidates for reliability during the interviews.

Training seminar regarding the processes of mothers interactive book reading for their children,:

After the first interview, mothers were given a three session training seminar regarding the process of book reading. In the first session of this seminar, information on children's language development characteristics and support for language development were presented with examples, then information about the book's developmental effects, features suitablity of pictorial books for children and attention to be taken when choosing books for children, characteristics of books and techniques for reading books, interactive book reading techniques in the second and third sessions of the seminar. The seminar took place in an empty room in the pre-school education institution.

Book Reading Process: Following the first interviews with mothers, books were handed out to the them by the researchers and book lists were readable for the developmental characteristics of the children. In the process of book-reading twenty-seven books, including three books a week totally for nine weeks, were read among the recommended books. After reading each book, the mothers filled out

the Story Book verse Form prepared for each book. In addition, the mother was asked to make a picture of the story they read, and write the name of the short story behind the picture and the coments made by their children were noted as well. The mothers are asked to make video footage while reading books to their children. In this process, researchers have communicated with each other every week, received weekly evaluation forms / documents (story book verse form and video footage), and received letters from mothers evaluating the process, feedback on their reviews and evaluations. children draw pictures about books and the stories they read to the Short Story Book Verse Form. By the way mothers took the notes about children's books, and the children's feelings while book-reading , which is 27 for each child, was used to follow the books that mothers read for their children and to saw how the process of working went. Video shootings are intended to be watched by the researcher as to know how the mother conducts the interactive book reading process. The videos were followed up with the mothers to discuss the interactive book-reading process. Video shooting sharings were held for the first three weeks. In addition, following the information seminar held at the beginning of the study, informative and evaluation meetings were held with the mothers of the children in the experimental group in the third, sixth and ninth weeks, and at the end of the ninth week, the second interviews were held with the mothers.

Data Analysis

The data obtained from the interview form were analyzed using descriptive analysis. In descriptive analysis, data can be organized according to previously prepared themes, as well as by considering the questions or dimensions that arise during the research. The purpose of descriptive analysis is to present the findings to the reader in an organized and interpreted way. The data obtained in the descriptive analysis are summarized and interpreted according to the determined theme. In this analysis, direct quotations are often made to reflect the views of the individuals interviewed or observed (Yıldırım & Şimşek, 2011). The data obtained in the research are arranged by the researcher and interpreted in relation to the themes. When the themes are determined, the method of category formation is used as the qualitative analysis methods. Beside this, code is given to each participant so that the data can be analyzed and participants' opinions can be handled within the ethical rules. The interviews are recorded in the evaluation system according to the code numbers. Following the recording phase, the data is evaluated under categorization according to common or similar characteristics (Bogdan & Biklen, 1992). Participants were coded as P1 (Participant 1), P2 (Participant 2) during the interview, some participants' opinions were presented and quoted directly in the discussion section in terms of keeping the identity of the participants confidential.

The reliability of the study was obtained by analyzing the data, interpreting the categories, and taking the opinions of two researchers during the finding of common themes. The data were coded separately by two investigators, the percentages of correspondence between the encodings were calculated and the percent of agreement was 84%. If the percentage of compliance is 70% or more, it means that your confidence is appropriate (Şencan, 2005).

Results

The findings of the study were given in the form of first and second interviews within the themes determined in accordance with the questions of the research.

First Interview Results

Mothers' views regarding how long they have been reading book for their children:
Participants were asked "How long have your children been reading books? (F: 1),"

one of the participants read a book since the mother's womb (f:1),

one of the participants read a book since the child was born, (f:1),

one of the participants read the book since he was six months old (f:1),

one of the participants read the book since he is only one age (f:1)

one of the participants read since the age of two and a half f:2),

one of the participants read since the age of two (F:1)

one of the participants read since the age of three (f:1)

The sample regarding the answers to book reading times

"... We started reading in the womb, especially my wife was reading ..." (P4)

This question has only been included in the first interview.

Mothers' views regarding the impact of interactive reading book on a child's development

Participants were asked "Would you describe the effects of reading the book on the development of your child, and if so, on what points? " and there were no two participant ideas, while the other five participants indicated that they had contributed to language development. When the responses of the five participants are examined; Responses are grouped under three headings: recipient language (f: 3), expressive (f: 5), and cognitive processes (imagination and problem solving) (f: 4).

