The Impact of Interactive Reading Activities at Primary School Level on Language Skills: A Systematic Review

İlkokul Düzeyi Etkileşimli Okuma Uygulamalarının Dil Becerilerine Yansımaları: Sistematik Bir İnceleme

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ABSTRACT: The aim of this study is to examine the national and international studies on the combination of interactive reading with language skills at the primary school level through the content analysis method. Upon being accessed using multiple keywords and databases and then selected by the researchers in the light of the criteria determined according to the research purpose, a total of 33 studies -22 articles and 11 postgraduate theses- were analysed by covering the period between 1984 and 2023. The analysis was conducted based on the following criteria: "research methods used, grade levels, number of participants, data collection tools, types of data analysis, types of participants, language skills covered, advantages and disadvantages on the basis of results". The results show that most of the studies have been conducted in the quasi-experimental design of the quantitative method, and likewise, most of them have been conducted with second-grade students. Interactive reading activities appear to have been carried out mostly between teachers and students in the studies generally involving small groups. The data of the studies included were mostly obtained through tests through descriptive statistical analyses. Since for the language skills were selected as the subject of the studies, it seems that reading skills were the most common, and almost all of the research results emphasized the advantages of interactive reading activities for the development of language skills.

Keywords: Interactive reading, language skills, primary school.

ÖZ: Araştırmanın amacı, ilkokul düzeyinde etkileşimli okumanın dil beceriyle kombinasyonunu ele alan ulusal ve uluslararası alanda yapılan çalışmaları içerik analizi yöntemiyle incelemektir. Araştırmada, birden fazla anahtar kelime ve veri tabanı kullanılarak erişilen ve ardından araştırmacılar tarafından araştırma amacına göre belirlenen kriterler ışığında değerlendirilerek seçilmiş 22 makale ile 11 lisansüstü tez olmak üzere toplam 33 çalışma analiz edilmiştir. 1984-2023 yılları arasını kapsayan çalışmalar; "kullanılan araştırma yöntemleri, sınıf düzeyleri, katılımcı sayıları, veri toplama araçları, veri analiz türleri, katılımcı türleri, konu edilen dil becerileri, araştırma sonuçlarına göre avantajları ve dezavantajları" kriterlerine göre incelenmiştir. Elde edilen sonuçlara göre, araştırmaların en çok nicel yöntemin yarı deneysel deseninde yürütüldüğü ve en fazla ikinci sınıf öğrencileriyle çalışıldığı belirlenmiştir. Genellikle küçük gruplarla çalışılan araştırmalarda etkileşimli okuma etkinliklerinin daha çok öğretmen-öğrenci arasında gerçekleştirildiği sonucuna ulaşılmıştır. Araştırmaların verileri en çok testler ile elde edilmiş ve verilerin analizlerinde betimsel istatistiki analizler ağırlıkta olmuştur. Araştırmalara konu edilen dil becerilerine bakıldığında ise en fazla okuma becerisine yer verildiği ve araştırma sonuçlarının neredeyse tamamına yakınının etkileşimli okuma uygulamalarının dil becerilerinin geliştirilmesine yönelik avantajları ön plana çıkardığı görülmüştür.

Anahtar kelimeler: Etkileşimli okuma, dil becerileri, ilkokul.

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Developed by Whitehurst et al. (1988), dialogic reading is also called "interactive reading" in the literature. Interactive reading is an activity process in which the roles of the person reading the text and the child listening to it change over time (Whitehurst & Lonigan, 1998). In other words, it is a reading method where the roles of reader and listener change over time, with the reader pausing at intervals to involve the listeners in the reading process (Çetinkaya et al., 2018). It involves social interactions such as reading aloud to children and children reading aloud to others (Merga, 2017). This process can be carried out in small groups with parents, teachers, caregivers and peers, face-to-face or remotely, in a shared and iterative manner (Beschorner & Hutchison, 2014; Çelebi-Öncü, 2016; Elmonayer, 2013; Gladwin & Stepp-Greany, 2008; Vallly et al., 2015). Through the questions asked by the adult about the book while reading, the child takes an active role, thus gaining the responsibility of both reading the book and asking questions (Cohrssen et al., 2016; Whitehurst & Lonigan, 1998). In interactive reading, the child is also encouraged to participate in the reading process, and the excitement of reading is reinforced by giving continuous feedback to the child (Morgan & Meier, 2008; Pillinger & Wood, 2014). The aim here is to allow the child to develop the ability to comment on the story by discussing and comprehending it with adult guidance (Yopp & Yopp, 2006). Interactive book reading practices can be executed in a planned and systematic manner at the primary school level, starting from the preschool period (Ergül et al., 2016).

Research shows that all activities and practices during interactive reading boost children's language skills and enable them to use language actively (Anderson et al., 2005). Interactive reading activities are acknowledged as facilitating and improving students' accurate reading and comprehension skills and also contributing to fluent reading skills (Ceyhan & Yıldız, 2021; Hâkimi et al., 2014; Gutiérrez, 2016; Rosenhouse et al., 1997; Uğur & Tavşanlı, 2022; Yurtbakan, 2022). It is also known that the affective reading skills of students who actively participate in the interactive reading process are positively affected, thereby increasing their reading motivation (İlhan & Canbulat, 2021; Yurtbakan et al., 2021), as well as improving their attitudes towards reading (Karadoğan, 2020) and their reader self-perception (Çetinkaya et al., 2018). It can thus be assumed that interactive reading activities nurture children's/students' reading skills in many ways. Research also shows that interactive reading activities contribute to the development of children's speech skills, one of the expressive language skills (Durmaz, 2020; Kim & Hall, 2002; Thiede, 2019). The fact that children who participate in the interactive reading process with their family members, teachers, and peers are at the centre of the interactive reading process result in improving the communication between the child and the guide, besides boosting their skills such as asking questions, giving answers, and making comments (Whitehurst et al., 1994). In this way, it is also suggested that children who have the opportunity to express themselves (Hargvare & Senechal, 2000) develop a positive attitude towards speaking as a consequence of talking a lot and making detailed descriptions (Ganotice et al., 2017). The most basic principle of interactive reading is to transform children from passive listeners into active storytellers. In order for the child to be a good storyteller, it is necessary to follow the process carefully and be a good listener. A number research studies (Sezer, 2021; Şimşek 2017) have concluded that interactive reading improves children's listening comprehension skills to a great extent compared to other types of

reading. In interactive reading activities, social interaction with children during the reading activity contributes to their storytelling skills. As for the writing skill, which is another expressive language skill, it is stated that interactive reading activities also created considerable positive changes in children's writing skills (Sim et al., 2014), raised their awareness of language and spelling rules (Webster, 2001), and improved their written expression skills (Manak, 2009).

Research also reveals that interactive reading improves receptive and expressive language skills (Bucksar, 2022; Thiede, 2019; Uğur & Tavşanlı, 2022), increases vocabulary knowledge (Brayko, 2012; Ceyhan & Yıldız, 2019; Mitchell, 2015), contributes to affective development by generating positive attitudes and motivation towards reading (İlhan & Canbulat, 2022; Yurtbakan et al., 2020), and strengthens communication between family and child (Ganotice et al., 2017). When we examine the studies in the literature on the research topic, we see that the majority of them have been conducted as experimental studies. Although systematic review studies on interactive reading are limited, they generally cover the preschool period (Malani et al., 2010; Mol et al., 2009; Yurtbakan, 2020). In general, there is no systematic study in the literature that overlaps with the current study and examines interactive reading studies at the primary school level at the international level. Accordingly, this study aims to provide a framework for past studies in order to provide a basis for increasing interactive reading practices. The aims of the review are to determine the effectiveness of interactive reading practices in terms of language skills and to reveal the unstudied areas, to show the teaching methods, techniques and materials used in the practices, and thus to guide researchers interested in interactive reading practices at the primary school level to increase the effectiveness of their practices.The aim of this study is, therefore, to examine the primary school level studies on language skills in relation to interactive reading. Based on the purpose of the present study, the following research questions were sought:

1. What are the main characteristics of studies on interactive reading at the primary school level?

2. What are the language skills addressed in studies conducted on interactive reading at the primary school level?

3. What do the outcomes of the studies on interactive reading at the primary school level indicate?

Method

Model of the Research

Systematic reviews involve providing the upfront definition of a research question, clarity about the scope of the review, revealing the kind of studies which are appropriate for inclusion, making every effort to find all relevant studies, ensuring that bias issues are considered in the included studies, and analysing the included studies to draw conclusions in an unbiased and objective manner based on all identified studies (Lasserson et al., 2019). When conducted systematically, review studies can be useful in understanding the level of knowledge on a particular topic and how that subject matter

has changed over time (Gough et al., 2012). This study will present general trends in research studies conducted on interactive reading and language skills.

