Impact of Dialogic Reading on Reading Motivation

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Abstract

The purpose of this study is to determine the effect of dialogic reading on the reading motivation of 4th grade students in primary schools, and to gauge their views on dialogic reading. The study group of the research, where a pre-experimental research design (a single group pretest and post-test design) was used, consisted of 15 fourth-grade students who were studying in a primary school in Trabzon province, Maçka, and were selected through appropriate case sampling. In the quantitative dimension of the research, "Reading Motivation Scale" was used as a data collection tool, and in the qualitative dimension, semi-structured interviews were conducted with students. In the analysis of the quantitative data, arithmetic mean and Wilcoxon signed rank test, and standard deviation were used. Descriptive analysis was performed in the analysis of the qualitative data collected. The quantitative results of the research show that dialogic reading increases students' reading motivation. Qualitative results, on the other hand, reveal that students' reading desires increase with dialogic reading, and that they benefit more from this process. Furthermore, the students have stated that the reading process has become more fun and stimulating.

Introduction

Children begin to gain reading skills as they examine the pictures of books with their families during the preschool period. Children successfully acquire reading skills in elementary schools if they do not have a mental disability. In order to nurture this skill, students must love and want to read. Students who do not read willingly, and see reading as a boring activity cannot concentrate on reading. As a result, students cannot acquire fluent reading and reading comprehension skills, which are the cognitive sub-dimensions of reading skills, at the desired level. For this reason, activities that increase students' motivation to read should be performed.

Reading action has cognitive, affective, and psychomotor dimensions (Elkatmış, 2013). Reading begins by receiving the message from the written source, and ends with the process of establishing meaning in the mind. In this process, most cognitive and psychomotor dimensions of reading are at the forefront. In the affective dimension of the reading process, it can be said that as a driving force in mobilizing a person, there is motivation (Balaban, 1992), which has elements such as curiosity, interest, and desire to achieve something (Williams & Burden, 1997). This is affected by social and cognitive

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factors (Relan, 1992). Motivation is an important factor in reading action and success (Kirchner & Mostert, 2017).

Reading motivation consists of internal and external processes that lead individuals to read (Wang & Guthrie, 2004). Internal motivation, being one of these processes, is the tendency of the person to see reading as a satisfactory process that is worth doing (Schiefele, Schaffner, Möller, & Wigfield, 2012). In addition, intrinsic motivation is extremely effective in improving students' academic skills (Wolters, Yu, & Pintrich, 1996), and enabling them to continue reading (Wigfield, 1997). Extrinsic motivation, on the other hand, expresses the external powers that are effective in guiding the individual's behaviors, such as reward and punishment, with the desire to meet the pressure of school, peers, or family (Becker, McElvany, & Kortenbruck, 2010; Gambrell & Codling, 1997; Lepola, 2004). Wigfield and Guthrie (1997) state that reading programs based on reward and external processes in schools can improve students' external motivation for reading. Intrinsic and extrinsic motivation affect different levels of children's acquisition of reading skills (Ryan & Deci, 2000). According to Miyamoto, Pfost, and Artelt (2018), intrinsic motivation is more effective in enhancing reading proficiency than extrinsic motivation. This is because intrinsic motivation directly contributes to the development of positive values and beliefs towards the reading process (Cambria & Guthrie, 2010). Thus, intrinsic motivation positively affects both reading comprehension and reading habits (Nuttall, 2016; Yıldız & Akyol, 2011).

Reading motivation makes important contributions to elementary school level students spending longer and more quality time on the reading process (Eccles, Wigfield, & Schiefele, 1998; Guthrie, Wigfield, Metsala, & Cox, 1999). Students with high reading motivation strive for a more planned and diligent effort for reading skills (Gambrell, Palmer, Codling, & Mazzoni, 1996), while students with low reading motivation spend less, and more unqualified, time reading (Baker & Wigfield, 1999). For this reason, it is necessary to support reading motivations correctly to improve the reading skills of the students.

Students' encounters with qualified books can be considered as an important variable in developing reading motivation (Guthrie & Davis, 2003). Qualified books support students' imaginations and creative thinking skills, improve their empathy skills and perspectives, help students build an emotional bond with books, and increase their desire to turn to literary works. Effective reading of selected books as well as the selection of good books makes the reading process more exciting and meaningful. This positively nurtures belief in the reading process. The quality of the actions taken, and the time spent during reading are extremely important in meeting the expectations of the students from the reading process, and in making them become more willing to read afterwards (Cabell et al., 2019; Wasik, Hindman, & Snell, 2016). One alternative reading method that can be used in this process is dialogic reading (Piasta, Justice, McGinty, & Kaderavek, 2012).

Dialogic reading is an application process in which the person reading the text, and the students listening to the text change their roles over time (Whitehurst & Lonigan, 1998). In this process, the teacher is an effective listener who also asks questions. During the reading of the text, students get an opportunity to speak, explain words with unknown meaning by asking questions, and, in the process, learn by repeating new words gathered during the reading activity (Justice & Pullen, 2003; Whitehurst et al., 1994). Dialogic reading is one of the preferred reading methods in the book reading process (Graham Doyle & Bramwell, 2006). Dialogic reading encourages the audience to participate in the reading process, and reinforces the excitement of reading by providing continuous feedback (Morgan & Meier, 2008; Pillinger & Wood, 2014). In addition, during the dialogic reading process, students are encouraged to speak, make detailed descriptions, and interpret what they see. Preventing students from being passive during the reading process increases their reading desires, and strengthens their curiosity (Ganotice, Downing, Mak, Chan, & Lee, 2017). As a result, children discover that reading books is a fun and enjoyable method of learning (Er, 2016). This process helps students expand their vocabulary, and improve their reading comprehension skills (Beschorner & Hutchison, 2016; Mol, Bus, de Jong, &

Smeets, 2008; Sperling & Head, 2002). This also favorably supports the development of language and literacy aptitude. All activities that take place in the dialogic reading process make positive contributions to the development of listening, speaking, and reading skills. Studies that enable students to talk about the text listened to, to make comments, and be critical also stimulate their higher-order thinking skills (Blom-Hoffman, O'neil Pirazzi, & Cutting, 2006; Brannon & Dauksas, 2012; Vally, 2012).