The sample regarding the answers of participants with no idea

"I do not know because I did not care" (P1)

"I've been dealing with a long time in order to get a habit of reading books. I am buying mobile books to to catch his attention still not reading. I did not see if it contributes "(P3)

The sample regarding the answers underlying the heading of the recipient language,

He focuses more on the words in the book. He asks new words he heard "(P4)

The sample regarding the answers underlying the heading of the expressive language,

"... he talks about the events in the story during the day, he wants to chat more" (P2)

"He speaks better about what he wants to say, and his expression is stronger" (P7)

The sample regarding the answers underlying the heading of the expressive language,

"Incorporating events in the story into events that he / she has encountered during the day, suggests solutions in the story." (P7)

The sample regarding the answers underlying the heading of cognitive processes (imagination and problem solving)

"Incorporating the events in the story into the events he / she confronts during the day, suggesting solutions in the story" (P7)

Views Regarding How They Choose The Books They Read To Their Children

Participants were asked about the question "How do you choose the books you read in your child?" And four participants especially pointed out that their children had the opportunity to take their own books while the other participants did not emphasize the choice of the children in the book selection. They noted that all of the participants were interested in the visual characteristics of the children's books in the selection of books, their physical characteristics (f: 5). Other answers of the participants are divided into three titles, which include choosing classical tales in the selection of books (f: 3), choosing children's attention animal heroes,(f:4) appealing to the senses and moving books (f: 4)

The sample regarding the answers that indicates paying attention to selection of books, children's books should be illustrated with visual characteristics,

> "I think that when I have a picture, it gets better moments, it gets attention."
> (P2)

The sample regarding the answers that indicates that selection of classical fairy tales while choosing books.

> "Classical fairy tales to suit your age group ... .." (P3)

The sample regarding the answers that indicates that selection of books that will appeal to children's heroes, appeal to the senses and mobile books and attract children's attention and ages

> "When choosing their own, their level of development is important. Books
> that are more tactile and play music when I'm younger choose my own
> according to their visual appearance, paying close attention to the content ...
> "(P1)

Views of Mothers' Regarding The Points They Consider While Reading A Book To Their Children

Participants were asked "What are you paying attention to when you are reading a book to your child? (F: 2) and some of them pay attention to the appropriateness of the book's content to the development of the child (f: 4), and that one participant paid attention to talking about pictures and writing (f: 2).

The sample regarding the answers that indicates paying attention to the tone of voice and emotion while reading the book,

> "I use toning, altering my voice, and using my voice gestures." (P6)

The sample regarding the answers that indicates paying attention to he content of the book is appropriate for the child's development

> "Replacing content while reading. Change the magic items. I would pay
> attention to the age and development levels..." (P2)

The sample regarding the answers that indicates paying attention to talk about pictures and the text.

> "As I read, I try to emphasize the importance of the pictures of the book and
> draw my child's attention. Speak by following pictures and writings with the
> hands..." (K3)

Mothers' Views Regarding to read a Book Again

Participants were asked "How many times have you read a book in your child and how do you read it again? The vast majority of the participants read the books more than once (F: 6), and that some of the participants did not read the books again (f: 2). Some of the participants who read the books more than once read the books by repeating them (f: 4) and some read the books by changing the contents (f: 3).

The sample regarding the answers indicates that reading books by doing exactly the same repetition

> "My son wants me to read some penguin books many times. When I make a
> change, it tells me that I read the pages wrong, and get it repeated." (P1)

The sample regarding the answers indicates that changing the content of the books

> For my child's imagination, I am changing the books. Sometimes he completes
> himself..." (P5)

Second Interview Results

Mothers' views regarding the impact of interactive reading book on a child's development
Participants were asked "Would you describe the effects of reading the book on the development of your child, and if so, on what points? " and seven participants expressed their contribution to language development. When the responses of the seven participants are examined; (F: 2), expressive (f: 7), quality time spent and communication (f: 4), recognition of the child and exploration of why the child likes it (f: 3) and integration of the child's stories into daily life (F: 2), which is a positive reflection on his life.