Data Sources and Search Strategies

This study drew upon the "Preferred Reporting Items for Systematic Reviews and Meta-Analysis" (PRISMA) checklist. The literature review was finalized on March 24, 2023. Systematic searches were conducted in the following electronic databases: (1) Web of Science Core Collection, (2) Google Academic, (3) National Thesis Centre at the Council of Higher Education (YÖK), (4) ProQuest Dissertations and Theses, (5) Networked Digital Library of Theses and Dissertations (NDLTD), and (6) Open Access Theses and Dissertations (OATD). These databases were used due to their high-quality indexing standards and good international reputation, and to retrieve research articles and theses on interactive reading and language skills. The search template in Table 1 was developed by the researchers to access the reviewed articles and theses.

Table 1

Search Strings

Database	Search Terms
Web of Science Core Collection	"Interactive reading" and "dialogical reading" and "dialogic reading"
	Refined by source types: Academic articles and Education Research. Language: English.
Google Academic	"Interactive reading" and "first grade" and "primary school" and "interactive reading" and "second grade" and "primary school" and "interactive reading" and "third grade" and "primary school "and "interactive reading" and "fourth grade" and "primary school". Language: English and Turkish
National Thesis Centre of Higher Education Institution (TÜRKİYE)	"Etkileşimli okuma" Language: Turkish
ProQuest Dissertations and Theses	"Interactive reading" and "dialogical reading" and "dialogic reading"
	Refined by: Scientific Reviews and Theses. Language: English
Networked Digital Library of Theses and Dissertations (NDLTD)	"Interactive reading" and "dialogical reading" and "dialogic reading". Language: English
Open Access Theses and Dissertations (OATD)	"Interactive reading" and "dialogical reading" and "dialogic reading" Language: English

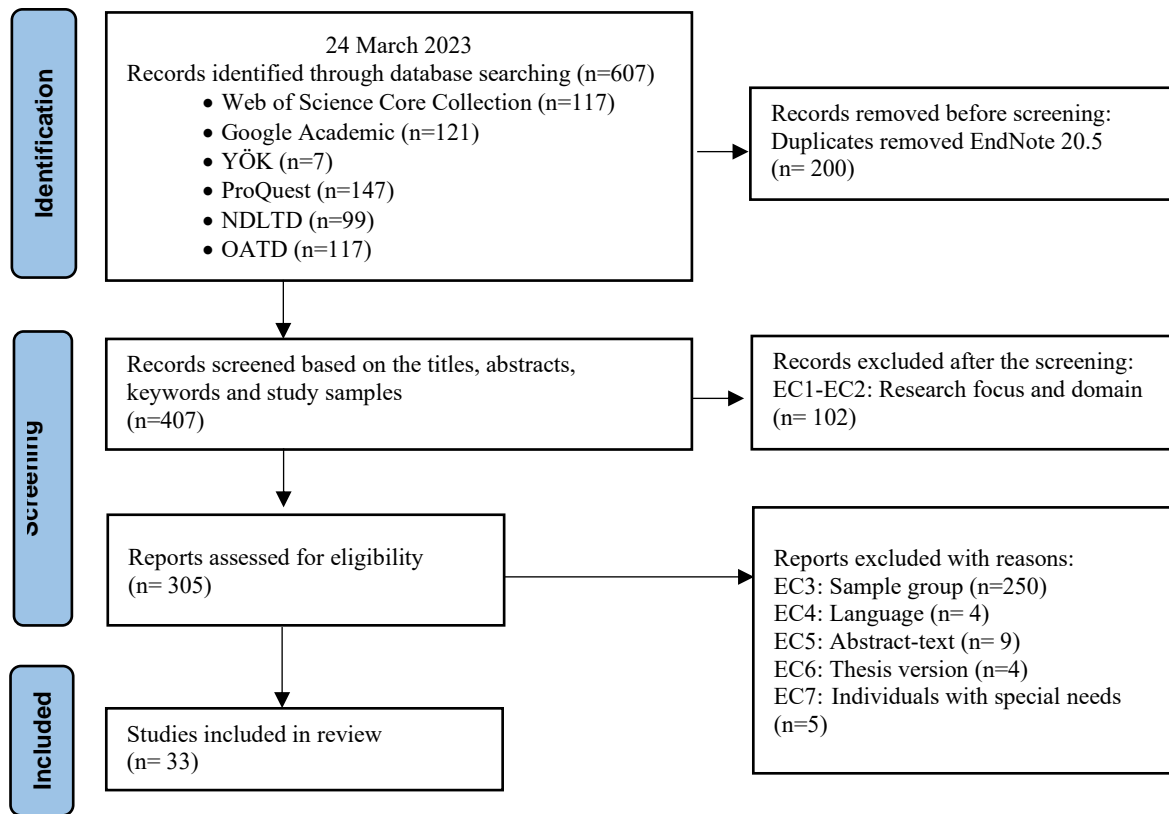### Article and Theses Selection Criteria and Procedure

This study focuses on peer-reviewed research articles, Master's and Doctoral theses published in English and Turkish that address interactive reading and language skills. The article selection process consisted of PRISMA's main steps of identification, screening, and inclusion (Page et al., 2020). The inclusion criteria (IC) and exclusion criteria (EC) used are presented in Table 2 below.

Table 2

Selection Criteria

Criteria	
Inclusion criteria (IC)	Exclusion criteria (EC)
IC1: It deals with the relationship between interactive reading and one of the basic language skills (reading, writing, listening, and speaking).	EC1: It is in a discipline other than educational research.
IC2: The study group corresponds to one of the primary school grades (In Türkiye, primary school was reduced to 4 years in 2012, but 5th grade is included in this study so as to ensure equivalence with the primary school level in other countries.)	EC2: It does not deal with the relationship between interactive reading and one of the basic language skills (reading, writing, listening, and speaking).
IC3: The language is English or Turkish.	EC3: The study group is not in one of the primary school grade and age levels.
IC4: It has free full-text access.	EC4: The language is not English or Turkish.
IC5: It is open to free access from Web of Science Core Collection, Google Academic, Higher Education Institution National Thesis Centre, ProQuest Dissertations and Theses, Networked Digital Library of Theses and Dissertations (NDLTD), Open Access Theses and Dissertations (OATD) databases.	EC5: There is no free full-text access.
	EC6: The article generated from the same author's thesis.
	EC7: The study group consists of individuals with special needs.

At first, six databases were searched using the search strings in Table 1, and 607 studies were identified. After removing 200 duplicates with the help of EndNote 20.5 software, we proceeded to the screening step. Based on IC and EC, the titles, abstracts, keywords and sample group of 407 articles were carefully reviewed. A total of 305 potential studies were ultimately identified as suitable for preliminary review. Then, based on the same IC and EC, the full-text versions of 305 articles were analysed in depth. Finally, 33 studies were included in the systematic review. Figure 1 shows our article and thesis selection process based on the PRISMA checklist.

Figure 1

Flow Chart of The Study Selection Process

Identification

24 March 2023
Records identified through database searching (n=607)
- Web of Science Core Collection (n=117)
- Google Academic (n=121)
- YÖK (n=7)
- ProQuest (n=147)
- NDLTD (n=99)
- OATD (n=117)

Records removed before screening:
Duplicates removed EndNote 20.5
(n= 200)

Screening

Records screened based on the titles, abstracts, keywords and study samples
(n=407)

Records excluded after the screening:
EC1-EC2: Research focus and domain
(n= 102)

Reports assessed for eligibility
(n= 305)

Reports excluded with reasons:
EC3: Sample group (n=250)
EC4: Language (n= 4)
EC5: Abstract-text (n= 9)
EC6: Thesis version (n=4)
EC7: Individuals with special needs
(n=5)

Included

Studies included in review
(n= 33)

Note: Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. BMJ 2021;372:n71. doi: 10.1136/bmj.n71. For more information, visit: http://www.prisma-statement.org/

Data Analysis and Reliability

For data analysis, the full texts of all eligible studies were coded based on qualitative content analysis guided by a review form developed by the researchers and presented in Table 3 in order to reach the results that would answer our research question (Miles & Huberman, 1994).