Dialogic reading not only contributes significantly to the mental development process of students but also supports their affective development, as it allows students to recognize their own and others' feelings and thoughts (Towson, Fettig, Fleury, & Abarca, 2017). The fact that the studies carried out in the dialogic reading process strengthens the interests, enthusiasm, and curiosity of the students in the reading process, is an extremely important factor for reading motivation. Activities, group work, and sharing of students' experiences, which are established elements of dialogic reading, increase interest in reading. These student-centered studies can positively affect students' reading habits. Dialogic reading of books motivates students' reading desires because it helps students feel closer to the characters in the books, and enables them to connect and empathize with these characters (Neugebauer & Lia, 2018). Furthermore, during dialogic book reading, students' associating the information, events, and characters in the book with their daily lives makes reading more meaningful. Allowing students enough time to develop ideas about the book's interpretation, and to think deeply about the events included in the book helps students to structure information more easily. This allows students to enjoy the reading experience, thus strengthening reading motivation that encourages students to read the next book (McClure & Fullerton, 2017; Wixson, 2017).

In some studies on dialogic reading, cases were found where this method was not effective. Dialogic reading as computer-aided or with electronic books negatively affects students' phonological awareness, fluent reading, and understanding of stories (Parish-Morris, Mahajan, Hirsh-Pasek, Golinkoff, & Collins, 2013; Wood, Pillinger, & Jackson, 2010). In addition, a comprehensive and good preparation process is needed for dialogic reading practices. The teacher who will perform the application must have knowledge about the features and principles of dialogic reading, and they must structure the process accordingly. If good planning is not done in dialogic reading, the stated objectives related to reading may not be achieved.

Examination of literature reveals that there are many studies on the contribution of dialogic reading to cognitive development. In the studies conducted with disadvantaged children, it has been determined that dialogic reading has a positive impact on receptive and expressive language skills (Akoğlu, Ergül, & Duman, 2014), receptive language skills (Maul & Ambler, 2014), reading and writing skills (Whalon, Delano, & Hanline, 2013), vocabulary (Fung, Chow, & McBrige-Chang, 2005; Hargrave & Senechal, 2000), and speaking skills (Trussell, Dunagan, Kane, & Cascioli, 2017). Furthermore, there are several studies that have attempted to determine the impact of dialogic reading on children's word recognition levels (Tsybina & Eriks-Brophy, 2010), development of early literacy skills (Huennekens & Xu, 2016), storytelling skills (Lever & Senechal, 2011), and phonological awareness skills (Elmonayer, 2013) during the pre-school period. At the elementary school level, studies have been conducted with the aim of assessing the contribution of dialogic reading to the relationship between family and child (Ganotice et al., 2017), for the use of mathematical language and mathematical skills (Purpura, Napoli, Wehrspann, & Gold, 2017) and the recipient language skills (Chow & McBride-Chang, 2003). Furthermore, there are various studies available that aim to determine how teachers have realized the importance of dialogic reading (Ergül, Akoğlu, Sarıca, Tufan, & Karaman, 2015) and the functionality of the dialogic reading intervention program (Lonigan, Anthony, Bloomfield, Dyer, & Samwel, 1999; Zevenbergen, Worth, Dretto, & Travers, 2016).

A literature review reveals that frequent studies have been conducted on the effect of dialogic reading on the cognitive field. In addition, in the analysis of dialogic reading studies conducted by Yurtbakan (2020), it was shown that dialogic reading was mostly conducted with preschool children with the aim of improving their cognitive skills. Other studies on dialogic reading (Elmonayer, 2013;

Kotaman, 2008; Lacour, Mcdonald, Tissington, & Thomason, 2013; Mol et al., 2008) have generally focused on preschool and primary school grades. The fact that there are only a few studies examining the effect of dialogic reading on affective particulars, and that the studies carried out are mostly related to pre-primary and primary grades, make this research important and necessary. In this context, research is needed to examine the effects of dialogic reading on the affective aspects of reading and on students in the higher grades of primary school. In addition, when the international exams are reviewed, it is seen that the reading scores of Turkey are not sufficient (OECD, 2016), which shows that the reading skills of the students are not adequately developed. This may be because of the poor quality of imparting dialogic reading skills. In this context, the fact that a reading method that can affect motivation is a very important variable in reading skill, and that students are active in the process makes the research significant in terms of teaching the art of reading. However, conducting the research as a single group with 15 fourth-grade students studying in a primary school in Trabzon is a limitation of the research, and it was assumed that the students filled the items in the scale sincerely. From this point on, it is very important to determine the effect of dialogic reading in the fourth grade of primary school and to examine it in all aspects. In this context, this study aimed to investigate the effect of dialogic reading on fourth grade students' reading motivation and to determine the views of the students about dialogic reading. The answers to the following questions were sought to achieve these goals:

1. Is there a significant difference between the 'Reading Motivation Scale' pre-test and post-test scores of the students participating in the dialogic reading application?