The sample regarding the answers underlying the heading of the recipient language,

" He is more accurate to some words that are difficult to say, and he repeats those words frequently to show me..." (P3)

"When I created the questions, I could see all the tonalities and accents I used to ask the question…" (P7)

The sample regarding the answers underlying the heading of the expressive language,

Our close nearby said that my son was setting up a smoother sentence" (P2)

"Between the beginning and the end of this process, I saw that his son began to construct a smoother sentence, the vocabulary developed." (P4)

"As the book was being read, it began to ask more and proper questions about the pictures ...." (P3)

"He began to ask more questions about images…" (P5)

"The use of the words we often use in daily life really attracts my attention, and I'm happy…" (P6)

"I have followed the sign for a question with a finger while reading the writings learned. We chatted about the question mark. We have shaped the conversation by creating question sentences…" (P1)

"He began to ask more questions about images…" (P7)

The sample regarding the answers underlying the heading of the spending quality time and communication,

"...I am in the process of divorce. It became a ritual to read books every night with my daughters. When we were on the outs with the reading book party we managed to break the ice." (P3)

"...I feel that we started spending time with my child and our communication is strengthening." (P4)

The sample regarding the answers underlying the heading of getting to know my child and Discovering what my child likes

"I learned what my child likes and we have increased our share, I think I started to know my child more." (P1)

The sample regarding the answers underlying the heading of the child's integration of the events in the story with daily life and its positive reflection on his life

"Once we read a book on problem-solving process: he took model on how the child in the story was coping with failure and made a decision on his own life ..." (P6)

"My son works out of town and my son can not accept his father working outside the city and he did not want to understand and reject all the explanations we made in this matter. When he read a book about the life of a father who works for his children then he changed his attitude and asked us to read this book many times. With this book, his attitude to his father's work life has changed and he is happier now..." (P7)

Views Regarding How They Choose The Books They Read To Their Children

Participants were asked about "How do you choose the books you read to your child?" And all of the participants emphasized the choices of their children. The responses of the participants are collected under three titless, which are chosen as the preference of the child (f: 7), the preference according to the child's age and developmental characteristics (f: 2) and the physical characteristics of the book and the publishing house (f: 3).

The sample regarding the answers indicating that the child chooses according to his / her preference

"We learned to choose the right book for my child. My child did not like reading books beforehand. But at this point, we are reading books that are particularly interesting, especially in action books..." (P2)

"I noticed the sense of book type of my child so I choose books more easily. There is also the influence of the Publisher as well. So my child headed to certain publishers..." (P3)

The sample regarding the answers that indicates paying attention to the congruity of the content of the book for the child's age and developmental characteristics.

"I look for books that match my child's age and developmental characteristics..." (P5)

The sample regarding the answers indicating that physical properties are considered in book selection

"While choosing book, I began to pay attention to the book's printing house, its pictures, its writings..." (P1)

"The images and topics of Tubitak publications draw more attention of my child. So we headed to this publishing house..." (K4)

Views of Mothers' Regarding The Points They Consider While Reading A Book To Their Children

Participants were asked "What are you paying attention to when you are reading a book to your child? " and it has been observed that all of the participants took care to ask questions from the beginning of the book reading period to the end and to talk about the cover of the books, writers, pictures and writings (f: 7) that is to say interactive book reading. It was also determined that some of them were paying attention to the tone of voice and feeling (f: 3) while reading a book.

The sample regarding the answers that indicates paying attention to ask questions while reading a book, talking about covers, authors, pictures and texts.

"I tried to ask more questions while reading the story. Especially what does this picture say? What does it mean here? What happened at the end of the episode? What would you do if it were you? I headed for such open-ended questions ... "(P2)

"My son was not very willing to read some books at first. In the books he was not voluntarily asked about the cover and the pictures in particular, we were able to complete the story ... "(P7)

"I began to ask more questions while I was studying. My daughter started asking me more questions about the pictures ... "(P4)

"... I'm not the only one asking about the picture. My daughter is commenting on what the subject might be ... "(P1)

"I enhanced to ask the question... .The interest to publising house and and the writer has increased as well as the questions like Who is the author?... "(P3)

"By asking pictures, my child started asking more questions about the pictures ..." (P2)

An example of responses that indicate attention to tone and emotional tone while reading a book

"Increasing intonation, altering my voice and enhancing attention to the story and questions..." (P2)

Mothers' Views Regarding to Read a Book Again

Participants were asked "How many times have you read a book to your child and how do you read it again? It has been observed that six of the participants have read the books more than one (F: 6) and one participant stated that he or she has read one book only once (f: 1) again. Some of the participants have read the books again with increasing their use of question-answer, ie reading more interactively (f: 2).