Table 3

Review Form

General Features	Content Features
Author(s):	Research Method:
Publication Year:	Design:
Publication Type (thesis code or article code):	Grade Level:
Information of University/Country:	Number of Participants:
Journal Indexing:	Data Collection Tools:
	Data Analysis Type:
	Interaction Type:
	Main Language Skills:
	Conclusion (advantages or disadvantages):

As can be seen from the headings presented in Table 3, the analysis was structured around our research question and codes focused on the following three main categories: (1) the main features of the studies (author information, year of publication, journal index information, university information, research method and design information, sample type, grade level, number of participants, data collection tools, types of data analysis, and type of interaction), (2) the language skills examined in the studies (reading, writing, speaking, and listening/viewing), and (3) the outcomes identified by the studies (advantages and disadvantages). The first category was supported with tables, and the other categories with graphs to facilitate understanding. Percentages of the data presented in tables and graphs were also calculated.

The data were coded by one researcher. During the coding process, another researcher closely observed the coding process as an observer. One month after the initial coding, the data were recoded as if no coding had been done previously. After the second coding, 25% of the studies (approximately n= 8) were randomly selected and cross-checked for consistency by an external coder. Coding reliability was calculated based on Miles and Huberman's (1994) reliability formula. The calculations revealed a satisfactory reliability rate (98.3%), as stated by Creswell & Poth (2016). Finally, the coders discussed any discrepancies and resolved them through consensus.

Results

In this section, the results obtained from the studies on the reflections of interactive reading activities on language skills at the primary school level are presented in tables and graphs and interpreted according to the headings in the graphs.

Main Features of the Studies

In this section, the question of "What are the main characteristics of studies on interactive reading at the primary school level?" addressed. Some information, including the general structures and code information of the 22 articles and 11 graduate theses, examined for the purposes of this study were listed in year order from past to present. The results are presented in Table 4.

Table 4

General Features of The Studies

No	Code	Author(s)	Publication Year	SSCI	ESCI	ERIC	EBSCO	TR	Name of The University/ Country
				Journal Index					Information of University
1	A1	Gemake	1984	+					
2	A2	Rosenhouse et al.	1997	+					
3	A3	Whitehurst	1999	+					
4	DT1	Webster	2001						Oakland University/USA
5	A4	Kim & Hall	2002	+					

No	Code	Author	Year						University
6	A5	Morgan & Meier	2008			+			
7	DT2	Manak	2009						Florida University/USA
8	MT3	Ariaz	2010						University of Texas At El Paso /USA
9	A6	Ertem	2011			+			
10	DT4	Brayko	2012						University of Washington/USA
11	A7	Pillinger & Wood	2013			+			
12	A8	Hakimi et al.	2014		+				
13	MT5	Mitchell	2015						University of Wisconsin/USA
14	DT6	Bryant	2016						University of Missouri–St. Louis/USA
15	A9	Gutierrez	2016	+					
16	A10	Türkben & Temizyürek	2017				+		
17	A11	Merga	2017	+					
18	A12	Ergül et al.	2017			+			
19	A13	Çetinkaya, Öksüz & Öztürk	2018				+		
20	A14	Ceyhan & Yıldız	2019				+		
21	A16	Çetinkaya, Ateş & Yıldırım	2019			+			
22	A17	Thiede	2019		+				
23	A15	Yurtbakan	2020					+	
24	MT7	Karadoğan	2020						Balıkesir University/ Türkiye
25	MT8	Durmaz	2020						Düzce University/ Türkiye
26	A18	İlhan & Canbulat	2021					+	
27	A19	Yurtbakan, Erdoğan & Erdoğan	2021	+					
28	A20	Ceyhan & Yıldız	2021			+			
29	A21	Uğur & Tavşanlı	2022					+	
30	DT9	Yurtbakan	2022						Trabzon University/ Türkiye

31	DT10	Bucksar	2022		Widener University/USA
32	A22	Chuang & Jamiat	2023	+	
33	MT11	Yıldırım	2023		İstanbul Aydın University/ Türkiye

*A=Article **MT=Master thesis ***DT=Doctoral thesis ****USA=United State of America

As shown in Table 4, there are 33 studies on interactive reading conducted for the primary school level in the form of articles and theses. Of these studies, 22 of them are articles (66.66%), six are Doctoral studies (18.18%), and five are Master's studies (15.15%).

The articles and thesis studies on interactive reading at the primary school level were found to have been conducted in 1984, 1997, 1999, 2001, 2002, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, and 2018, and became the subject of research once in each year. Interactive reading was the subject of research twice in 2016 and 2023 and three times each in 2017, 2019, 2020, 2021, and 2022. When the journal indexes of the articles on interactive reading at the primary school level are examined, it appears that seven (21.21%) articles are included in the SSCI index, while the other seven (21.21%) articles are in the ERIC index. There are six articles, three of which are in TR-indexed and the other three in EBSCO-indexed journals. These articles individually account for 9.09% of the total percentage, and there are two other articles (6.06%) within the scope of the ESCI index. The literature review of postgraduate research on interactive reading conducted with students at the primary school level reveals that seven (21.21%) theses were conducted by researchers from universities in the United States of America, followed by four universities in Türkiye (12.12%). In the light of all these considerations, it can be concluded that research studies on interactive reading conducted at the primary school level has gained intensity in the last eight years and in the form of articles, which were found to have been published mostly in journals indexed in SSCI and ERIC indexes. It also appeared that the studies prepared in the thesis type were the studies of researchers in various universities in the United States of America. Figures were used in order to ensure better comprehensibility regarding the presentation of information about the content structures of 22 articles and 11 graduate theses examined within the scope of the present study. Figure 1 below presents the findings obtained from the analysed studies regarding the research methods:
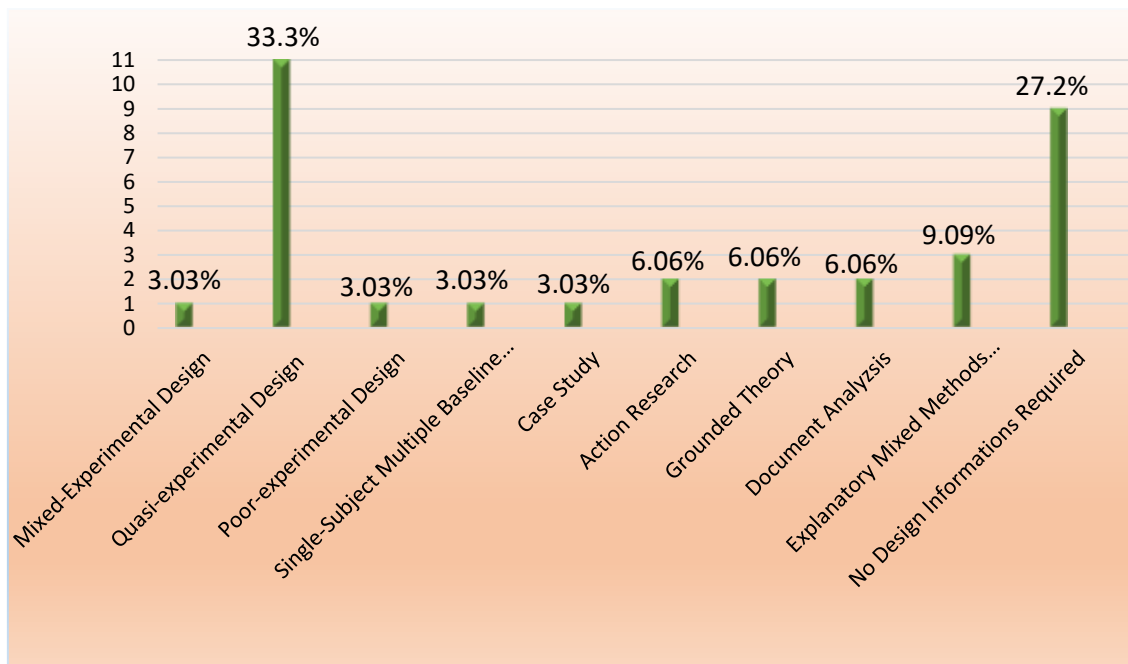
Figure 2