2. What are the views of students on the dialogic reading process?

Method

Research Design

In this research, the "mixed method" research methodology was used to determine the effect of dialogic reading on reading motivations of primary school 4th grade students and to determine the students' views on this process. The mixed method consists of qualitative and quantitative methods with four types of patterns: variation patterns, embedded patterns, explanatory patterns, and exploratory patterns (Yıldırım & Şimşek, 2013). The explanatory pattern of the mixed method was used in this study. The descriptive pattern is where the two-stage pattern is first collected and supported by qualitative data after the quantitative data is collected. (Yıldırım & Şimşek, 2013). In the quantitative part of the study, a pre-experimental research design (a single-group pretest and post-test design) was followed. In this context, the reading motivations of elementary school 4th grade students were determined using the relevant measurement tool before and after the application. In the qualitative part of the research, semi-structured interviews were conducted with the students. Through these interviews, the students' opinions about the dialogic reading process were determined.

Study Group

The study group consisted of 15 (6 girls, 9 boys) students who were studying in the 4th grade in a primary school in the district of Maçka, Trabzon, and were selected through the purposeful sampling method. Suitable case sampling is a purposeful sampling method that enables easy access to sampling to accelerate the research (Ekiz, 2009). The fact that the teacher of the students in the study group was one of the researchers, provided easy access to the sample group. Considering the socioeconomic level of the students' families, 14 of them were reportedly from the low-income strata and 1 student was from a high-income family. Taking account of the educational status of the fathers of the students, 12 were high school, 2 were middle school, and 1 were primary school graduates; considering the education level of their mothers, 5 of them were high school, 8 were secondary school, and 2 were primary school graduates. Of the students, 5 had a library at home and 10 of them did not have a library. It was evident that 6 of the students read books every day, 4 of them read occasionally, and 5 of them did not read books at all.

Data Collection Tool

In the quantitative section of the research, the 'Reading Motivation Scale,' prepared by Katrancı (2015), was used to measure the reading motivations of primary and secondary school students. The scale consists of 14 items, and the score values are in the form of "It is suitable for me" (3), "It is somewhat suitable" (2), and "It is not suitable for me at all" (1); it is prepared on a 3-point Likert type. The lowest score that can be obtained from the scale is 14, and the highest score is 42. Cronbach's alpha internal consistency coefficient of the scale is 0.85 for the total scale (Katrancı, 2015). In this study, the internal consistency coefficient was not calculated because there were weak experimental studies, with insufficient internal and external validity, and low number of study groups (f = 15). When the obtained values are examined, the scale is compatible with the two-factor structure. While this scale was used to determine the reading motivation levels of students before using the dialogic reading activities, it was used twice at different times to reveal the level of reading motivation of students after dialogic reading practices.

In the qualitative section of the research, semi-structured interviews were conducted with 9 students with 5 questions to determine the students' feelings and thoughts about dialogic reading. For the semi-structured interview form, draft questions for the application process and dialogic reading were prepared by the researchers. The questions developed by the researchers were presented to 3 academicians for their opinions who had expertise in teaching Turkish in primary schools. The questions were finalized in accordance with their feedback. In this context, during the semi-structured interviews, the students were asked questions such as, "What are your views on dialogic reading?", "Which part did you like the most while having dialogic reading?", "Would you choose dialogic reading or traditional reading?", "Why is that?", "What are the benefits of dialogic reading?", and "How is dialogic reading different from traditional reading?".

Development and Implementation of Dialogic Reading Activities

In order to develop dialogic reading activities, 16 books were selected primarily for use in these applications. The following criteria were considered in selecting the books:

● While analyzing the content of the books, the needs and interests of the students were taken into consideration.

● Students' readiness levels were considered.

● Special situations of students (separation, fear, divorce, death, etc.) were taken into account.

● Books with illustrative features that may attract students' interest were selected.

● Care was taken to ensure that the plot of the book was of a quality that could attract students' attention and interest.

● Attention was paid to selecting books that allow students to develop their imagination and creativity.

Opinions of two subject area experts and a classroom teacher were taken into account about the suitability of the selected books. After book selection, dialogic reading activities for each book were prepared by researchers for specific activities to be conducted before reading, during reading, and after reading. Feedback on these prepared activities were sought from two subject matter experts who have worked on teaching reading skills in primary schools, and who have conducted scientific studies on dialogic reading. Field experts examined the activities prepared, and presented their suggestions in writing. In addition, an oral meeting was held with the field experts, and a consensus about the activities was reached. Field experts and researchers have agreed that the dialogic reading activities developed will positively affect students' reading motivation, increase their interest in reading, and improve their reading skills. The activities developed with features such as play, animation, actively participating in the process, using high-level thinking skills, addressing many senses, using body language, elements of excitement, and curiosity in accordance with the developmental aspects of elementary school students,

differ from other reading teaching practices that do not attract students' attention, and do not develop their reading skills to the desired quality.

Dialogic reading activities were practiced twice a week for 8 weeks. Generally, each application took almost two hours (80 min). Dialogic reading activities were carried out by a class teacher, being one of the researchers, in their own class. Other researchers provided control of the applications. In addition, the researchers interacted constantly, ensuring that the implementation was carried out as planned.

Below is an example of an application from dialogic reading activities.

> **Name of the book:** When Chubby Bear Got Lost
> **Writer of the book:** Karma Wilson and Jane Chapman
> **Publishing House:** Pearson

Gains:
1. S/he reads aloud and quietly, paying attention to punctuation marks.
2. Answers questions about the text s/he has read.
3. Asks questions about the text.
4. Relates an event by associating the images.
5. Expresses his/her thoughts about the events in the text s/he has read.
6. Associates the content of the text s/he reads with the visuals.
7. Make inferences about what s/he has read.
8. Compares the features of the heroes in the text s/he has read (Ministry of National Education [MoNE], 2018).

