



Analysis of Dialogic Reading's Effects on Primary School 4th Graders' Views on Values Education and Attitudes towards Reading

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Abstract

The present study carried out to assess dialogic reading's effects on 4th graders' views on values education, and attitudes towards reading based on a quasi-experimental design with pre-test, post-test, and control group. The study group was comprised of 4th graders in a primary school in Yozgat province, Turkey, in 2021-2022 academic year. Data collection tools were the "Reading Attitude Survey" and the "Student Opinions Survey on Values Education". Mann Whitney U and Wilcoxon Signed Rank tests were used to analyze data. The results revealed that dialogic reading led to statistically significant differences in the views of 4th grade students about values education compared to traditional reading. However, no significant difference was found in children attitude towards reading.

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INTRODUCTION

Dialogic reading can take place with the involvement of the family and the child, the teacher and the child, babysitter and the child, as well as the family, the teacher, and the child. Dialogic reading with foundations in the sociocultural theory was introduced by Whitehurst et al. (1988) for the first time. A child who engages in dialogic reading with the person(s) in her/his social circle can use of the experiences such person(s) may already have. In this context, dialogic reading requires multiple reads of a book, may involve questions before, during, and after the reading with the adult guiding the initially passive child to assuming the position of the storyteller (Graham-Doyle & Bramwell, 2006; Lonigan et al., 1999; Whitehurst et al., 1994). In dialogic reading, it is important for children to develop language and speaking skills, as they give them the opportunity to answer the questions asked by adults (Blom-Hoffman, O'neil Pirozzi & Cutting, 2006; Hargvare & Senechal, 2000). There are essentially two methods employed in dialogic reading, as the child gradually assumes the role of the storyteller, taking the place of the adult in the process. The first, one is the PEER method involving (P)rompting the child with questions to help better understand the book, (E)valuating the child's response, (E)xpanding on what the child said, and (R)epeating or revisiting the initial prompt. The second one is the CROWD method focus on (C)ompletion, (R)ecall, (O)pen-ended, (W)h- [who, where, why, when, what], and (D)istancing questions (Whitehurst, 1992; Zevenbergen & Whitehurst, 2003). These questions can be asked at any moment during the dialogic reading. In contrast, no questions are expected during the conventional reading process (Ergül, Sarica, & Akoğlu, 2016). Conventional reading involves a rather passive child and a more active adult, whereas in dialogic reading asking questions, telling the story and thinking about it, and even adding new pieces of information are the tasks assumed by the child, who gets to play a more active part (Lonigan et al., 1999). While there is not much interaction between the child and the adult in traditional reading, the level of interaction will be important in dialogic reading, as the name suggests (Dixon- Krauss et al., 2010). However, some guidelines can be considered to further increase the interaction level. First of all, during any dialogic reading process, the book should be read in an inviting and sincere environment, as if engaging in a conversation (Angeletti, Hall, & Warmac, 1996; Laboo, 2005). The focus in book selection should be on the quality rather than the quantity, with the child's requests and interests as well as level of development in mind (Guthrie & Davis, 2003; Kim & Hall, 2002; Scarborough & Dobrich, 1994). The books should be read by the adult alone, in advance of the reading with the child. Moreover, activities for specific purposes should be designed (Yurtbakan, 2022). Children should be seated so that they can see the book clearly (Ergül et al., 2016). Before commencing with the read, the adult should give children time to go review the book. The adult should say some words to introduce the author and have the children read the cover page, then discuss what the book might be about (Flynn, 2011). The use of gestures and mimics, and changes in the reader's tone are important. Even impersonations involving animation of the characters should be part of this process (Al-Otaiba, 2004; Vukelich, Christie, & Enz, 2014). The adults should explain the words that children do not know, and focus on the entertaining aspect of the process rather than educational one (Boit, 2010; Domack, 2005; Justice & Pullen, 2003; Whitehurst et al., 1994). Doing so helps the development of language, speech, reading, writing, mathematics, and communications skills of children.

Dialogic reading is also observed to have a positive effect on the children's attitude towards reading, as they develop literacy skills at an earlier age, as they learn about the figures, numbers, and letters (Er, 2016; Ergül et al., 2016; Vally, 2012). This experience enhances the children's willing and interest in reading, as they assume an active rather than passive position throughout the reading experience (Ganotice et al., 2017). Thus, the children discover the entertaining and enjoyable qualities of reading as a form of learning (Er, 2016). Therefore, providing an active role to children in the dialogic reading process is expected to lead to a positive effect on their attitudes towards reading. Because the attitudes are crucial in the behavior accusation process of the child, as well as the development and continuation of the behavior later on. The learning process is the one, in which attitude towards

reading play the most decisive role. The learning experience is the experience that the child acquires from her/his environment, along with the readings she/he makes throughout her/his education and social life. Therefore, the child should be able to utilize a robust infrastructure to reinforce every piece of knowledge acquired. Such an infrastructure could benefit from positive attitude towards reading. Indeed, children who like reading do more of it, with their attitudes and willingness towards reading contributing significantly to the development of their reading skills. In this process, the behaviors, which the child develops in the context of the family, the environment, and the school are effective in establishing the foundations of such attitudes. That is why efforts and activities on reading should be paid attention and diligently analyzed (Karahan, 2018; Wilson & Casey, 2007). A learning-teaching process focused only on cognitive or psychomotor skills does not help the child in developing affective skills such as attitudes or values. Shortcomings in the development of such skills, in turn, will make social bonding and sharing common goals harder. In this context, helping children acquire the values associated with affective behaviors from early ages on, is most crucial (Yazıcı, 2006).