Methodologies of the Research
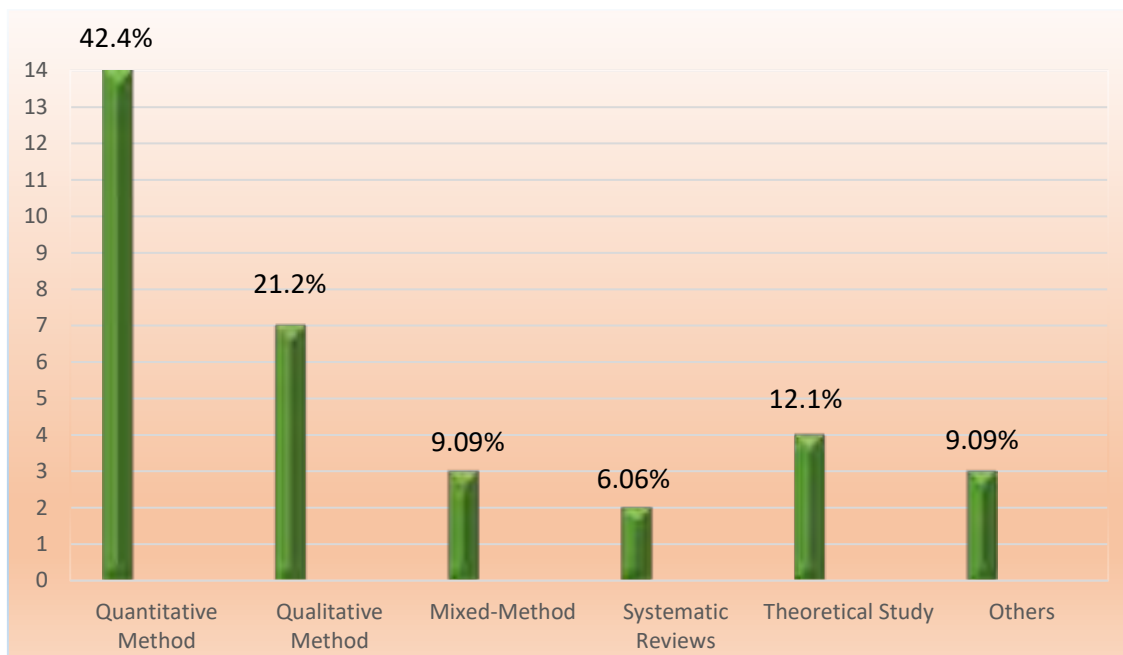
As can be seen in Figure 2, 14 (42.4%) of the studies focusing on interactive reading at the primary school level were conducted with quantitative method (A2, A3, A7, A9, A13, A14, A16, A18, A20, A21, MT3, MT7, MT8, and MT11). Qualitative method turned out to be the second most preferred research method, with which seven studies (21.2%) were found to have been conducted (A8, A10, A11, DT2, DT4, DT6, and MT5). The third most preferred method, on the other hand, consists of studies on theoretical ideas (A1, A5, A6, and A17), accounting for 4 (12.1%) of all studies. Mixed methods research (A19, DT9, and DT10) and other methods such as descriptive (DT1), micro-genetic (A4), and cohort studies (A12) were the fourth most used methods. Three of these studies (9.09%) were conducted with mixed methods, whereas the other three (9.09%) with other method designs. In addition, systematic reviews (A15, A22) took the last place. There were two studies (6.06%) in which this method was followed. Given these studies, it can be concluded that they were mainly conducted with the quantitative method paradigm.

The findings obtained related to the research designs of the studies analysed in the study are shown in Figure 3.

Figure 3

Methodological Designs of the Study

As seen in Figure 3 above, 11 (33.3%) of the studies conducted regarding interactive reading at the primary school level drew on the quasi-experimental design of quantitative method (A2, A3, A7, A9, A13, A16, A18, A21, MT7, MT8, and MT11). The second research design used was the explanatory design of mixed methods (A19, DT9, and DT10), and three other studies (9.09%) were conducted using the explanatory mixed methods design. There were two studies for each of the following methods included in the qualitative approach, which specified their research design as an action research (MT5, DT6), grounded theory (DT2, DT4), and document analysis (A10, A11). Each of these studies accounted for 6.06% of the total number of studies. Mixed experimental (A20), weak experimental (A14), and single-subject designs (MT3) of the quantitative method were used for one study each, and one study was conducted with a case study (A8) design of the qualitative method. The percentage of these research designs was calculated as 3.03%. Since nine studies (27.2%) were evaluated as systematic review (A15, A22), theoretical (A1, A5, A6, A17) and other (A4, A12, DT1), no direct research design information was available. It can be concluded that the studies were significantly concentrated in a quasi-experimental design.

Figure 4 shows the findings regarding the grade levels included in the relevant studies reviewed. Some studies included different grade levels in the same research study. For this reason, the values on the vertical axis of the graph show how many times the grade levels were selected in the studies.
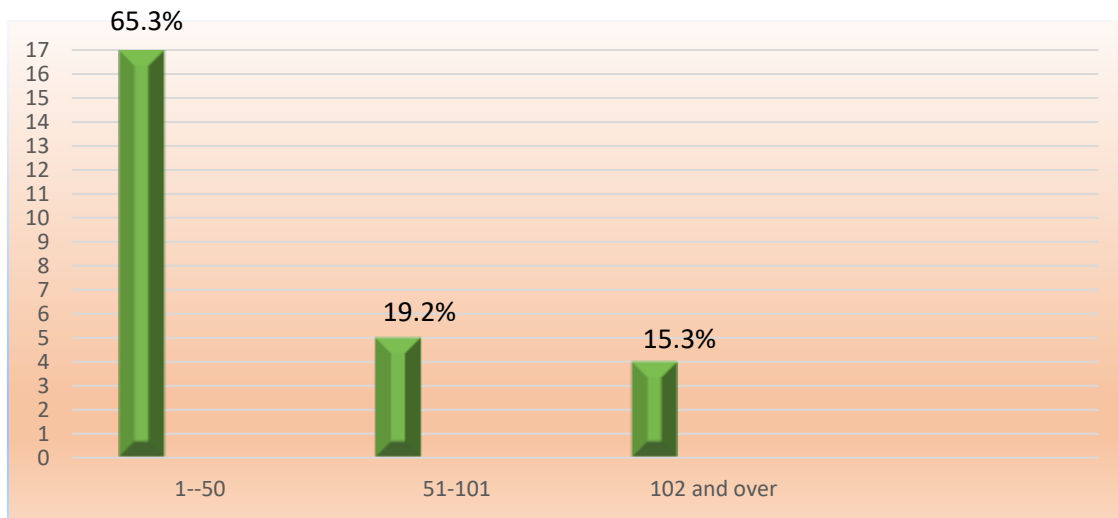
Figure 4