Keywords: Getting lost, emotions, friends
Tools and equipment: Animal shapes relating to finger game, book
Before reading

- *First, students play the finger game. Pictures of bear, mouse, rabbit, owl, and badger are put on fingers. The picture of the bear is pasted on the thumb, and it said: "My name is Chubby Bear." The mouse image is pasted on the index finger, and it said: "My name is little mouse." The picture of the rabbit is pasted on the middle finger, and it said: "My name is hopping rabbit." The picture of the owl is glued to the ring finger, and it is said: "My name is the wise owl." The pinky finger has the badger picture pasted to it, and it said: "My name is badger." By swaying the fingers, it said: "We are very good friends." By swaying the forefinger to mean no, it said: "We don't make each other sad and we don't get angry at each other." By clenching hands, it is said: "We protect and love each other." Students are also asked to talk about the animals using these pictures.*

- *Students are told the title of the book, and their front and back pages are examined. Students are asked for their ideas about what the subject of the book might be, who their heroes might be, and where the story in the book might have taken place.*

During reading
- *After reading the first page of the book, the students are tested by having to answer questions such as: "Why is Chubby Bear going to collect food? What do you think it will collect as food?"*

- *After reading the second page of the book, one of the volunteer students is selected as Chubby Bear. The Chubby Bear is asked to search for food in the classroom. While the other students are asked to make wind sound stickers, the Chubby Bear is asked to pretend and act as if it were cold.*

- *The students are told "wind, storm, wind, storm…" in turn, and asked to make a sound according to the expression.*

- *Food pictures were placed in appropriate places in the classroom before the event. The Chubby Bear is asked to create an animation that tells us that he is not full even though he eats the food, and that he is*

cold at the same time. The other students are expected to answer questions such as: "Does the Chubby Bear get cold? Why do you think it is cold? Why does he feel cold even though he has feathers?" "What do you think the Chubby Bear feels?" "What should the Chubby Bear do?".

- *After reading the first paragraph of the 3rd page of the book, the students are asked, "What will Chubby Bear do when it gets dark?", and their responses are listened to. Students are asked to make a sound of the wind and storm. Then, the question follows, "It was dark and the storm grew bigger. What do you think the Chubby Bear will do?', and their answers are listened to.*

- *The students are asked: "What sounds might be coming from the forest?" They are told to make the sounds of the forest. Then they are asked about what the Chubby Bear would do when he hears these sounds. Two sentences on page 4 of the book are read to determine who made the correct prediction after students' answers were listened to.*

- *Chubby Bear is told to pretend to be hiding behind a tree. The students are asked the question: "What do you think the Chubby Bear will do behind the tree?". After the answers are listened to, the remaining sentences on the 4th page are read.*

- *The 5th and 6th pages of the book are read. The students are asked to reproduce different sounds in the forest, and the Chubby Bear is asked to revive the sounds that come from different directions, to make an animation suitable for the emotional state.*

- *After reading pages 8, 9, and 11 of the book, Chubby Bear is asked to hide somewhere outside the classroom. Meanwhile, other students are told to close their eyes. Then, the students are told: "Now you will go looking for the Chubby Bear. What should you do to avoid getting lost? What do you think the Chubby Bear is doing? How is he feeling? What should we take with us to call the Chubby Bear? By asking these questions, an attempt is made to elicit creative ideas of the students. Once their responses are listened to, students are asked to continue their Chubby Bear search.*

- *The teacher tells the students that they cannot find the Chubby Bear, and the students are asked to talk to each other about the location of the Chubby Bear (fussy, scared, anxious) in accordance with different emotional states. Pages 14, 15, and 16 of the book are read, and students are asked to guess about where the Chubby bear might be.*

- *Pages 17, 18, and 19 of the book are read by a student. One of the students is asked to be a badger, and take the lead. He is given a flashlight and is asked to act as if he was looking for the Chubby Bear. The other students are asked to call out: "Where are you, Chubby Bear?". Then questions are asked to the students such as, "Did the Chubby Bear hear your voice? If he has heard, what do you think he will do? If not, what should you do?", and their responses are listened to.*

- *Pages 20 and 21 of the book are read by another student. He is told to shout moderately by saying, "I'm here!". Other students are asked to show facial expressions according to their emotions.*

- *The students are told: "The voice of the Chubby Bear comes from somewhere, but we cannot see it. Why is that? Which animal do you think can see the Chubby Bear among the crowded trees in the forest? Why is that?", and the students' opinions are heard.*

- *Pages 22 and 23 of the book are read by a student. Then, the question follows, "Why don't you think the Chubby Bear can see his friends?", and the students' responses heard.*

- *Page 24 of the book is read, and the students are asked to act out the moment of finding the Chubby Bear.*

- *Questions are asked to the students, such as: "How do you think the Chubby Bear feels when he saw his friends? How would you feel if you found a friend you love so much? What do you think the Chubby Bear did with his friends?". The views of the students are heard.*

- *The 25th page of the book is read by another student. A circle is formed with students and friends as the role of the Chubby Bear. The student in the role of the Chubby Bear is asked to create an animation about what happened.*

- *The 26th page of the book is read by another student. The students are asked to act as the Chubby Bear and his friends who hug each other, and to form a sentence that explains the emotions they feel.*

  After reading

- *Students are asked questions such as, "What would happen to the Chubby Bear if his friends did not find him? What do you think the Chubby Bear should have done?," and their ideas are heard.*

- *Students are divided into groups. The groups are asked to create a scene about what the Chubby Bear was going through during his disappearance.*

During the research, various activities were carried out by reading two books a week dialogically. Sixteen books were processed in this way for 8 weeks. The reading of the book, each page of which was read by different students, and the implementation of its activities took about 2 lessons. While determining the subjects of the books, the opinions of 3 subject area experts (teaching reading and writing) were taken into account. The books read with dialogic reading are shown in Table 1.

