



The effect of children's picture books using the interactive reading method on reading difficulties

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Abstract

The aim of this study, which was conducted on the basis of individualized instruction, was to reveal the effect of children's picture books using the interactive reading method in eliminating reading difficulties and increasing reading motivation and to examine the process in detail. The participant of the study is a student who is about to finish the first grade of elementary school, in other words, a student who is preparing to move to the second grade of elementary school. AB design, one of the single-subject research types, was used in the study. The student's reading comprehension skills and reading errors were measured with the "Error Analysis Inventory", reading motivation was measured with the "Reading Motivation Scale for Beginning Readers" and prosodic reading was measured with the "Prosodic Reading Scale". The student's reading accuracy was measured using the formula for the percentage of words read correctly per minute, while reading speed was measured using the formula for the total number of words read correctly per minute. Graphic analysis and descriptive analysis methods used in single-subject design studies were used to analyze the data. According to the results of the study, interactively read children's Picture books are effective in developing fluent reading and reading comprehension skills and increasing reading motivation. This shows that children's picture books using the interactive reading method are effective in eliminating reading difficulties. Furthermore, it has been observed that interactive children's picture books make the reading process enjoyable, encouraging students to participate willingly and spend more time reading. In addition, they help students involve family members and friends in the reading process, view themselves as better readers, and contribute to the development of their vocabulary.

Keywords

Interactive reading
Children's picture books
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Reading comprehension
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Reading difficulties

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Introduction

The ability to read and write, which is acquired starting in the first grade of elementary school, affects a person's academic life and, consequently, their entire life. Therefore, it is necessary to intervene to prevent students who experience difficulties in acquiring reading and writing skills from carrying

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these difficulties into higher grades. This study focuses on revealing the effect of children's picture books using the interactive reading methods on overcoming reading difficulties and increasing reading motivation, and on examining the process in detail.

Reading and writing skills, which begin to be acquired in the first grade of elementary school, are very important because they shape the individual's academic success and entire life in subsequent years (Özdemir, 2020). It is natural to experience reading difficulties during this process (Arslan & Dirik, 2008). However, while many children who experience reading difficulties eventually learn to read and write, some continue to struggle with reading (Esmaeeli et al., 2019; Hamilton & Glascoe, 2006; Smart et al., 2001). Therefore, reading difficulties should not be allowed to carry over into higher grades; these difficulties must be overcome. For this reason, children who may experience problems during this process should be identified in advance and given the necessary support (Arslan & Dirik, 2008).

Reading difficulty is when an individual has reading skills below the desired level despite having no problems with mental development (Gül, 2019). It is known that students who do not reach a sufficient level of fluent reading skills will experience reading difficulties (Baştuğ, 2012) and, consequently, will have difficulty understanding what they read (Baştuğ & Akyol, 2012; Baştuğ & Keskin, 2012). Therefore, students are expected to reach a sufficient level of fluent reading in the early years of elementary school (Keskin, 2012). The fluent reading skill, which forms the basis of reading and comprehension success (Kaya & Doğan, 2016), consists of three main elements: accuracy (word recognition), automatization (speed), and prosody (Hudson et al., 2005).

Word recognition skills form the basis of fluent reading skills (Baştuğ & Akyol, 2012; Çetinkaya, 2011). Students who struggle with word recognition read very slowly and haltingly. Furthermore, these students frequently backtrack and make corrections, which slows down their reading speed (Baştuğ & Akyol, 2012). Therefore, students who have problems with word recognition experience reading difficulties (Yılmaz, 2009) and are unable to comprehend (Çetinkaya, 2011). This situation is explained by LaBerge and Samuels (1974) through the theory of automatization. According to this theory, readers who have not developed word recognition skills devote most of their limited cognitive energy to word decoding during the reading process. This negatively affects the ultimate goal of reading, which means construction (Akyol et al., 2013; Laila & Fitriyah, 2022; Şahin, 2011). A reading process in which decoding and meaning construction do not occur is a process that has not achieved its purpose (Temizyürek & Çiftçi, 2008, as cited in Aytekin & Güleçol, 2024; Şahin, 2011). Therefore, identifying and addressing reading difficulties early on is crucial. Methods such as repeated reading, paired reading, echo reading, and guided reading are frequently used to address reading difficulties (Akyol & Sever, 2019; Guerin & Murphy, 2015; Kodan & Akyol, 2018; Padeliađu et al., 2021; Sezgin & Akyol, 2015). In contrast to the methods mentioned above, the interactive reading method emerges.

Interactive reading is a reading method that allows for the alternating use of roles between the reader and the listener, where the reader occasionally asks questions of the listener or takes on the role of an active listener, while the listeners actively participate in the reading process (Whitehurst et al., 1994). In order to ensure the reader's active participation in this process, the listener may be asked to complete statements or sentences in the text, answer questions about events and characters and make inferences, describe and interpret the events depicted in the picture, name objects or actions, and relate the text to their own life (Ceyhan, 2019). Studies have shown that interactive reading methods are effective in developing students' fluent reading skills. A study conducted by Çetinkaya et al. (2019) with a total of 705 students, including 309 second-graders, 200 third-graders, and 196 fourth-graders, revealed that interactive book reading activities positively contributed to the development of fluent reading and reading comprehension skills. Similarly, a study conducted by Sezer et al. (2021) with a total of 152 students, including 88 first-graders and 64 third-graders, showed that the interactive reading method is more effective than other reading methods (just reading, performance reading) in terms of fluent reading and reading comprehension skills. In the longitudinal study conducted by Ergül et al. (2017), it was reported that students who participated in interactive book reading interventions in kindergarten achieved higher scores in first grade in terms of the number of correctly read meaningful

and meaningless words per minute, reading accuracy rates, and reading comprehension skills compared to students who did not participate in these interventions.

Moreover, research indicates that children's picture books using the interactive reading contribute to the development of students' vocabulary (Çetinkaya et al., 2018) and have a positive effect on the improvement of reading comprehension skills (Ergün & Erdoğan, 2023; Karadoğan, 2020; Uğur & Tavşanlı, 2022). Because reading is a demanding and effortful skill, readers need reading motivation when deciding whether to engage in reading. Therefore, motivation plays a critical role in the reading process (Baker & Wigfield, 1999; Kheang et al., 2024; Wigfield et al., 2004). Accordingly, the role of motivation in sustaining reading skills—skills that must be developed effectively—should not be overlooked (Öztürk & İleri-Aydemir, 2013).