The sample ragarding the answer indicating that mothers have read a book once, that they have not read it again,

"No, I do not read it and he does not want it either. He just wanted me to read a book, which was related to kindergarten. He wanted me to read it once more because he likened to his own experience I suppose..." (P3)

The sample of replies indicating that mothers have read the books again

"My son did not like the book reading at all. However, during this process he asked me to read all the books once again especially the ones that were visually overloaded that I had read to him..." (P2)

The sample regarding answers indicating that reading books again to increase the use of questions and answers, ie more interactive reading

"In the book we read, he did not understand why elder-brother leopard behaved badly to his brother, that his little brother leopard was being mocked with fear. He wanted me to explain that. The explanationwas not enough when I read it. We repeated the whole story by question and answer, himself and I asking questions and answering,and in this way he understood it..." (P5)

General Conclusions Regarding to the Second Interview

"...If I choose the books more carefully and noticed some points while the reading book, my daughter became more sensitive to the characters around..." (K6)

"...this process went so well that we created a library at my child's bedroom..." (K3)

Discussion, Conclusion and Suggestions

Mother's focus on the recipient language, expressive and cognitive processes (imagination and problem-solving) of the impact of reading interactive books on the child at first sight suggests that the second language is a language that is receptive to language, expressive language, quality time and communication, It is seen that different ideas such as integrating the events of the story with the daily life and positively reflecting on the life of the child emerged with the discovery. This can be explained by the fact that the parents are able to learn how to read interactive books during the seminar and how they can support children in a developmental way and to contribute to the development of children by reflecting this in the book reading process. It is noteworthy that most of the effects of children's language development have a great place in the studies about the effectiveness of reading interactive books. Lonigan and Whitehurst (1998) emphasized that studying children 3-4 years of age with lower socioeconomic status the result of interactive book reading in children's language development is highly effective. Hargrave and Sénéchal (2000) noted that children who read regularly interavtive book-reading as a result of their work with children who have weaker language development are increasing their vocabulary. Akoğlu et al. (2014) found that interactive book-reading with the children who are in need of 4-5 years protection is effective in children's language acquisition and expressive on language development. Hindman, Skibbe, and Foster (2014) have established that the conclusion of the study with pre-school children and their families is effective in language development and early literacy skills of reading controversial books. Şimşek and Işıkoğlu Erdoğan (2015) pointed out that children who were involved in children aged 4-5 years in the lower socioeconomic level read interactive books twice a week for four weeks during the experimental study period and that the experimental group was influenced by the interactive book reading intervention program resulted in children's receptive and expressive language development . However, in this study, it has been stated that the interactive reading process by the mothers supports the cognitive development of children, social emotional development and positive interaction with the mother. Many studies and literature indicate that books are especially supportive of children's cognitive development (Durmuşoğlu, 2013). It is even said that children progressively acquire reading habits, reading and writing skills, critical reading skills and universal literacy skills in the process of reading books (Sever, 2007).

As a result of this study, interactive book reading can be explained as another reason for the increasing impact of reading of the development of the child, as the mothers closely see the differences of the development of the children, and thus they are more oriented to interactive books reading. In parallel with the development of the child, parents also preferred to read more frequently to their children (Young, Davis, & Schoen, 1996; Tercanlı Metin & Gökçay, 2014). It can be said that the relationship between reading quality and frequency of reading and attachment between mother and baby. In a conducted study, it is obtained that when there is an insecure attachment between mother and child and when the mother reads books to the child by ignoring his cognitive level, neglecting asking questions or making explanations which are components of interactive story reading, the child deals with the story less comparing to the children who develop secure attachment. (Bus & van Ijzendoorn, 1992). The increase in the quality and quantitative nature of reading in this study may be due to the fact that the working group couples secure attachment characteristics of the couple. It may have been more effective for children with secure attachment to support other areas of development.