Table 1. Information about books read with dialogue reading

Weeks	Name of Book	Writer	Theme-Subject
1. Week	From Head to Toe	Eric Carle	Health and Sports-Sports
	Hungry Caterpillar	Eric Carle	Health and Sports-Healthy Nutrition
2. Week	Elmer's Joy of Snow	David Mckee	Virtues-friendship
	Small Seed	Eric Carle	Nature and Awareness of Universe-environment
3. Week	Never Tickle the Tiger	Pamela Butchart	Our National Culture-Obeying the Rules
	A Strange Tail	Şermin Yaşar	Virtues-establishing Friendship
4. Week	Bears do not Read Books	Emma Chichester Clark	Reading Culture-Love of Reading
	My Small Red Fish	Ferit Avcı	Our National Culture-Family
5. Week	How does an Elephant Sleep?	Salim Keskingöz	Nature and Universe-Sleeping of Animals
	Did You See Red Elephant?	Ferit Avcı	Art-colors
6. Week	Oscar Looking for His Sound	Courtney Dicmas	Virtues-Differences
	When Chubby Bear Got Lost	Karma Wilson and Jane Chapman	Virtues-Friendship
7. Week	Whose Shelter Place	Rebecca Cobb	Nature and Awareness of Universe-Environment, Animals
	New Friend of Chubby Bear	Karma Wilson and Jane Chapman	Virtues-Friendship
8. Week	Happy Hippo	Richard Edwards and Carol Liddiment	Virtues-Being Who You Are
	Case or Courage	Şermin Yaşar	Virtues-Courage

Collection and Analysis of Data

In the study, a reading motivation scale was used to measure the student's reading motivations, before the process began, under the guidance of the teacher. The questions in the scale were read and explained sequentially by the teacher. After each question was marked by all students, the next question was attended to. It took one lesson for the students to fill the scale in this way. After eight weeks of dialogic reading, the students were subjected to another reading motivation scale under the guidance of a teacher. Arithmetic mean (X) and 'Wilcoxon Signed Ranks Test' were used to analyze the data obtained from the pretest and posttest applications of the reading motivation scale. In the two measurements to be compared, the 'Wilcoxon Signed Ranks Test', which is a nonparametric comparison test that can be considered as an alternative to the t-test, was carried out due to the low number of

samples (Can, 2017). Since the sample group was 15, the scores obtained from the pre-and-post tests were analyzed with the 'Wilcoxon Signed Ranks Test'. Statistical operations were analyzed with SPSS 21.0 package program. The level of significance in the interpretation of the results was accepted as .05.

Within the scope of the research, semi-structured interviews were conducted with 9 randomly selected students from the class. Each interview, which took place in a quiet environment, and lasted for 5-8 minutes, was recorded with a voice recorder, and transmitted to the computer in writing. The data transferred to writing were analyzed by using the descriptive analysis technique. In the descriptive analysis, data were summarized and interpreted according to previously determined themes. Data in the research were interpreted according to the themes of dialogic reading: opinions liked while conducting dialogic reading, the reason why the dialogic reading is liked, the benefits, which of traditional and dialogic reading types are preferred and why, and the difference between dialogic reading and traditional reading. The data can be arranged according to the themes put forward by the research questions, or can be presented by considering the questions or dimensions used in the interview and observation processes. In descriptive analysis, direct quotations are often included to directly reflect the individuals opinions when interviewed or observed (Yıldırım & Şimşek, 2013). The data obtained by the research were analyzed separately by three researchers, and it was found that the compatibility calculated by Miles and Huberman (1994) formula (consensus number/(consensus number + dissensus number)) was 90%. The findings were supported by quoting the students' answers. Within the scope of these quotations, the codes were given to the students in accordance with the ethical rules, and their names were hidden.

Validity and Reliability

The necessary validity and reliability analyses were carried out by the researchers regarding the research data. In this context, the validity and reliability analyses such as data diversification, reporting data in detail, quoting data, using valid, and reliable measurement tools, referring to expert opinions, explaining the role of the researcher, reporting the application process in detail, and exposing the research steps clearly have been conducted. Before the research was conducted, permission was obtained from the school administration, and the students in the class were informed about the purpose of the research. Following the request to all students to participate in the study, the parents' consent documents were sent to their families, and the parents' permission was obtained. All the researchers in the study contributed to the study, and there was no conflict of interest among them. In order to measure the effects of dialogic reading on students' reading motivations, and to seek their opinions about dialogic reading practice, data diversification was used with more than one data collection tool (scale and interview form). Quantitative and qualitative data collected in the study were reported in detail, and qualitative data were supported by quotation extracts. Thus, a serious attempt was made to provide validity to the research. In this research, a validity and reliability study was used to measure the reading motivation of the students before and after the application. The reliability coefficient was not calculated for the internal validity of the scale because in weak experimental studies internal and external validity cannot be fully provided (Can, 2017). The opinions of 3 academicians, who had expertise in Turkish teaching in primary schools, were secured for the selection of the books to be used in the application process and for the preparation of the interview questions. Academics that were consulted mostly work in the field of teaching reading in primary schools. The books chosen by the experts were suitable for the age group of the children: the books were instructive, they were prone to asking questions, the research questions were prepared in accordance with the purpose of the study, and they would be successful in extracting the students' opinions. In addition, all the researchers were involved in the development of dialogic reading activities in the application process and in the analysis of the data. The application process of the research has been presented in detail with a sample application. The role of the researchers has been clearly stated wherever appropriate.