Grade Levels of The Participants in The Study Samples
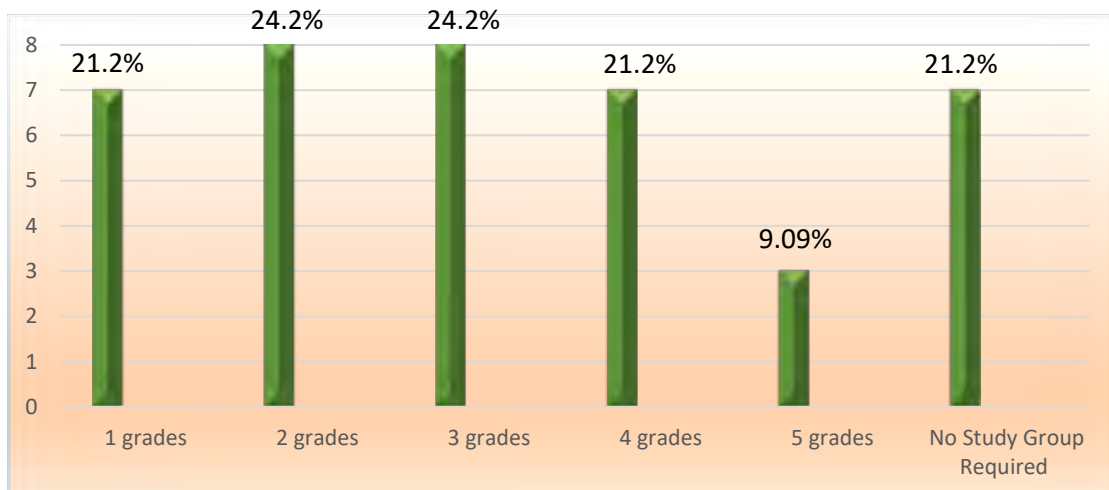
As shown in Figure 4 above, the studies conducted at the primary school level within the scope of interactive reading were mostly conducted with the participation of second (A3, A14, A16, A20, MT5, MT7, DT9, and DT10) and third (A4, A7, A11, A16, DT2, DT4, MT8, and M11) grade students. Eight studies were conducted at each of these grade levels, representing 24.2% of the overall total. The number of studies in which first grade (A1, A2, A12, A18, MT3, DT1, and DT6) and fourth grade (A9, A11, A13, A16, A19, A21, and DT4) students took part as participants and those in which there were no participants due to the methodology employed (A1, A5, A6, A10, A15, A17, and A22) were equal in number, i.e., seven (21.2%) each. In three studies (9.09%), fifth grade students were the participants (A8, A11, and DT4). From this standpoint, it could be stated that the studies on interactive reading at the primary school level mostly selected students studying in the second and third grades of primary school as participants.

Figure 5 presents the results reported of the studies examined in the present study (excluding seven articles as they lacked the information that could be considered as a sample) regarding the number of people in the study samples.
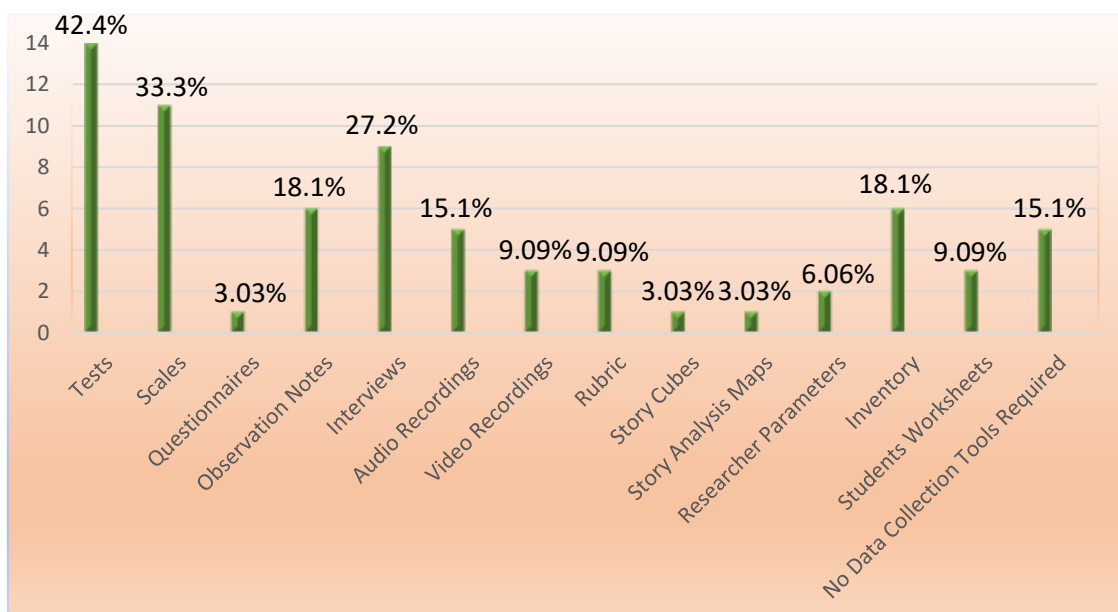
Figure 5

Number of Participants

As seen in Figure 5, the number of studies with between 1 and 50 participants is 17 (65.3%) (A4, A7, A8, A11, A13, A18, A19, A21, DT1, DT2, MT3, DT4, MT5, DT6, MT7, MT8, and DT10), and there are five studies (19.2%) with 51-101 participants (A12, A14, A20, DT9, and MT11), four other studies (15.3%) with 102 or more participants (A2, A3, A9, and A16). In the light of all these, it can be asserted that the participants of the studies dealing with interactive reading at the primary school level consist of small groups of 1-50 people.

Figure 6 provides the findings of the data collection tools of the studies analysed. Since more than one data collection tool was used in the studies, the values on the vertical axis of the graph show how many times each data collection tool was repeatedly employed.
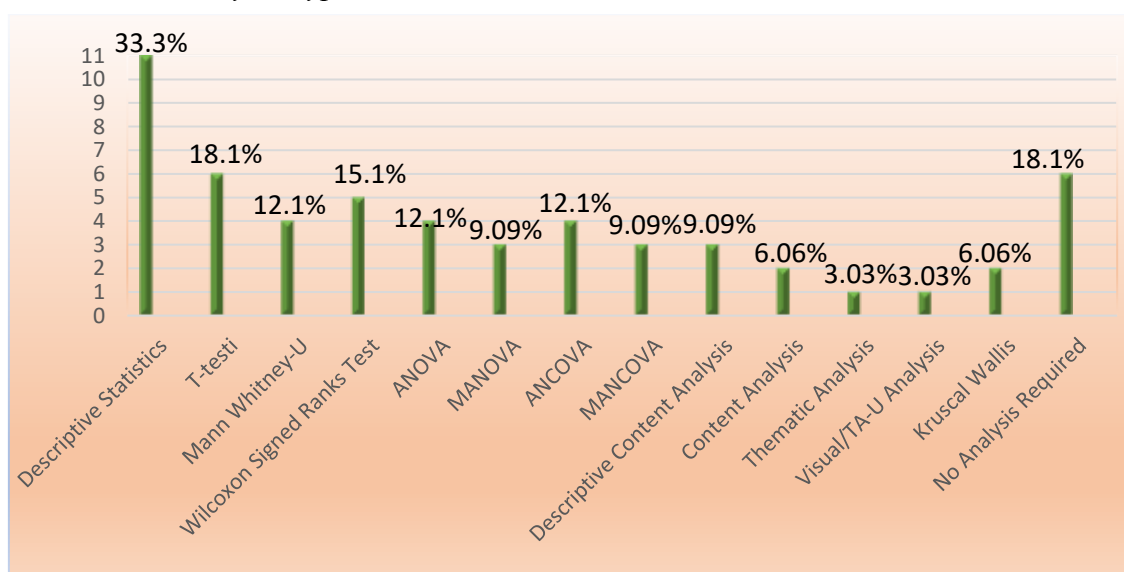
Figure 6

Data Collection Tools

As given in Figure 6, it appears that various data collection tools were used to collect data on interactive reading practices conducted at the primary school level. Among these tools, tests (A2, A3, A7, A8, A9, A12, A16, A18, A21, DT6, MT7, MT3, DT9, and MT11) were used 14 (42.4%) times as data collection tools in the studies, while surveys were used 11 (33.3%) times (A3, A7, A9, A14, A18, A19, A20, DT1, DT6, MT7, and DT9). The number of studies in which participants were interviewed and data were collected through interview forms is nine (27.2%) (A2, A11, A19, DT1, DT2, DT4, DT6, DT9, and DT10). The number of studies in which observation notes and word/vocabulary inventories etc. were used as data collection tools is equal, with each being six (18.1%), respectively. There are also five studies (15.1%) in which audio recordings were used as data collection tools (A4, DT1, DT4, DT6, and MT8). Video recordings (A4, MT3, and DT4), rubrics (A20, DT1, and DT10), and student work products (DT1, DT2, and DT4) seem to have been chosen as data collection tools three times each (9.09%). Furthermore, in 2 (6.06%) studies, the researchers determined their own parameters based on the relevant literature without using any data collection tools such as surveys or questionnaires (A15, A22). The number of studies in which tools such as questionnaires (DT6), story cubes (A13) and story analysis maps (MT5) were used during data collection is one (3.03%) each respectively. Finally, five studies (15.1%) did not require the use of data collection tools due to their methods (A1, A5, A6, A10, A17). Based on this information, it can be concluded that tests have more widely been used as data collection tools than others.