When the literature is examined, it is observed that there are relatively few studies focusing on interactive reading practices aimed at improving reading fluency and reading comprehension skills and increasing reading motivation. The originality of the present study lies in revealing the effect of children's picture books using the interactive reading method on alleviating the reading difficulties of a student with reading difficulties during the transition from first to second grade, as well as in increasing reading motivation, and in examining this process in detail. Accordingly, the aim of this study is to examine the effect of children's picture books using the interactive reading on the remediation of reading difficulties. Within this scope, changes in the student's reading fluency, reading comprehension skills, and reading motivation levels before and after the intervention were investigated. In addition, the student's development in the reading process during the interactive reading intervention was examined descriptively. It is expected that the study will guide teachers and practitioners in the process of supporting students with similar characteristics and contribute to the development and dissemination of the interactive reading method. In line with the purpose of the study, answers are sought to the following sub-research questions:

1. What is the level of the student with reading difficulties' fluent reading skills, comprehension skills, and reading motivation before the intervention, and how has this level changed after the intervention?
2. How does a student with reading difficulties develop in terms of their comprehension process, vocabulary, reading motivation, attitude towards children's picture books, and fluency in reading during the interactive reading process?

Method

Research Model

The study utilized the AB design, one of the single-subject research designs. Single-subject research is a quasi-experimental research design in which findings are interpreted based on data from a single subject. In the first phase (Phase A), the subject's status/level is determined in terms of the dependent variable of the study. In the second stage (Stage B), experimental procedures are conducted to measure the independent variable (Büyüköztürk et al., 2021). In line with this, the first stage of the study involved measuring a elementary school student's fluent reading skills, comprehension skills, and reading motivation to determine their level. In the second stage, children's picture books were using an interactive reading method, and at the end of the application process, fluent reading skills, comprehension skills, and reading motivation were measured again.

Participant Selection

When addressing reading difficulties, it is stated that individual or small group instruction is fundamental (EACEA, 2011, as cited in Sezgin & Akyol, 2015). Accordingly, individual instruction was adopted as the basis for overcoming reading difficulties in the present study. The participant in the study was determined using the criterion sampling method, one of the purposeful sampling methods. Criterion sampling is a sampling technique that involves selecting individuals who meet a predetermined set of criteria (Marshall & Rossman, 2014). In this context, the first criterion identified is

the presence of reading difficulties in the student. The second criterion is ensuring the student's regular participation in the implementation process, as the planned individual reading plan will be carried out every weekday after school.

In this context, the administration of an elementary school located in the center of Bolu province was contacted, and meetings were held with classroom teachers and the guidance counselor. To determine the current reading abilities of the four students identified as having reading difficulties, texts appropriate for their grade levels were administered. Subsequently, the students' families were contacted. The students' families were informed in detail about the implementation process to be carried out within the scope of the study. It was specifically emphasized to the families that the students must participate regularly. The parents of two students stated that they were not available for regular participation. Consequently, it was decided that the first-grade student would be selected as the participant in the study from among the two students, one in first grade and one in second grade. In addition to the specified criteria, the reason for selecting a first-grade student was to intervene early in order to prevent their reading difficulties from carrying over to the next grade. The code name Oya was used to keep the participant's identity confidential. Prior to the intervention, interviews were conducted with Oya's mother, Oya herself, and her classroom teacher to obtain preliminary information about Oya's reading process.

Oya, the middle child of a family with a middle socio-economic status, has an older sister in fourth grade and a 3-year-old brother. Her mother and father work at their jobs every day except Sunday, averaging an 8-hour workday. Oya does her homework with her mother. Her mother states that she took great care of both Oya and her sister's schooling, and was also very involved in the children's reading process. She explains that she would first read the books Oya and her sister wanted to read herself, examine the illustrations, and sometimes research the author, and only then allow her children to read them if she deemed them suitable. Oya's mother stated that she made a reading tree in Oya's room to increase her motivation to read when Oya began learning to read and write. She mentioned that they stuck the names of the books Oya read on the reading tree. However, she stated that there was still no increase in Oya's motivation to read. In addition to all this, Oya had not previously been introduced to children's picture books.

As a result of the interviews, it was concluded that Oya's mother was interested but not sufficiently knowledgeable. It was observed that the books Oya read were story sets allegedly prepared by the publisher according to her grade level. An interview was conducted with Oya to determine her views on reading. During this interview, Oya stated, *"There is too much text in these books (La Fontaine's fables were given to her by her teacher to read). I get very tired while reading. I actually like reading books, but these books tire me out. I get bored."* In addition, Oya stated that she did not consider herself a good reader and that she wanted to read better.

In the meeting with Oya's teacher, it was learned that Oya's reading speed was lower than that of her peers and that she made mistakes, particularly in spelling and repetition, while reading. In addition, her teacher stated that Oya was bored with her book reading assignments, which consisted of story sets, and therefore did not want to read books. It was stated that Oya was a well-liked student among her peers, demonstrated a high level of classroom adjustment, initiated games during recess, and exhibited stronger self-expression skills compared to other students.

Data Collection Tools

The data collection tools used in the study were the "Error Analysis Inventor", "Reading Text", "Prosodic Reading Scale", "Reading Motivation Scale for Beginning Readers", the formula "percentage of words read correctly in one minute" and the formula "number of words read correctly in one minute".

Error Analysis Inventor

In the study, the "Error Analysis Inventory" adapted from Ekwall and Shanker (1988) by Akyol (2021) was used to measure students' reading comprehension skills, determine their reading level, and

identify errors made during reading. The Error Analysis Inventory (Akyol, 2021) can be used to measure students' individual fluency and comprehension skills. Errors made when reading the text aloud reveal word-sound knowledge, while questions asked after silent reading reveal the level of comprehension (Akyol, 2021). This inventory also provides information about the types of errors made in word recognition and comprehension. According to this inventory, skipping and adding words while reading, misreadings, reversals, repetitions, and words given by the teacher to students who cannot read within five seconds are considered reading errors. This inventory can be used to determine three types of reading levels. I) Level of Concern: The child understands very little of what they read and/or makes many reading errors; II) Instructional Level: The child reads and understands what they read as desired with the support of a teacher or adult; III) Independent Level, which refers to the student reading and understanding age-appropriate materials without needing help from a teacher or adult (Akyol, 2021). According to the inventory, three basic comprehension questions and two in-depth comprehension questions were prepared to measure the student's level of reading comprehension. For the basic comprehension questions, 0 points were awarded if the question was not answered or answered incorrectly; 1 point if partially answered; and 2 points if fully answered. For the in-depth comprehension questions, 0 points were awarded if they were not answered or answered incorrectly; 1 point if they were partially answered; 2 points if they were answered as expected but incompletely; and 3 points if they were answered fully and effectively (Akyol, 2021).