Results

The findings obtained from the comparison of the scores of the post-test application applied after the dialogic reading program to the students with the pretest scores are given in Graphic 1.
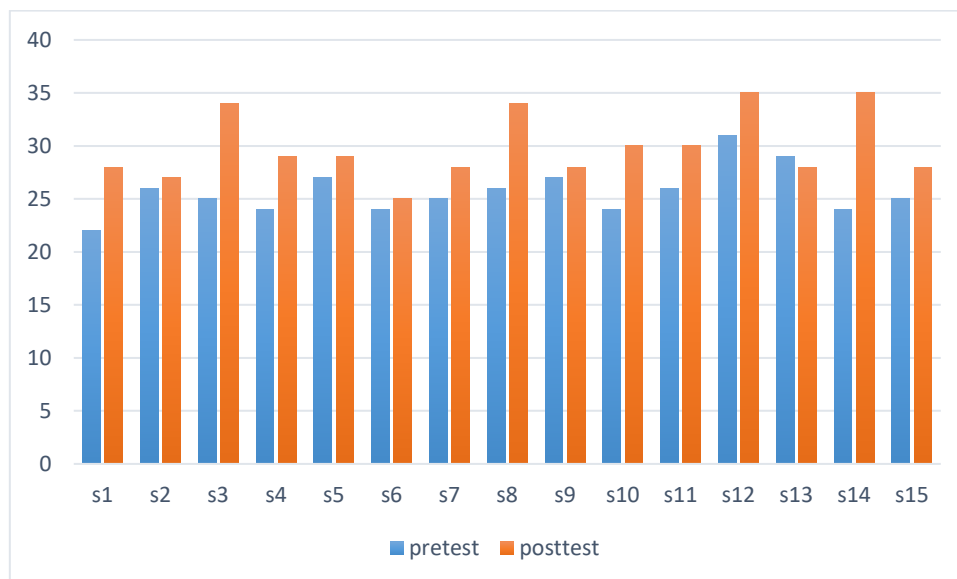
Graphic 1. Pretest and Posttest Scores Regarding Reading Motivation Scale

When Graphic 1 was analyzed, it was seen that the students' post-test scores increased from the pretest scores, excluding the student with code Ö13. It was observed that the pretest scores varied in the range of 22-31 points, and the post-test scores fluctuated in the range of 25-35 points. Whether this change was statistically significant was analyzed with the Wilcoxon Signed Ranks Test, and the findings are presented in Table 2.

Table 2. Wilcoxon Signed Rank Test Analysis Results for Pretest-Posttest Scores for Students' Reading Motivation

Posttest-Pretest	n	Row average	Row total	z	p	Cohen's d
Negative row	1	2.50	2.50			
Positive row	14	8.39	117.50	-3.274	.01	.59
Equal	0					

According to the data in Table 2, a significant difference can be noted between the pretest and the posttest scores of the students on the 'Reading Motivation Scale' in favor of the posttest scores (z= -3.274, *p*< .05). The Cohen's d value between 0.5-0.8, calculated for the effect size, and indicates that the study has moderate strength (Kılıç, 2014). By calculating the effect size of the research, it is concluded that the study has a medium-level effect (0.59). This finding from the research can help us conclude that dialogic reading increases students' motivation to read.

Students' Opinions Relating to Dialogic Reading
This section includes findings and comments from the interviews with students.

Students' Opinions about Dialogic Reading
Students were asked about their views on dialogic reading. The answers given by the students are presented in Table 3.

Table 3. Opinions of Students about Dialogic Reading

Theme	Codes	Students	f
	It is being fun	S1, S2, S3, S4, S5, S6, S7, S8, S9	9
	It is raising the desire to read	S1, S4, S5, S6, S8, S9	6
Opinions	It is being exciting	S1, S3, S4, S7, S8, S9	6
	It is making reading lovable	S3, S4, S5, S6	4
	It is being different	S6	1

According to Table 3, all students stated that dialogic reading is fun. Most students show a positive view about dialogic reading as they are motivated and excited to read. Regarding the subject, the S2 coded student expressed his views as follows:

"I never liked reading books before. I love reading books now because it is so fun to read."

The Studies that were Liked the most during the Dialogic Reading Process

Students were asked about their favorite works in the dialogic reading process. The students' views on the subject are given in Table 4.

Table 4. Studies that are Liked Most during Dialogic Reading Process

Theme	Codes	Students	f
	Animation section	S1, S2, S3, S4, S5, S6, S7, S8	8
Studies that	Reading section	S3, S4, S5, S8, S9	5
are liked	Visual reading section	S1, S3, S5, S7	4
	Section where teacher asks questions	S2, S5	2

Almost all the students (8) stated that they liked to make animations during the dialogic reading process. In addition, they stated that they had a lot of fun during text reading, especially while commenting on the visuals of the text, and when asked open-ended curiosity questions by their teacher. This reveals that students enjoy actions involving curiosity, excitement, and experience while reading the text. S7 and S8 expressed their opinions as follows:

"I have a lot of fun while looking at the pictures and reading the articles.*"* (S7)

"I love to examine, read, and animate pictures while reading a book." (S8)

Reasons Why Students Like Dialogic Reading

After the students revealed that they loved dialogic reading, they were asked to express why they liked dialogic reading. The students' views on this topic are given in Table 5.