Figure 7 below shows the findings of the data analysis types used in the studies examined for the purpose of this study. Since more than one data analysis type was used simultaneously in the studies, the numbers on the vertical axis of the graph show how many times each data analysis name was repeated in the studies.
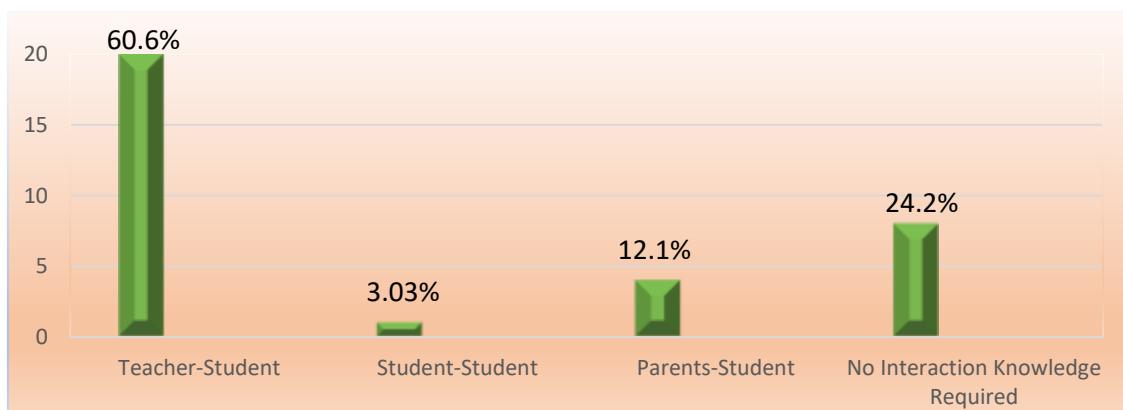
Figure 7

Data Analysis Types

As can be seen in Figure 7 above, the studies on interactive reading at the primary school level seem to have examined the data obtained through various data collection tools by using different types of analysis together. Descriptive statistics

(mean, standard deviation, percentage, frequency, etc.) were the type of analysis used a total of 11 (33.3%) times in the studies (A4, A8, A9, A12, A18, A19, DT1, MT3, DT4, MT5, and DT9). There are six studies (18.1%) in which t-test analysis was used (A13, A16, A21, MT7, MT8, and MT11). The number of statistics used to compare group means using Wilcoxon signed-rank test (A4, A18, A19, MT3, and DT9) was five (15.1%), whereas Mann-Whitney U test (A13, A18, MT8, and DT9), ANOVA (A7, A9, A12, and A14) and ANCOVA (A3, A9, A20, and MT8) analyses were used four times each (12.1%). MANOVA (A2, A3, and A9), MANCOVA (A2, A3, and A9) and descriptive content analyses (A15, A9, and A22) were used three times each (9.09%) in different studies. Content analysis (DT2, DT6) and Kruskal-Wallis test (A14, DT9) were used twice (6.06%) in different studies. Thematic analysis and visual analysis were used in one (3.03%) study (DT10). Moreover, there were six studies (18.1%) that did not require any analysis process (A1, A5, A6, A10, A11, and A17). Based on all this information, it appears that descriptive statistics were used more than other types of data analysis.

Figure 8 below shows the findings regarding the participants who performed interactive reading practices together, in other words, who interacted with each other in the studies included.
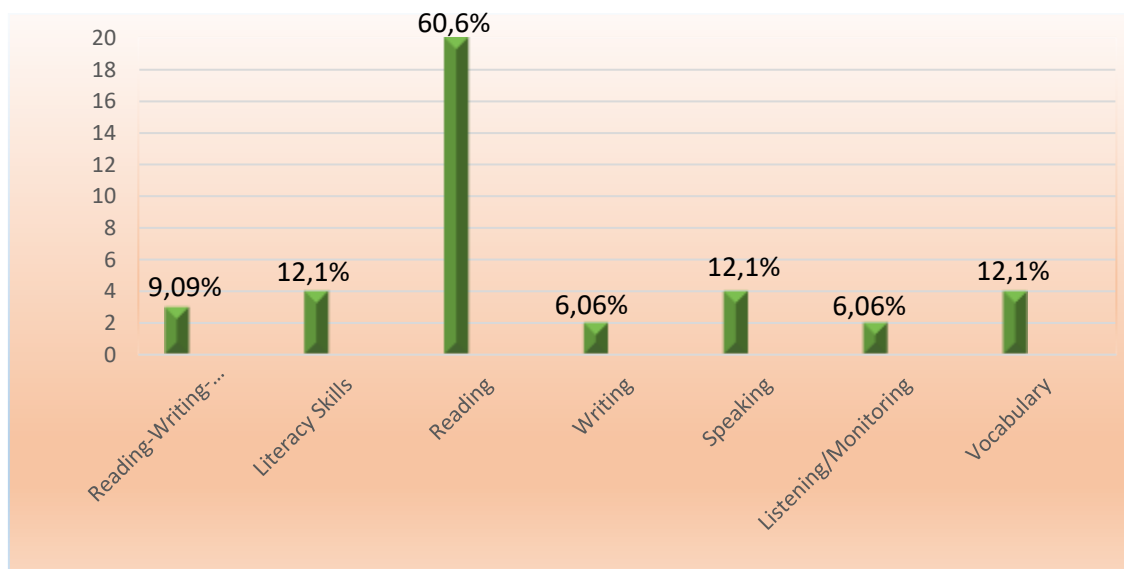
Figure 8

Interaction Types

As demonstrated in Figure 8, the pairs that interacted during the reading sessions of the interactive reading-based studies conducted at primary school level consisted of teacher-student, student-student, and family member-student pairs. In total, there are 20 studies (60.6%) in which interactive reading studies were conducted through teacher-student interaction (A2, A3, A4, A8, A9, A12, A13, A14, A16, A18, A19, A20, A21, DT1, DT2, MT5, DT6, MT7, MT8, and MT11). There is only one study (3.03%) in which student-student interaction was established in reading sessions (DT4). The number of interactive reading sessions based on the interaction of a family member and a student is four (12.1%) (A7, MT3, DT9, and DT10). The number of studies that did not include information about any type of interaction due to their methods is eight (A1, A5, A6, A10, A11, A15, A17, and A22), accounting for 24.2% in total. As a consequence, it seems that the studies on interactive reading at the primary school level were mostly conducted based on the interaction between teachers and students.

Language Skills as the Subject Matter of the Studies

Under this heading, the question of 'What are the language skills addressed in studies conducted on interactive reading at the primary school level?' answered. Figure 9 below presents the distribution of language skills in relation to which the effects of interactive reading activities were observed in the studies analysed for the purposes of this study. Some studies examined more than one language skill in the same study. For this reason, the numbers on the vertical axis of the graph show how many times the relevant language skill was selected as the subject matter of the research study.

Figure 9

Distribution of The Main Language Skills

As shown in Figure 9, the interactive reading practices at the primary school level seem to have been conducted in order to contribute to reading-writing-speaking-listening/monitoring skills, besides literacy skills and vocabulary development. There are 20 studies (60.6%) examining the effects of interactive reading activities on reading. When the details of the interactive reading studies on reading skills were examined, it was revealed that 14 of these studies focused on the improvements in decoding, fluent reading, accurate reading and reading comprehension skills of the participants as a result of interactive reading activities (A2, A6, A8, A9, A10, A12, A16, A20, A21, A22, MT7, DT9, DT10, and MT11). Three studies focused on the effects of interactive reading on reading motivation (A19, A20, and A22), while two other studies included the effects of interactive reading on reader self-perception (A14, MT3) and one studied the impacts of interactive reading on reading attitude (MT7). Moreover, there are four studies each on the effects of interactive reading on literacy skills (A3, A5, A7, and DT6), speaking skills (A2, A4, A18, and MT8), and vocabulary development (A13, A22, DT4, and MT5), which all account for 12.1% of the total. There are three studies (9.09%) emphasizing that all reading, writing, speaking and listening/watching skills can be improved with the help of interactive reading (A1, A15, and DT6). Two studies (6.06%) were identified, with each focusing on writing (DT1, DT2) and listening (A11, DT1) skills. Generally speaking, the studies on writing skills tended to focus on how interactive reading affects writing skills. However, the studies on listening skills appear

to have investigated how interactive reading practices affect listening comprehension, in addition to the development of listening skills. To summarize, it can be considered that most of the studies on interactive reading at the primary school level have focused on reading skills.