Measuring Reading Fluency Skills

Accurate Reading Percentage

The student's accuracy rate was measured using the formula for the percentage of words read correctly in one minute. The number of words read correctly during the 60-second oral reading was calculated by dividing it by the total number of words read (Kaya & Doğan, 2016).

Reading Speed

The student's reading speed was measured using the formula "number of words read correctly in one minute" (Akyol et al., 2014). According to this formula, the number of words read correctly by the student during a 60-second reading period is calculated.

Prosodic Reading

The student's prosodic reading ability was measured using the 15-item "Prosodic Reading Scale" developed by Keskin et al. (2013). A maximum score of 60 points can be obtained on the scale. To determine the internal consistency of the scale, Keskin et al. (2013) examined Cronbach's Alpha value, which was found to be 0.981. Expert opinion was sought to ensure the content validity of the scale, while KMO =.97 and Bartlett's analysis were performed to ensure construct validity, and ($p=.00; <.01$) was found.

Reading Motivation Scale for Beginning Readers

The "Reading Motivation Scale for Beginning Readers" developed by Öztürk and İleri (2011) was used to collect data on reading motivation. The scale has a three-factor structure consisting of 20 items. The internal consistency coefficient of the scale was found to be .81.

Determining the Reading Text

The selection of the text used to measure the student's fluent reading and comprehension skills was based on the criteria that the text should be unfamiliar to the student and appropriate for the student's level. The study used a sample narrative text for first-grade level from the book "Assessing Reading" (Akyol et al., 2014). Akyol (2021) states that the reading passages used in the Error Analysis Inventory should be selected from texts appropriate for the children's level. Texts used at the first-grade level should be between 25 and 100 words long. The text used in the study consists of 79 words. Therefore, it can be said that the text used to measure reading comprehension is appropriate for the student's grade level and the scale used.

Data Collection Process

The data collection process was initiated with the “Ethics Committee Approval” dated 16/05/2024 and numbered 2024/178, obtained from the Scientific Research and Publication Ethics Committee of Düzce University. The children's picture books to be used in the study were selected based on the opinions of three academics working in the Department of Classroom Education and specializing in Turkish Language Teaching and Children's Literature. Subsequently, interactive reading plans covering the pre-reading, reading, and post-reading stages were prepared for each children's picture book. During the reading of the books, the number of words contained in the books, the gradual increase in depth of meaning, and the activities to be carried out after reading were taken into consideration. The children's picture books used in the application and the post-reading activities are presented in Appendix 1.

The after-school activities held every weekday were completed over three weeks, totaling 14 sessions. During the first week, one children's picture book was read each day; during the second week, two were read each day; and during the third week, three were read each day. Thus, a total of 27 children's picture books were read using the interactive reading method: 5 during the first week, 10 during the second week, and 12 during the third week.

Before Reading

Within the scope of peritextual reading, the book's cover, title, author and illustrator, publication, dedication page, and inside cover are discussed.

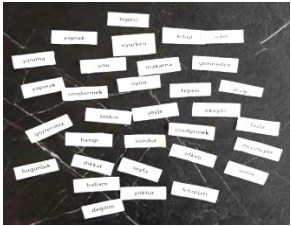
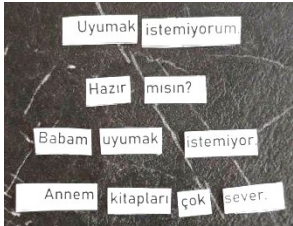
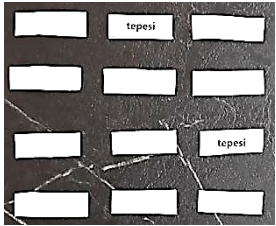
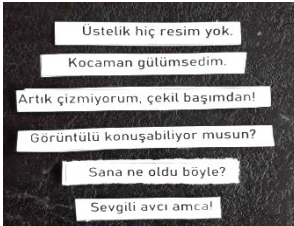
Reading Order

Questions were asked about the events and characters in the text, and students were asked to identify and interpret the events depicted in the pictures, name the objects or actions in the visuals, and relate the text to everyday life. In addition, words with unknown meanings were explained to support vocabulary development.

After Reading

Activities are planned with the aim of increasing motivation to read and developing fluent reading skills. Word games played after reading are presented in Table 1.

Table 1. Post-Reading Vocabulary Activities

			
Find the Word	Make Sentence	Match the Words	Read as If

All words and sentences used in word games have been selected from children's picture books read during the application process.

Word Finding Game: The cards are laid out randomly on the table. Oya is asked to find a word by being told it. Additionally, the words are placed in a bag, and she is asked to draw a word from the bag, read it aloud, and use it in a sentence.

Sentence Building Game: The cards are laid out randomly on the table. Sentences consisting of two, three, and four words are said to Oya in sequence, and she is asked to find the words that make up the sentence, arrange them in the correct order, and form the sentence.

Word Matching Game: Each round, Oya is asked to reveal two cards she has selected. When the revealed words match, they remain open on the game board; when they do not match, the cards are closed again. Care has been taken to ensure that the words used have different suffixes, such as “Tepesi (..of hill)” and “Tepesinde (at the hill).”

Reading as if: The goal is to develop Oya's prosodic reading skills. The papers are scattered randomly on the table. Oya is told a sentence and asked to find it and read it as if she were laughing/surprised/angry.

Data Analysis

In single-subject studies, data are analyzed through graphical analysis to reveal the functional relationship between independent and dependent variables, and qualitative analysis techniques are also utilized (Tekin-İftar, 2012). In this study, data were analyzed using line graph analysis and qualitative analysis techniques. Qualitative data were analyzed using descriptive analysis techniques.

Validity and Reliability

In single-subject designs, since the study involves one subject or a very small number of subjects, the advantages that increase relative internal validity include the thorough description of the subjects' characteristics, the consistent continuation of the experimental process, and the absence of subject loss (Büyüköztürk et al., 2021). In this regard, interviews were conducted with the participant's mother and teacher to accurately describe the participant's characteristics. To ensure the consistent continuation of the experimental process and to prevent participant loss, an implementation plan was prepared before participant selection, and selecting a participant who could regularly attend according to the specified plan was determined as one of the prerequisites. In addition, to prevent participant loss, it was considered that the student should be a volunteer and a student who regularly attends school.