Mothers pointed out that in the selection of the book they read for their children, all of the participants watched the children's books during the selection of books and that they were paying attention to their physical characteristics and the visual characteristics, while they were paying attention to classical tastes, children's attention to animal heroes, animated books which appealed to the senses and animated books, They seem to pay attention to the selection. It is noteworthy that in the second interview all of the participants emphasized the choices of their children. It was also determined during the second interview that the participants preferred according to the child's age and developmental characteristics, preference for the physical characteristics of the book and publishing house. When the first and second interviews are evaluated, the points to be noted in the selection of the book are that

only It is noteworthy that the child's preference came to the forefront of the second opinion. This can be explained by the fact that books are given and suggested by researchers and that parents attach importance to the choice of children, considering that the other features of the books they are reading are provided . As is known, increasing the participation of children in reading activity is possible by establishing a positive environment in socio-emotional sense. It has also been observed that allowing children to choose books during the reading process has made them more interested in reading (Ortiz, Stowe, & Arnold, 2001), so they may have given children a choice for a more relaxed and happy reading process.

At the same time, this situation can be expressed by the fact that this issue has been addressed during the seminar process and that the granting of the preference for children to the mother during the interactive book reading process has seen both the reading process and the communication between the child and herself developing positively.

Looking at the views of the mother's children about the points they considered reading the book, it was seen that the majority of the participants watched the vast majority of the participants read the book while they were reading the book and the content of the book was appropriate for the development of the child, while the second interview saw all the participants asking questions from beginning to end, Writers, paintings and writings, that is to say to pay attention to reading interactive books. Besides, some of them have been paying attention to the tone of voice and emotion while reading the book. This can be explained by the fact that mothers are sensitive to reading interactive books in this process and that this approach has their willingness to apply the effects of children on their behaviors because of their observations. This result may also be due to the fact that mothers are interested in reading at a young age and that they will continue in later periods and that they need to read interactive books (Huebner & Meltzoff, 2005). During the reading of the interactive book, the parents' support for the empathy, effective listening (Whitehurst & Lonigan, 1998) suggests that the child's emphasis on the events and characters in the book as process questions and answers emphasizes the child's awareness of the emotions and thoughts (Aram & Shapira, 2012). In this case, the mothers were very careful in this regard, thinking that they could support their children's development and learning more.

Considering the views of the parents on repeating a book, the majority of the participants were told that the majority read the books more than once . In the second interview, it was seen that the books on the bottom of the participants had been read more than once, this reading was more interactive by increasing the use of questions and answers. This can be attributed to the contribution of the seminar, but it can be explained by the fact that the most important reason for this is in the process of acquiring experience in reading books interacting with mothers. In this study, it is obtained that in the process of story reading, the parents who let their children ask questions about the content of the story or let their children choose the book to be read, have children who are more concerned with reading. (Ortiz et al., 2001).

Although it seems that children are beginning to read early, it has been determined that this early support process does not rely on the interactive reading approach. It is known that parents' education is important in reading books early in children and in positive attitude towards reading children's books. Berkule, Dreyer, Huberman, Fierman, and Mendelsohn (2007) found that children who are beginning to read books early in the study are more likely to read books. According to the results of a national study in the United States, 52% of parents read a book every day to their child, but it is emphasized how important it is to manage this process.

Overall study results show that the results of the second interview are influenced by the interactive reading process, they are reflected in their reading skills. This can be explained by the fact that the seminar process given to the mothers is effective. Teaching the approach of parental interactive book reading and using this approach in the reading process increases the effectiveness of reading the book (Huebner & Meltzoff, 2005).

Apart from these results, it is the opinion that after the second interview the mothers expressed a book corner / library. This result suggests that the children of mothers can improve their child's development supportive environments by increasing their level of knowledge and awareness about supporting their development. Looking at the researches on childhood reading experiences, it is shown among the reasons for having positive attitudes towards reading, reading and reading the stories and books in preschool and school years, finding the books and libraries at home, class, school and surroundings, (Dedeoğlu, 2013).

Considering the results of this study, this study can be seen as an important study for children. As seen in the study, the mothers used this knowledge to know what they could do for their children. In addition, it has been observed that the study of reading mothers' interactive books has positive effects on children. For this reason, all parents who have children in early childhood should be educated in this regard in order to read interactive books. Awareness training and campaigns should be carried out so that parents can start reading books to their children earlier. These training and competitions can be conducted by official, private and non-governmental organizations under the supervision of the trainers.

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