Outcomes of the Studies

In this section, the question "What do the outcomes of the studies on interactive reading at the primary school level indicate?" answered, and presents the results of 33 studies analysed within the scope of the present study. The results of the studies were grouped under two categories according to the advantages and disadvantages combined of interactive reading on language skills. Figure 10 provides data about that distribution.

Figure 10

Distribution of Advantages and Disadvantages
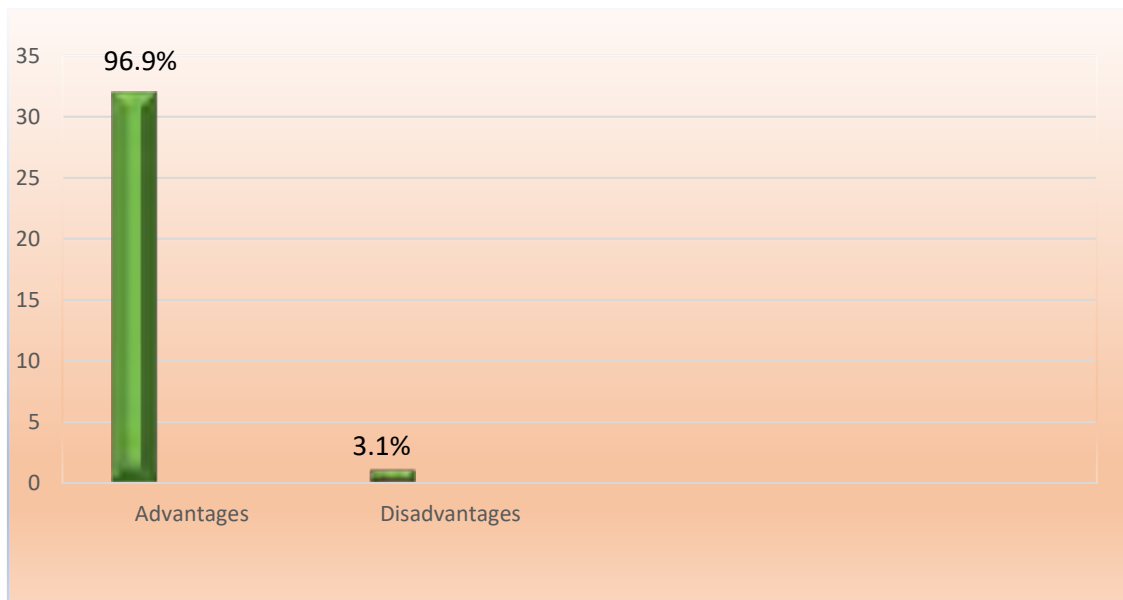
As seen in Figure 10, 32 out of 33 studies (96.9%) in which interactive reading was addressed at the primary school level presented advantageous results (A1, A2, A3, A4, A5, A7, A8, A9, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, DT1, DT2, MT3, DT4, MT5, DT6, MT7, MT8, DT9, DT10, and MT11). Such results reveal that interactive reading provides significant advantages on the acquisition and development of language skills. The advantages identified according to the results of the studies begin with the emphasis that interactive reading is an important educational tool in the process of language development and acquisition (MT3). This is followed by another study arguing that interactive reading encourages children to transfer their experiences and knowledge into written texts and to express their feelings and ideas, in addition to helping them form their own ideas (A1). It is also believed that students learn how to use or develop some pragmatic skills in learning any language during interactive reading sessions (A4, A8). Besides that, it has been reported that ensuring the cognitive control and information management in the child's developing mind/brain can be achieved to a significant extent with interactive reading (A17). Interactive reading activities are also said to improve students' understanding of reorganization by

increasing the ability to synthesize, summarize and reorder ideas from the information obtained from the text, and similarly, contribute to the capacity to infer from the information in the given text, thereby boosting the reader's ability to obtain implicit meanings in the text by using his/her prior knowledge and grammar rules, as well as the ability to add information to the text, to create more meaning from it, and to better understand it (A9). The increase in students' listening comprehension skills with interactive reading has also been reported as another advantage (DT4).

The fact that interactive reading activities support literacy (A3, DT6) and improve students' vocabulary (A2, A7, A11, A13, A15, A17, DT4, MT5, and MT8) can be considered as other advantages of interaction-based reading. Additionally, the fact that the participants were more successful in decoding (A2, A3, A9, and DT1), accurate reading (A7, A3, A12, and DT9), reading comprehension (A2, A3, A9, A10, A12, A16, A20, A21, DT1, MT5, MT7, DT9, and DT10), as well as gaining reading fluency (A12, A16, A20, and DT9), and improving themselves in terms of pronouncing letters, syllables, words and sentences correctly (A11, DT9) with interactive reading activities are among the advantages of this approach. Some other advantages can be indicated as follows: interactive reading leads to positive attitude towards reading (A 14, MT7) and perception of self-efficacy, increases reading motivation (A14, A20, A22), makes the reading process more fun (A19, DT9), draws children more into reading (A1, A19) and increases reading participation (DT4). The positive effect of interactive reading on the development of children's receptive and expressive language skills (A5, A18, and MT8) and the success in storytelling (A2) are also cited as advantages. In like manner, the increased intensity of conversations regarding the text and the progress in oral language production (DT4), as well as the improvement of students' questioning skills (DT9) can be regarded among the important advantages of interactive reading activities on language skills. It has also been shown that, since interactive reading activities facilitate the understanding of story structure and grammar (A2), the inclusion of such factors as the sequence of events, main characters, invented and traditional spellings, as well as the use of book language, the awareness raised related to writing rules, and increased text length to include certain book features seem to result in desirable achievement in writing (A1, DT1). The progress in students' use of spelling rules and writing (DT1, DT2), their ability to make connections with more than one text and between texts in each sentence, and their development in writing like a writer (DT2) can be considered as advantages.

Furthermore, Figure 10 also shows that only one of the 33 studies (3.1%) in which interactive reading was discussed at the primary school level mentioned that the practices or ideas based on interactive reading did not show a significant effect. The study encoded as A6 discusses that there are no conclusive results on whether interactive reading activities clearly support, improve, hinder, or on the contrary, have no effect on children's comprehension skills.

Discussion and Conclusion

Within the scope of the present study, a total of 22 articles and 11 graduate theses were reviewed. Given the main characteristics of the analysed, it is clear that interactive reading-related studies have continued to be conducted since 1984, almost half of the published articles have been scanned in SSCI and ERIC indexes (42.42%),

and 24.24% of them have been present in ESCI-, EBSCO-, and TR-indexed journals. When it comes to the postgraduate theses, it appears that the studies on interactive reading at the primary school level have mostly been conducted by researchers from universities in the United States of America (Ariaz, 2010; Brayko, 2012; Bryant, 2016; Bucksar, 2022; Manak, 2009; Mitchell, 2015; Webster, 2001). The reason for this may be that the framework of the concept of "interactive reading" was introduced in the USA and research studies on interactive reading began long ago.

Our study shows that a significant number of studies have been aimed at determining the effects of interactive reading approach on various dimensions of reading skills (reading comprehension skills, literacy skills, reading motivation, reading attitude, vocabulary, early literacy skills, etc.). According to our findings, most studies appear to have been designed with quantitative methods, that is, the experimental designs (Ceyhan & Yıldız, 2021; Durmaz, 2020; Gutierrez, 2016; Karadoğan, 2020; Pilinger & Wood, 2013; Thiede, 2019; Whitehurst, 1999) and mixed methods (Bucksar, 2022; Yurtbakan et al., 2021; Yurtbakan, 2022). Moreover, this result is followed by those that have been conducted in conformity with qualitative research, action research (Bryant, 2016; Mitchell, 2015), grounded theory (Brayko, 2012; Manak, 2009), and document analysis (Merga, 2011; Türkben & Temizyürek, 2017) are the most common qualitative research designs. Yurtbakan (2020), for example, analysed the studies on interactive reading conducted between 2008 and 2018, stating that the majority of the studies were conducted with a focus on quantitative research and especially experimental design. Experimental studies may have been predominantly conducted due to the fact that interactive reading is used as a method and students' participation in the process is ensured through question-and-answer activities, and also that it is a method to be used to test its efficacy in many areas.