The student's oral reading, which was conducted to measure their fluent reading skills, was recorded. The data collected regarding the student's fluent reading, comprehension, and reading motivation were scored by one researcher with a doctoral degree and one faculty member working in the relevant field, and the scores were found to be consistent.

Findings

The findings of the study are presented under headings related to the research questions. Within the scope of the first research question, a line graph is presented first, followed by findings related to the pre-test and post-test. Data related to the second research question are presented under headings separated by themes.

Findings Related to the Pre-test and Post-test

Oya's scores from the pre-test and post-test are presented in Figure 1.

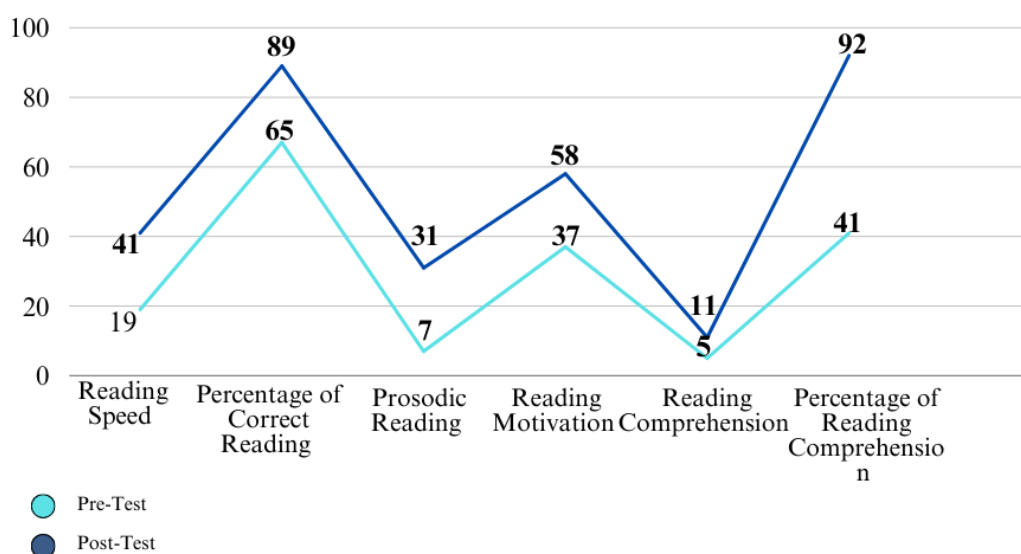


Figure 1. Oya's Pre-Test and Post-Test Scores on Reading Skills

The findings of the pre-test administered to determine Oya's reading level are presented in Table 2.

Table 2. Determining Reading Level (Pre-Test)

Number of Words in Text	Error Type	Number of Errors	Words Read in 1 Minute	Reading Speed	Correct Reading Percentage	Word Recognition Percentage	Percentage of Comprehension	Reading Level
79	Misreading	27	29	19	%65	< %91 (Unsuccessful)	%41	Concern
	Repetition	2						
	Addition	1						

According to Table 2, Oya made 27 misreadings, 2 repetitions, and 1 additional error while reading aloud a 79-word text. Furthermore, Oya read 29 words per minute, her reading speed was 19, and her accuracy rate was 65%. Oya's reading level, with a word recognition percentage below 91%, is at a level of concern.

Table 2 shows that Oya's reading comprehension percentage is 41%. The questionnaire used to measure reading comprehension skills includes three simple comprehension questions and two inference questions. Oya's maximum possible score on this scale is 12. Oya's total score on the pre-test of reading comprehension skills is 5. When her answers to the questions are examined, it is seen that she gave a partial answer to one of the three simple comprehension questions within the text and did not answer the other two questions at all. It is also seen that she gave incomplete answers to the two inferential comprehension questions. Therefore, it can be said that Oya did not fully comprehend the text she read and did not achieve the purpose of reading.

In addition to all this, Oya's pre-test score for reading motivation is 37, and her prosodic reading score is 7.

Table 3. Determining Reading Level (PostTest)

Number of Words in Text	Error Type	Number of Errors	Words Read in 1 Minute	Reading Speed	Correct Reading Percentage	Word Recognition Percentage	Percentage of Comprehension	Reading Level
79	Misreading	4	46	41	%89	%92	%92	Level of Education
	Repetition	3						

Table 3 shows that Oya made 4 misreadings and 3 repetition errors while reading aloud a 79-word text. It also shows that Oya read 46 words per minute, her reading speed was 41, and her accuracy rate was 89%. With a word recognition rate of 92%, Oya's reading level is at the instructional level.

Table 3 shows that Oya's comprehension percentage is 92%. Oya's total score on the final test of her reading comprehension skills is 11. When Oya's answers to the questions are examined, it is seen that she gave complete answers to three simple comprehension questions within the text and one inference comprehension question, while she gave the expected answer to one of the inference comprehension questions but was unable to give a sufficiently effective answer. Therefore, it can be said that Oya constructed meaning from the text she read and achieved the purpose of reading.

In addition to all this, Oya's latest reading motivation test score is 58, and her prosodic reading score is 31.

Meaning Construction in the Interactive Reading Process, Vocabulary, Reading Motivation, Attitudes Towards Illustrated Children's Books, and Fluent Reading Development

The interactive reading of children's picture books has been presented under five themes—meaning construction, vocabulary, attitude toward children's picture books, reading motivation, and reading speed—based on observations and responses during the application process for students with reading difficulties.

Developing Comprehension from Texts

In the first session, the children's picture book titled “Not a Box” was read using an interactive reading method. Oya encountered a children's picture book for the first time. Before reading, she was given time to examine the book, and a peritextual reading was conducted to prepare the reader for the story. Additionally, she was unable to make predictions about the book's title and subject.

During reading, Oya was asked questions about what the rabbit character in the book might have used the box for and was asked to make guesses. Oya gave superficial, one-word answers to the questions. When asked to list what the box could have turned into, Oya was unable to list them all. Constructing meaning within a text occurs through simple cognitive processes such as recognition and recall based on a single source (Akyol, 2003). Therefore, Oya's inability to answer the recall questions about the book “Not a Box” indicates that she had difficulty constructing meaning within the text.

In the fifth session, the children's picture book titled “My Dad at the Zoo” was read. When asked about the book's subject, she replied, *“They went to the zoo. Look, there are animals here. I think he loves them very much.”* It is observed that Oya began to make predictions about the book's subject through its cover and title.