Table 5. Reasons why students like dialogic reading

Theme	Codes	Students	f
	It is allows for animation	S1, S2, S5, S6, S7, S8, S9	7
Reasons of	Usage of picture books	S1, S3, S4, S5, S6, S7	6
liking it	Questions being asked during reading	S3, S6, S8,	3
	It is facilitating the understanding process	S4	1

When Table 5 is analyzed, it shows that students like dialogic reading because it provides them with the opportunities to make animations, use picture books during reading, interact with questions during reading, and facilitate understanding. This can be interpreted to mean that students are positively affected by interaction during reading. The opinions of the students with the codes of S2 and S5 are as follows:

"When I do not understand the words, the pictures help me to understand the story. I like it very much. I liked making animations while reading a book." (S2)

"Having pictures is fun. It is very nice to create animations and answer the questions asked by the teacher. My desire to read books has increased." (S5)

Benefits of Dialogic Reading

The students were asked to express the benefits of dialogic reading. Their views on this topic are presented in Table 6.

Table 6. Benefits of Dialogic Reading

Theme	Codes	Students	f
Benefits	It improved our vocabulary	S2, S3, S4, S6, S7, S9	6
	It increased our desire to read	S1, S4, S5, S8, S9	5
	It developed our reading	S1, S3, S4, S8	4
	It made us think how to make animations	S6	1

Students stated that by means of dialogic reading, their vocabulary increased (6), their reading desire increased (5), and their reading skills improved (4). In this context, it can be concluded that dialogic reading is effective for enhancing students' reading skills (vocabulary and fluent reading). Regarding the subject, the student coded S1 and S3 expressed their opinions as follows:

"I learned to animate and read well." (S1)

"I learned more words, my reading improved." (S3)

Reading Type Preferences and Students' Rationale

Students were asked to choose between traditional or dialogic reading. They were asked to give reasons for their preference. The students' views are presented in Table 7.

Table 7. Reading Type Preferences and Rationale of Students

Themes	Codes	Students	f
Preferred type of reading	Dialogic reading	S1, S2, S3, S4, S5, S6, S7, S8, S9	9
	Traditional reading	-	0
Reasons for preferring	Animation is being used	S2, S4, S6, S7, S8	5
	It is fun	S1, S3, S4, S6, S9	5
	Usage of pictures	S2, S5, S7, S9	4
	Questions being asked during reading	S5, S6, S8	3
	It increases the desire to read	S2	1
	It creates interaction	S1	1
	It is done by the whole clas	S4	1
	It provides more information	S3	1
	It has less writing	S9	1

According to Table 7, all the students stated that they preferred dialogic reading. From this point of view, the reasons why students prefer dialogic reading are notably because it provides the opportunity for animations and because the entire process is more fun. When the reasons why students prefer dialogic reading are examined in general, it can be said that it is important for them to participate actively in the process. The opinions of the students with the codes of S5 and S7 are as follows:

"Dialogic reading—this is because there is animation. We read so well, and there are big words and pictures. After that, the teacher asks questions, there are beautiful pictures, we examine them." (S5)

"Dialogic reading—because there are pictures, I am having fun reading that book. We also do animation. I love this more." (S7)

Different Aspects of Dialogic Reading from Traditional Reading

Students were asked about their opinions about the aspects of dialogic reading that differed from traditional reading. The students' views on this issue are presented in Table 8.

Table 8. Different Aspects of Dialogic Reading with Respect to Traditional Reading According to Students

Theme	Codes	Students	f
	Teacher's continuously asking questions	S1, S2, S3, S4, S5, S7, S9	7
Why it is	Making animations	S2, S3, S4, S5, S6, S9	6
different	Usage of books with plenty of pictures	S1, S2, S3, S4, S5, S8	6
from	Usage of books with few pages and with big writings	S4, S6, S9	3
traditional	Reading all together	S1, S2	2
reading	It is facilitating the understanding process	S2, S7	2
	It is not being boring	S3	1

The students stated that dialogic reading differs in terms of questions asked by the teacher (7), animations made (6), and plenty of picture books that are used (6) with respect to traditional reading. When all the factors are examined, it can be said that dialogic reading differs from traditional reading in many ways, and these aspects contribute positively to the students' reading processes.

The opinions of the students with the codes S9 and S5 are as follows:

"In dialogic reading, the teacher asks us questions and I say what is on my mind. Sometimes, we portray it. This is so fun." (S9)

"This is more beautifully animated; we are doing drama. We are having fun. The other is very boring, and it has no pictures or colors. In dialogic reading, our teacher asks questions and talks. In the other, no one can portray and nobody asks us questions.' (S5)

Discussion, Conclusion and Suggestions

Findings from the research reveal that dialogic reading increases students' reading motivation. According to Whitehurst and Lonigan (1998), dialogic reading can be considered an important variable that affects reading motivation as it differs from standard reading in many aspects. In contrast to standard reading, roles change in dialogic reading. The fact that the reader sometimes becomes the listener, and that the listener sometimes becomes the reader, makes the dialogic reading process more active. This increases the students' interest in reading, and their desire and curiosity (Blom-Hoffman et al., 2006). From this point of view, it can be said that dialogic reading is an important factor in affecting reading motivation positively. Some studies have also revealed that dialogic reading affects reading motivation positively (Ergül, Sarıca, & Akoğlu, 2016; Lever & Senechal, 2011; Sperling & Head, 2002). However, some research shows that dialogic reading affects the preschool students' understanding of the story they listen to and their phonological awareness negatively (Parish-Morris et al., 2013; Wood et al., 2010). The reason why dialogic reading, which is seen to be effective in the affective domain, is insufficient in the cognitive area could be because teachers do not know how to use the method. Teachers' lack of knowledge about dialogic reading negatively affects the application (Urbani, 2011).