As another findings, it was also apparent that the studies on interactive reading were mostly conducted with students studying in the second and third grades of primary school (Bucksar, 2022; Çetinkaya et al., 2018; Karadoğan, 2020; Kim & Hall, 2002; Manak, 2009; Mitchell, 2015; Whitehurst, 1999; Yurtbakan, 2020; Yurtbakan et al., 2021; Yurtbakan, 2022). The fact that younger children show more interest in interactive reading than older ones (Malani et al., 2010) may constitute the reason for the concentration of studies at these grade level. It was also found that the number of participants in the relevant studies ranged between 1 and 50, while studies with a high number of participants were relatively few. By its nature, interactive reading approach involves performing such tasks as asking students questions, giving feedback, enabling students to be active in the process (Justice & Pullen, 2003), and allocating enough time for each student (Yaman, 2010), which may be the reason why smaller sample groups have been preferred.

Another finding is that the reading sessions conducted in the studies examined within the scope of the present study were mostly based on teacher-student interaction (Durmaz, 2020; Hakimi et al., 2014; Karadoğan, 2020; Mitchell, 2015). Since the primary school level was taken as a criterion in the studies examined and teachers, in general, carry out such interactive reading practices more effectively in this age group (Waterhouse, 2014), such studies may have been conducted mostly with teachers. It is known that interactive reading activities are commonly conducted between an adult and a child. this information may have led to the limitation of the type of interaction as

teacher and student (Cohrssen et.al, 2016; Yopp & Yopp, 2006). And also in school settings it is not always easy to find people to lead interactive reading sessions in a professional way. At this point, teachers were seen as the most reliable source (Kim & Hall, 2002; Whitehurst, 1999; Yıldırım, 2023).

The results of the research showed that tests and then questionnaires were widely used as data collection tools, as the studies were conducted in the school environment and within a certain systematic framework (Bryant, 2016; Karadoğan, 2020; Pilinger & Wood, 2013; Rosenhouse et al., 1997; Whitehurst, 1999). In parallel with this, not only descriptive statistics, but also t-tests and Wilcoxon signed-rank tests have been used for data analysis in most of the studies (İlhan & Canbulat, 2021; Kim & Hall, 2002; Yıldırım, 2023; Yurtbakan et al., 2020). It is also seen that inferential (predictive) analysis methods have mostly been used to analyse the data obtained. These methods allow for easier explanation and interpretation of the characteristics analysed between variables (Bektaş, Dündar & Ceylan, 2013). This may be a possible reason why inferential (predictive) analysis methods have been preferred more than others.

Another result of the study shows that reading skill ranks first among the language skills covered by interactive reading approach (Bucksar, 2022; Ceyhan & Yıldız, 2021; Ertem, 2011; Gutierrez, 2016; Hakimi et al., 2014; Karadoğan, 2020; Merga, 2017; Uğur & Tavşanlı, 2022; Yurtbakan, 2020; Yurtbakan et al., 2020; Yurtbakan, 2022). Since interactive reading approach includes activities, such as vocabulary building, between adults and children (Brannon & Dauksas, 2012), explaining words whose meaning is unknown (Ergül et al., 2016), and providing a more accurate understanding of the material read, they may have been aimed to see the impact on the development of reading skills. In terms of reading skills, in particular, skills such as fluent reading, reading comprehension and accurate reading have been studied the most. As a matter of fact, looking at the relationship between interactive reading applications and reading skills; it is known that it increases students' vocabulary (Noble et.al, 2019), improves reading comprehension and fluent reading skills (Ceyhan & Yıldız, 2021), increases students' active participation in the reading process and positively improves affective processes such as attitude and motivation (İlhan & Canbulat, 2021; Yurtbakan et. al, 2021). Besides that, studies conducted to determine the effect of the interactive reading approach on literacy skills (Morgan & Meier, 2008; Pilinger & Wood, 2013; Whitehurst, 1999), speaking skills (Durmaz, 2020; Kim & Hall, 2002; Rosenhouse et al., 1997) and vocabulary acquisition (Ariaz, 2010; Chuang & Jamiat, 2023; Çetinkaya et al., 2018) all come in second place in terms of possible consequences. Interactive reading practices for speaking skills ranked second (Kim & Hall, 2002; Rosenhouse, 1997). Speaking is a natural requirement for the interaction between individuals in interactive reading practices (Cohrssen et al., 2016). Therefore, interactive reading applications can become an attractive method for developing speaking skills. In the interactive reading process, students' development of speaking skills while answering questions about the book (Blom-Hoffman et. al, 2006) and having a positive attitude towards speaking due to their detailed descriptions of the events in the book (Ganotice et. al, 2017) reflect the relationship between interactive reading practices and speaking skills. The studies on other language skills, such as writing and listening/watching, have been conducted less frequently. In the studies dealing with the writing dimension of interactive reading; while there is a relationship in

the form of increasing awareness of language and spelling rules (Webster, 2001) and improving written expression skills (Manak, 2009); in terms of listening skills, it is emphasized that the child's participation as an active listener in the process improves listening comprehension skills (Sezer, 2021). However, the fact that the number of these studies is quite small shows that there is a need for studies to determine the effect and relationship of interactive reading activities on other language skills other than reading.

Finally, the results of the studies on interactive reading reveal that 96.9% of the studies have reported the positive effect of interactive reading approach on language skills. In this context, the advantages of this approach include that it significantly improves children's cognitive skills (Çetinkaya et al., 2019; Uğur & Tavşanlı, 2022), boosts vocabulary (Brayko, 2012; Ceyhan & Yıldız, 2019; Çetinkaya et al., 2019; Durmaz, 2020; Ergül et al., 2017; Mitchell, 2015; Pilinger & Wood, 2013; Rosenhouse et al., 1997; Türkben & Temizyürek, 2017; Uğur & Tavşanlı, 2022), enhances reading comprehension (Bucksar, 2022; Webster, 2001; Yurtbakan, 2022), improves reading fluency (Merga, 2017; Yurtbakan, 2020; Yurtbakan et al., 2020; Yurtbakan, 2022), helps children pronounce letters, syllables, words and sentences correctly (Türkben & Temizyürek, 2017), increases motivation (Çetinkaya et al., 2018; Uğur & Tavşanlı, 2022), and improves speaking skills (Brayko, 2012), writing skills (Manak, 2009), and listening skills (Webster, 2001). These results are similar to those reported by other studies (Yurtbakan, 2020) in the literature conducted in previous years. It is also stated that the effect of interactive reading on the development or acquisition of language skills is not yet clear, in other words, that it shows a variable effect. We considered this as a disadvantage in our study because, the study we examined emphasized that more research was needed to determine the effect of interactive reading on language skills. Even if research shows that there are more advantages, such an emphasis can create mistrust for interactive reading.

Implications

This study analysed interactive reading-based studies conducted at primary school level from a comprehensive and holistic point of view, in terms of language skills, thereby ensuring to determine the trend in the field and to create a road map for future studies. The results obtained from the study can guide researchers in noticing the gap in the literature and planning their studies in this regard. Based on the results of the study, what can contribute to the literature include conducting further studies on language skills in speaking and listening and more studies in accordance with qualitative research methods, as well as planning longitudinal studies and resorting to diversification at many stages of such research studies.

Limitations

The research contained publications until the end of March 2023. In addition, the analyzed studies are limited to being written in English and Turkish. We recommend that new research should conduct a more up-to-date review and also access research in different languages.

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Statement of Responsibility

The authors contributed equally to the study.

Conflicts of Interest

The authors declare that there is no conflict of interest.

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The research studies reviewed for the purposes of this study.