In the sixth session, the children's picture book titled “The Color Monster” was read. It was observed that Oya answered the recall questions accurately. Similarly, in subsequent sessions, she continued to provide complete answers to recall questions. Therefore, it is thought that Oya has begun to construct meaning within the text. Unlike previous sessions, in the sixth session, she gave in-depth answers when asked to predict the book's plot. She continued to do so in subsequent sessions. Again in this session, it was observed that Oya answered questions such as *“How do you feel when you are happy/sad/angry? What do you do?”* Oya answered by relating them to her own life, unlike in other sessions. Since she also answered questions asked about the pictures based on her own experiences, it can be said that she began to construct meaning outside the text. Another children's picture book read in the sixth session was the book “This Book Just Ate My Dog!”. When asked, *“What do you think this note says?”* during the reading, Oya replied, *“It could be something like in the book Let's Play. Follow the arrows, and you'll find what you're looking for.”* Based on Oya's use of a previously read text to produce meaning and respond, it can be said that she approached constructing meaning between texts.

In the seventh session, the children's picture books titled “Who's Afraid of Little Red Riding Hood?” and “My Father's Blanket” were read aloud. Both books are by the same author. The title of the children's picture book “Who's Afraid of Little Red Riding Hood?” was read aloud to Oya, and she was asked, *“Does this book title remind you of another story? What could it be about?”* Oya replied, *“The Little Red Riding Hood fairy tale. This is the wolf from that fairy tale. This time, the wolf is afraid of Little Red Riding Hood.”* She also stated that she understood this from the images in the title and on the cover of the book. The second book read, “My Father's Blanket,” has an image related to the book “Who's Afraid of Little Red Riding Hood?” on one of its pages. Oya noticed the book depicted in the illustration while reading and became excited. She said, *“This book is the book in the book we just read,”* opened the relevant page in My Father's Blanket, and compared the book in the illustration with the book in her hand.

In the book titled “Ernest”, read during the tenth session, the story of a moose that doesn't fit in the book, and its friend Smart Mini, who helps its's, is told. The last page of the book opens up and grows, and Big Roni fits on the page. Before turning to the last page, Oya was asked to come up with a solution to the problem. Oya guessed, *“Will they enlarge the page, or will it escape from the book like a crocodile?”* It was observed that Oya made her guess based on the previously read book titled Be Very

Careful When Opening and established meaning between texts. When asked, *"Why did you think they would enlarge the page?"* she responded, *"I thought so because of the paper and tape,"* showing that she had made an inference.

It was observed that she responded more eagerly to questions about the text during the last week. When asked what would happen next in the text, she responded by relating it to events from her own life and to previously read children's picture books.

Vocabulary Development

Throughout the reading process, words Oya did not understand were explained, and she was asked to stop reading and ask for the meaning of any word or phrase she did not understand. During the sixth session, while reading, Oya paused and asked, *"What does 'to be in a mess' mean?"* In the following weeks, she continued to ask about words/phrases she didn't know in the same way.

In the tenth session, her mother stated that Oya's reading speed had increased, her desire to read had increased, and that she asked her about words she did not understand while doing her homework.

During the eleventh session, after a supplementary reading of the children's picture book titled *"The Word Collector,"* Oya was given a small notebook. She was asked to write down the words she heard and saw in the notebook provided until the end of the week. Oya expressed her excitement, saying, *"Will I be a word collector too?"* During the reading, she wanted to pause the process and write down some words she heard in her notebook; these included *"willow," "collection"* and *"brightness"*. She also continued to ask about words she didn't know the meaning of, such as *"What does willow mean?"* After the reading, she asked for the word cards used in the game to write in her word notebook. It was learned that Oya collected words by saying, *"I'm making a word collection, can you tell me a word?"* She wrote words from advertising signs she saw around her, words she heard on television, and words she heard from her friends during recess. In addition, there is a visual of shining stars on the wall in the work area. She stated that she wrote the word *"glitter"* based on the visual. Oya's word notebook is presented in Figure 2.



Figure 2. Oya's Word Diary

It has been observed that in the last week, he asked about words she didn't know the meaning of more than in previous weeks.

The Development of Reading Motivation

In the fourth session, Oya requested, *"Could you bring me the books 'Not a Box' and 'Shall We Play?' I want to take them home."* Later, in a conversation with her mother and sister, it was learned that she had read the books to her family members many times and asked questions as she had done during the process. Oya, who also brought the books to school, stated that she asked her friends questions as she did during the interactive reading process, that her friends enjoyed the children's picture books very much, and that she also showed the books to her teacher.

In the eighth session, the children's picture books *"Open Very Carefully"* and *"The Very Impatient Caterpillar"* were read. Oya wanted to take the book *The Impatient Caterpillar* home with

her. Later, it was learned that she read the book to her brother and that her mother had given the book to Oya as a gift. Oya also brought a friend with her to the session. In the next session, she brought another friend with her and made a request, saying, *"Can my friends read books with us too? She couldn't come today, but another friend of mine will come tomorrow."* The previously read children's picture books titled *"It's a Book"* and *"Not a Box"* were given to Oya, and she was asked to read them to her friends. During the reading process, it was observed that she asked her friends questions about the pictures, and they talked about them. In the current study, it is seen that Oya's reading motivation has increased, she has allocated time for reading, and she has included her friends in the reading process.

In the tenth session, her mother stated that Oya recounted the children's picture books read during the application process when she came home and enjoyed them very much. It was learned that she wanted to take home the book titled *"The Parsley Rabbit's Books About Books"* read in the tenth session and read it many times with her family.

At the end of the process, during the meeting with Oya's mother, she stated her observations: *"I see an increase in Oya's desire and speed to read. She is now more eager to do her homework as well as read. Her interest in reading has increased, but she has a special interest in the books you read. When we go to the market, she buys herself a book, sits in the shopping cart, and starts reading. If my shopping is done and Oya hasn't finished reading, she asks, 'Mom, please go around one more time, I haven't finished reading yet.'"*

Attitudes Toward Children's Picture Books

In the second session, after reading, Oya was asked to draw the cover and inside cover of her own children's picture book in order to draw attention to the non-textual elements. Oya said, *"But I can't make a book, I can't think of anything."* After thinking for a while, she drew a tree on a piece of paper and wrote a title, indicating that her drawing was finished. Oya's self-created book cover is presented in Figure 3.