Another reason dialogic reading is effective in increasing students' reading motivation is that the studies carried out during the dialogic reading process raise reading interest in students. A positive and active listening environment of dialogic reading plays an important role in the students' willingness to listen to the text curiously and eagerly (Thomas, Colin, & Leybaert, 2019). Looking for a solution to a problem together or animating a problem situation during dialogic reading encourages students to express their ideas in subsequent readings (Sankaram & Schober, 2015; Thomas et al., 2019). In the

interviews conducted within the scope of the research, it was observed that the students expressed their willingness and curiosity during the dialogic reading process. Thus, it can be said that the reading process becomes more efficient.

When the qualitative results of the research are interpreted, it is seen that the students' willingness to read has increased, and that they are eager for the next book reading process. This reveals that qualitative and quantitative data are in agreement. Changing roles during reading creates great excitement for students. To sustain this excitement, the correct use of the strategies to start and continue speaking while reading a book directly affects reading motivation (Cabell et al., 2019; Neugebauer & Lia, 2018; Whitehurst et al., 1994). In the research conducted to ensure active participation of students, many studies such as reading books, asking questions to each other, making designs from waste materials, making pictures, and making animations were executed. In the feedback given to students, attention was paid to internalize their own life with the situations in the book.

The results shows that students prefer dialogic reading to traditional reading. When students are asked about the reasons for preferring dialogic reading, animations and reading processes are revealed to be important factors in the reading process. This can be interpreted as students, who actively participate in the process and interact with each other, are highly affected by dialogic reading. Many researchers point out that open-ended questions, conversation, and animation activities that take place during dialogic reading establish an emotional affinity between listeners and readers (Arnold, Lonigan, Whitehurst, & Epstein, 1994; Rezzonico et al., 2015). The dialogic reading process requires quality interactions (Dixon-Krauss, Januszka, & Chae, 2010). For quality interactions during the reading of the text, facial expressions, tone of voice, gestures, and facial expressions should be adjusted (Vukelich, Christies, & Enz, 2014), conversations should be conversational, and fun games and animations should be added to the process (Laboo, 2005). According to Önder (1999), students perceive animation as a game. This allows students to have fun and enjoy the process (Gasparro & Bernadette, 1994). The game, which is one of the most important needs for children in the primary school period, can help students establish an emotional bond with the book when used in the dialogic reading process. Thus, the dialogic reading process that becomes fun enables students to be motivated to read.

Another finding obtained from the research is that students love picture books, and the questions asked during reading these books arouse curiosity in them. It is extremely important that picture books used in dialogic reading are suitable for open-ended questions. Asking rich questions to guide students to think (Zevenbergen et al., 2016), provides an opportunity for multi-faceted evaluation of the subject in the book (Lonigan et al., 1999). In this research, students' interests, curiosities, needs, and academic levels were taken into consideration in the selection of picture books. However, attention was paid to the quality, size, and relationship of the books with the subject. After the selection of the book, attention was paid to the quality of the questions to be asked, the nature of the animations to be made, and the relation between these studies and the text; otherwise, the studies carried out will not be meaningful, and will prevent students from making sense of the book (Trivette & Dunst, 2007). From this point of view, it can be said that in this research, it is important that all the lessons during the dialogic reading process take place in a certain order and in relation to the text.

When asked about the benefits of dialogic reading within the scope of the research, the students pointed out that their vocabulary increased. Many studies have revealed that dialogic reading is effective in improving vocabulary (Hargrave & Senechal, 2000; Lever & Senechal, 2011; Petchprasert, 2014). It can be said that the verbal studies conducted in this process are effective in improving the vocabulary of dialogic reading. In this process, studies such as those relating to the students' answers to open-ended questions directed to them (Brannon & Dauksas, 2012), explaining the meaning of unknown words to students during the reading (Ergül et al., 2016), encouraging students to speak, making detailed descriptions, and interpreting what they see, can improve their vocabulary significantly (Ganotice et al., 2017). In this study, it can be said that in the dialogic reading process, students get an opportunity to learn new words, to access a learning environment where they can use

these words, and to participate in an environment where they can express their thoughts freely. This is an effective way to increase the students' vocabulary.

From the results, the dialogic reading process is shown to increase the motivation of primary school students. In addition, it was revealed that the students' thoughts about reading changed, their desire to read increased, they learned more words, and they had a lot of fun while playing animation through dialogic reading. When the developmental characteristics of children in primary school are taken into consideration, they become more willing and motivated in the learning processes that are very sensible, play-based, full of fun, and active in the process. These contributions and features of dialogic reading reveal that they can be used effectively in reading studies with children in primary schools.

This research was designed as 'pre-test-intervention-post-test' and was conducted by a simple experimental method on a single group. In other words, the effectiveness of the study has not been compared with any other group. A disadvantage of the simple experimental method is that there is no control group (Trochim, 2001; Çalık, 2013). However, this study design will show change between the pretest and the post-test which replaces the need for a control group (Kiryak & Çalık, 2018). In addition, the presence of the control group, although it provides an idea to see the developments of both the experimental and the control groups in line with the intervention, makes the control more difficult (Cerrah Özsevgeç, Yurtbakan, & Uludüz, 2019). In this context, the simple experimental method determined how dialogic reading makes a difference and is effective in a group of students. However, continuing the research with only 15 students in a single 4th grade level in a primary school is a limitation of the research.

Suggestions
1. Dialogic reading should be used in Turkish lessons to increase the motivation of primary school students.

2. In schools, applied in-service training and seminars should be offered to teachers to spread the dialogic reading practice.

3. Dialogic reading practices for primary school Turkish textbooks and different children's books should be developed by 3rd grade teachers.

4. Studies can be conducted on the effect of dialogic reading on reading fluency, reading difficulties, writing skills, listening, and speaking skills.

5. The effect of dialogic reading on different educational levels, such as secondary and high school, can be investigated.

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