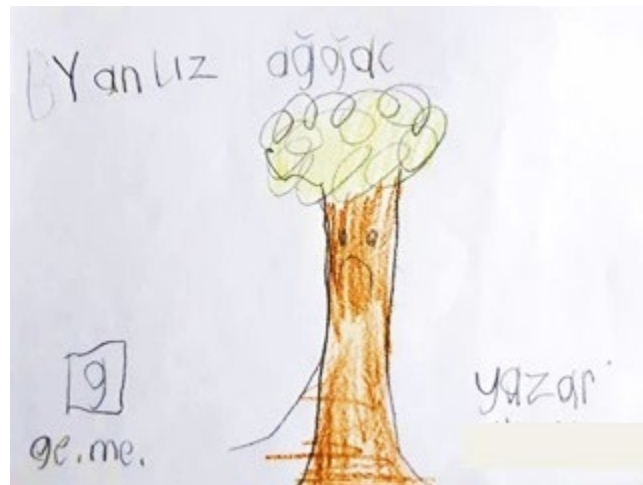


Figure 3. The Book Cover Designed by Oya in the First Week

After the drawing was completed, Oya and I discussed the secondary textual features. Following this, the student added the author and publisher later.

In the third session, during the post-reading activity, the student was asked to draw their own obstacle course. Oya said, *"It's very easy, I already have an idea,"* and immediately began drawing.

At the end of the tenth session, Oya was asked to draw a children's picture book. Oya's drawings are presented in Figure 4.



Figure 4. Front and Back Covers of the Children's Picture Book Illustrated by Oya in the Tenth Session

It is evident that Oya pays attention to secondary textual elements such as the author, illustrator, and publisher. While drawing the book cover, she said, "This bear is sad. Do you know why, teacher? Because these people are afraid of this bear and don't want to be friends with him. Now I'm going to paint this cover blue, like in *The Color Monster*... Because blue was sad." Similarly, it is thought that Oya was inspired by the children's picture book titled *The Color Monster* in her use of the color pink on the back cover of the book.

Another noteworthy aspect of Oya's book is the writing style she employs. It is evident that Oya uses a language that facilitates communication with the reader. Additionally, she has added hidden covers, as seen in the book titled "Parsley Rabbit's Books About Books". Images of the book's interior pages are presented in Figure 5.

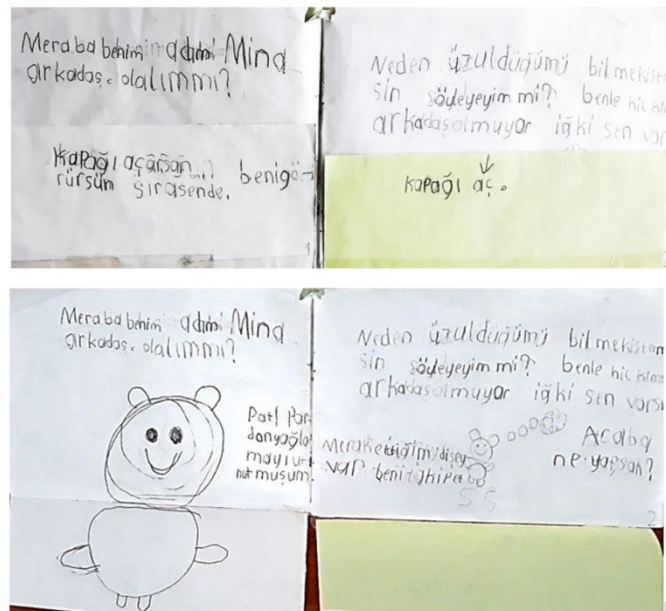




Figure 5. The Inside Pages of Oya's Book

Oya narrates the event using only images on the secret covers she has numbered on page 5 of her book.

In the twelfth session, she said, "Let's read four books next week. Why do these books finish so quickly! These books are very exciting and fun." She also said, "These books are always written by foreigners. As a Turk, I will write children's picture books. Will I write a book this week?" Within the scope of peritextual reading, it is seen that reading the author and illustrator of the book creates awareness in the student. Several pages from the children's picture book made by the student in the last session are presented in Figure 6.

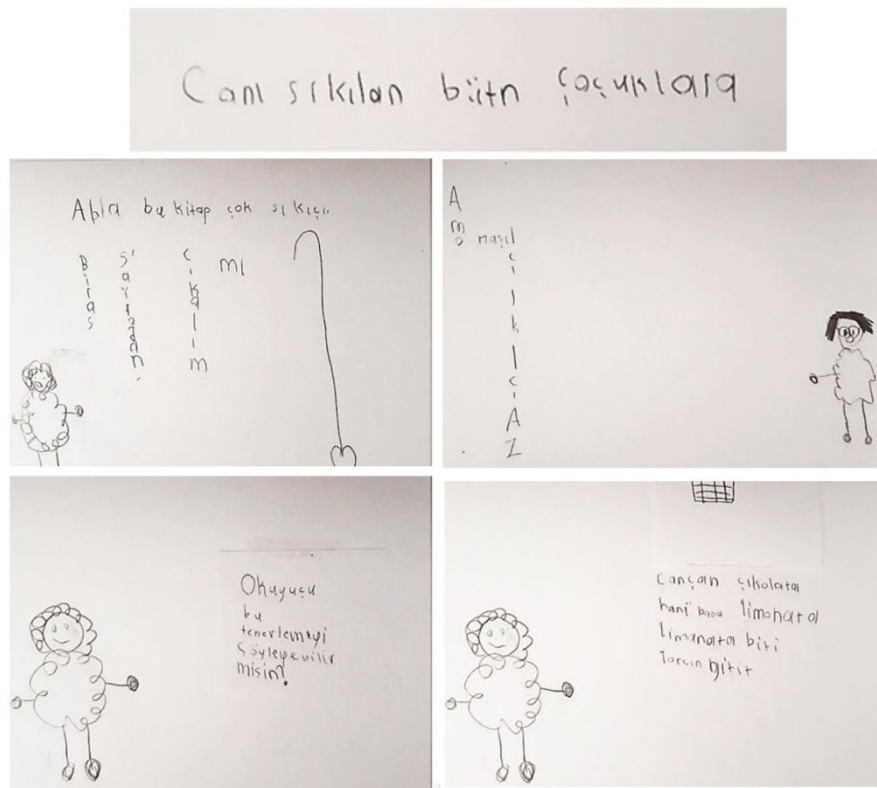


Figure 6. Oya's Children's Picture Book from the Last Session

Oya drew inspiration from her own life when writing her children's picture book. The book is titled "Tarçın and Kahve." In the book, which tells the story of two bored sheep, Tarçın represents Oya,

while Kahve represents her older sister. Tarçın is a 7-year-old first-grade with curly hair like Oya's. Kahve is a fourth-grade with straight hair and glasses, like her older sister. While writing the book, she started with the question, *"The sheep are bored, what should they do?"* While writing the text, she said things like, *"I want to write differently, like the dragon that doesn't like water (referring to the book The Crocodile Who Didn't Like Water). For example, like a puzzle..."* She stated that the idea of the characters coming out of the book came from a previously read children's picture book titled *"Open Very Carefully"*. *"Teacher, let these come out of the book too. They're so bored, you know."* When asked, *"Well, how do you think they can come out of this book?"* Oya replied, *"Of course they won't come out, they'll talk to the reader, that is, to us. Just like in the book we play with (referring to the book Shall We Play?). But more differently, like this."* After saying this, Oya wrote a rhyme that made Tarçın come out of the book. She did not write a rhyme similar to Kahve's. When asked why, she replied, *"My sister doesn't come. She doesn't like it, so I always go, play, and have fun. She asks questions"*. She also wanted to write the dedication page last. Additionally, while reading the book she wrote, she noticed her own spelling mistakes and showed them to her sister. Oya, who hadn't noticed her mistakes before, began to notice them when she read them.

Reading Speed Development

During the first week, he participated enthusiastically in word games and tried to guess which book the words came from. She was observed sounding out words, repeating them, and pausing while reading. She wanted to take the word games home and play them there.

In the second week of word games, it was observed that she spelled fewer words compared to the previous week, but hesitated on some syllables and read them repeatedly.

In word games during the third week, it was observed that only words consisting of 4 or more syllables were syllabified.

Results, Discussion, and Recommendations

In the present study, it was concluded that children's picture books read through interactive reading had a positive effect on reading fluency skills. It is stated that first-grade girl students from the middle socioeconomic level have reading speeds ranging from 32 to 79, accurate reading percentages ranging from 0.92 to 1.00, and prosodic reading scores ranging from 12 to 60 (Kaya & Doğan, 2016). In this study, the student's reading speed before the application was 19, the accuracy rate was 65%, and the prosodic reading score was 7. Therefore, the student's fluent reading level is not within the required range. Following the interactive reading of children's picture books, the student's reading speed was found to be 41, the correct reading percentage was 89%, and the prosodic reading score was 31. Therefore, it is observed that the student's reading speed and prosodic reading level are within the expected range, but the percentage of accurate reading is not within the required range. In addition, it is stated that the reading speed of a student starting 2nd grade is between 30-40 (Rasinski, 2010, as cited in Baştuğ, 2012). Therefore, the student's reading speed score of 41 on the final test indicates that the student is at the expected level. This result is similar to the results of studies conducted at different grade levels in the literature (Ceyhan & Yıldız, 2021; Çetinkaya et al., 2019; Özdemir, 2024; Tok, 2024; Yurtbakan, 2022).

As in studies conducted at different grade levels (Karadoğan & Şahan, 2020; Ruiz, 2015), this study also concluded that interactive reading has an effect on reading comprehension skills. Scoring 5 out of 12 on the pre-test indicates that the student did not fully comprehend the text read prior to the application and did not achieve the fundamental purpose of reading. After the application, however, it is observed that the student's comprehension skills improved, scoring 11 out of 12 on the post-test, with their comprehension percentage rising from 41% to 92%. Considering the theory of automation, it is thought that students cannot comprehend what they read due to their inability to read fluently, but after the application, as their fluent reading skills develop, they allocate their cognitive energy to constructing meaning and are able to comprehend what they read. In addition, another factor that affects the process of reading comprehension is vocabulary (Çetinkaya, 2011). In a study conducted with fourth-grade students by Çetinkaya et al. (2018), it was reported that children's picture books using the

interactive reading method increased students' vocabulary. Similarly, in the present study, the student's asking about unfamiliar words during the interactive reading process and receiving explanations of these words indicate an improvement in vocabulary. This development enhanced the student's word recognition and meaning-making skills; accordingly, the reading comprehension percentage increased to 92%. Furthermore, the student's meaning-making process has developed from simple to complex (intratextual, extratextual, and intertextual), supporting the stages outlined by Akyol (2003). The interactive reading method has deepened the student's meaning-making skills by enabling active engagement with the text.

Another result obtained from the study is that the writing language in the children's picture books prepared by the students gradually improved, and they began to notice mistakes in the words they wrote on their own. Fluency in reading significantly predicts reading comprehension and writing skills (Baştuğ, 2012), and there is a strong positive relationship between the specified skills (Bilge & Kalenderoğlu, 2022; Nacar & Baştuğ, 2023; Tortorelli & Truckenmiller, 2024). When examining the relationship between the sub-dimensions of fluent reading and writing, it is observed that there is a moderately positive relationship between accuracy in fluent reading and the ratio of correctly spelled words to total words in fluent writing. Therefore, it is stated that students' accuracy in both writing and reading will vary depending on their word recognition skills, and thus word recognition exercises can be effective in improving students' reading and writing accuracy (Bilge & Kalenderoğlu, 2022). In this regard, it is suggested that individuals who have encountered and experienced numerous words can read fluently when they encounter these words again, and that their preference for using these words in writing is also influenced by such experiences (Nacar & Baştuğ, 2023). In this context, it is considered that the word games conducted with the student after the interactive reading sessions contributed to this outcome. Therefore, in the present study, the improvement in reading fluency skills can be interpreted as being reflected in the student's writing performance.

Another finding of the study is that children's picture books using the interactive reading increase reading motivation. While the student's pretest reading motivation score was 37, it increased to 58 after the intervention. This finding is consistent with the results of studies conducted at different grade levels (Ceyhan & Yıldız, 2021; Yurtbakan et al., 2020). Motivation not only influences the reading comprehension process but also directly and significantly affects reading fluency (Yıldız, 2013). Accordingly, the increase in the student's reading motivation positively influenced the development of reading fluency and reading comprehension skills. It is also considered that this increase affected the student's attitude toward reading and reader self-concept. It was observed that the student's initially negative attitude toward reading changed positively by the end of the process. At the beginning of the process, the student did not perceive themselves as a good reader. However, by the end of the process, the student stated that they were a good reader. In addition to the effect of motivation, it is thought that peritextual reading also contributed to this process. Peritextual reading attracts the reader's interest, arouses curiosity, and plays an effective role in the decision to read a book (Aslan, 2021; Ateş, 2013). In a study conducted by Aslan and Yılar (2022), peritextual reading was found to have an effect on elementary school students' reading attitudes. It is stated that through peritextual reading, which provides opportunities for readers to develop affective, behavioral, and cognitive responses to a book, individuals who evaluate the book and decide to read it are likely to develop a positive attitude toward reading (Aslan & Yılar, 2022).

The study suggests that the children's picture books prepared by the student also contribute significantly to this situation. The post-reading activities carried out as part of this study can be conducted among peers in classroom settings as part of teachers' interactive post-reading activities. It is believed that the books written by the student have an impact on developing the student's peritextual reading skills. Interactive reading applications should be promoted for students with reading difficulties. The motivation of students to read should be increased by reading children's picture books using the interactive reading methods. Interactive reading should be applied not only in the school environment but also at home with parents. This study was conducted in depth with a single participant. Future studies should be conducted with a larger number of participants, including students from different socioeconomic backgrounds and students experiencing reading difficulties at different grade levels.

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Appendix 1. Children's Picture Books Used During the Application Period and Activities Conducted After Reading

	Title of the Children's Picture Book	Author and Illustrator	Post-Reading Activities
1. Week	1. Session • Kutu Değil (Not a Box)	• Antoinette Portis	The student was asked to draw their own box.
	2. Session • Bu Bir Kitap (It's a Book)	• Lane Smith	The student was asked to draw their own book cover.
	3. Session • Oyun Oynayalım Mı? (Let's Play!)	• Herve Tullet	The student was asked to draw their own obstacle course.
	4. Session • Kitapsavar (Bookmark)	• Ingrid Chabbert Grudi	Word cards with various words from children's picture books were scattered on the table. The student was asked to find the word that was said.
	5. Session • Babam Yerde Durmuyor (My Dad at the Zoo)	• Coralie Saudo	Word cards with various words from children's picture books were scattered on the table. The student was asked to find the word that was said.

2. Week	6.	<ul style="list-style-type: none"> • Renk Canavarı (The Colour Monster) • Bu Kitap Benim Köpeğimi Yedi (This Book Just Ate My Dog!) 	<ul style="list-style-type: none"> • Anna Llenas • Richard Byrne 	<p>The student was given an activity sheet featuring a color monster in yellow, blue, red, black, and green, with the phrase "Today I felt... Because..." written on it.</p> <p>The student was asked to write their own note in response to the questions: "What kind of note would you like to leave for readers who will read the book? What was the note that fell out of the book?"</p>
	7.	<ul style="list-style-type: none"> • Kim Korkar Kırmızı Başlıklı Kız'dan? (Who's Afraid of Little Red Riding Hood?) • Babamın Battaniyesi (My Father's Blanket) 	<ul style="list-style-type: none"> • Sara Şahinkanat • Sara Şahinkanat 	<p>A word matching game was played using word cards with various words that appear in children's picture books.</p> <p>The word cards were scattered on the table, and the student was asked to form sentences consisting of two, three, and four words in sequence.</p>
	8.	<ul style="list-style-type: none"> • Çok Dikkatli Aç (Open Very Carefully) • Sabırsız Tırtıl (The Very Impatient Caterpillar) 	<ul style="list-style-type: none"> • Nicola O'Byrne • Ross Burach 	<p>Word cards with various words from children's picture books were placed in a bag. The student was asked to draw a word from the bag, read it, and use it in a sentence.</p> <p>The word cards were laid out randomly on the table, and the student was asked to form sentences consisting of two, three, and four words in sequence.</p>
	9.	<ul style="list-style-type: none"> • Bekçi Amos'un Hastalandığı Gün (A Sick Day for Amos McGee) • Nokta (The Dot) 	<ul style="list-style-type: none"> • Philip C. Stead • Erin E. Stead • Peter H. Reynolds 	<p>The student was asked to draw a picture for Amos, who was sick.</p>
	10.	<ul style="list-style-type: none"> • Koca Roni (Ernest) • Tavşan Maydanoz'un Kitapları Anlatan Kitabı (Parsley Rabbit's Books About Books) 	<ul style="list-style-type: none"> • Catherine Rayner • Frances Watts • David Legge 	<p>The student was asked to make their own children's picture book.</p>

3. Week	11. Oturum	<ul style="list-style-type: none"> • Kelime Koleksiyoncusu (The Word Collector) • Babam Uyumak Bilmiyor (My Dad is Big and Strong but...) • Azimli Küçük Kelebek (The Little Butterfly That Could) 	<ul style="list-style-type: none"> • Peter H. Reynolds • Coralie Saudo • Ross Burach 	The student was given a small notebook. They were asked to write down words they heard and wanted to write down in their notebook until the end of the application process, creating their own word collection.
	12. Oturum	<ul style="list-style-type: none"> • Yazı Yazan İnekler (Click Clack Moo Cows That Type) • Mış Gibi (Ish) • Annemin Çantası (My Mother's Bag) 	<ul style="list-style-type: none"> • Doreen Cronin • Peter H. Reynolds • Sara Şahinkanat 	<p>Papers with various sentences from previously read books were scattered randomly on the table. The student was asked to find the sentence and read it as if laughing; crying; surprised; scared; sad; angry; and happy.</p> <p>The student was asked to write words associated with their mother on a template shaped like a bag. They were then asked to use the words they wrote in sentences.</p>
	13. Oturum	<ul style="list-style-type: none"> • Çilli Begonya (Freckleface Strawberry) • Babamın Sandviçi (Daddy's Sandwich) • Suyu Sevmeyen Krokodil (The Crocodile Who Didn't Like Water) 	<ul style="list-style-type: none"> • Julianne Moore • Pip Jones • Laura Hughes • Gemma Merino 	<p>The student was given an activity sheet listing questions about their favorite food, book, animal, and color, as well as those of their mother, father, and sister.</p> <p>Papers with various sentences from previously read books were placed randomly on the table. The student was asked to find the sentence and read it as if laughing; crying; surprised; scared; sad; angry; and happy.</p>
	14. Oturum	<ul style="list-style-type: none"> • Şehirdeki Son Ağaç (Last Tree in the City) • Bekçi Amos Otobüsü Kaçırıyor (Amos McGee Misses the Bus) • Bir Fikirle Ne Yaparsın? (What Do You Do With an Idea?) 	<ul style="list-style-type: none"> • Peter Carnavas • Philip C. Stead • Erin E. Stead • Kobi Yamada • Mae Besom 	<p>The student was asked to make their own children's picture book.</p>