Values refer to mental concepts in the affective domain guiding and influencing our thoughts and actions (Demircioğlu & Tokdemir, 2008). Furthermore, values play a rather crucial role in shaping and guiding social and personal behaviors of an individual, and affect the operation of social institutions. While there are no clear instructions on what to do in certain situations, they do provide guidance for the right action (Erkenekli, 2013; Gudmundsdottir, 1990). Aydın and Akyol Gürlü (2013) state that in recent years, values have begun to be ignored in societies. As a result of this, he states that violence and judicial crimes increase in society, family institutions weaken, work ethic decreases, parents and teachers are opposed, personal and social responsibility awareness decreases, and the social environment structures of young people change. Values education is deemed crucial in overcoming or minimizing these issues. Tillman (2000) also notes that effective and efficient values education is the route to be taken by the families and educators in many countries, in their quest to overcome these problems hurting social order. It is assumed that education leads to the individual to be aware of certain values, develop and embrace new ones, shape her/his personality in the light of these values, and exhibit such values through her/his behavior. This kind of education is called values education (Yeşil & Aydın, 2007). Values education is about more than learning information, and entails an approach focusing on emotions and behaviors as well. In this sense, the values education programs applied today at schools mostly focus on internalizing values (Turan, 2014). Children books designed with values education in mind are deemed to play an important part in internalizing values. For example, the child is able to ascribe meaning to and internalize the values presented in these books through the reading process. Indeed Kasapoğlu (2013) is also indicated that children books providing awareness about the concept of right and wrong and containing references to universal values can influence the behavior, thoughts, perspectives, and attitudes of children, and help them learn and internalize universal values. A careful selection of the children books written for values education, discussion of the values based on questions, which are indispensable elements of dialogic reading, before, during and after the reading process, and the use of impersonations, designs, slogans, poems, and posters during the reading process will play an important part in instilling in the values. These books can help children easily develop concrete grasps of the values in their minds.

Studies so far investigated dialogic reading's effects on primary school students' comprehension and fluent reading skills as well as their motivation to read (Yurtbakan, 2022; Yurtbakan, Erdoğan & Erdoğan, 2021). However, no assessment of their attitudes towards reading was carried out. Moreover, no study to date tried to analyze the effects of dialogic reading on values education (Kotaman, 2008; LaCour et al., 2013; Lever & Senechal, 2011; Sperling & Head, 2002), even though its effects on preschool students' attitudes towards reading drew some attention in literature. Against this background, the present study is expected to fill out this gap in the literature, and shed light for subsequent studies on this matter.

PURPOSE OF THE RESEARCH

This study is designed to provide an analysis of dialogic reading’s effects on 4th graders’ views on values education and attitudes towards reading. In this context, the following questions were investigated:

1. Is there a significant difference between the 4th year primary school students’ views on values education, prior to and after dialogic reading and conventional reading?
2. Is there a significant difference between the 4th year primary school students’ attitudes towards reading, prior to and after dialogic reading and conventional reading?

METHOD

RESEARCH DESIGN

In an effort to assess dialogic reading’s effects on 4th year primary school students’ views on values education and attitudes towards reading the present study employed a quasi-experimental design with pre-test, post-test, and control group. The pattern is designed with two groups based on random sampling. First group is called the experimental group, and the second is called the control group. Both groups undergo through processes of assessment prior to and after the experiment, under the same circumstances (Karasar, 2020). In this study, this research pattern is employed to provide an analysis of dialogic reading’s effects on primary school 4th graders’ views on values education and attitudes towards reading.

SAMPLE

The study group is comprised of 4th graders in a primary school in the province of Yozgat, in the 2021-2022 academic year. A primary school was selected through random sampling, to provide the experimental and the control group. This sampling technique is based on the selection of participants randomly from a universe of a specific size (Christensen, Johnson, & Turner, 2015). The experimental group is comprised of 26 students enrolled in 4th year of primary school, whereas the control group is comprised of 25 students. More than three-quarters of the mothers and fathers of students in both the experimental and control groups are primary or secondary school graduates. All of the mothers in the experimental and control groups were mothers with low socio-economic income, and not working. In addition, their fathers were self-employed. The findings are presented in Table 1.

Table 1. Results of Mann Whitney U test between the Groups, for Values Education

Scales	Sub-Dimensions	Group	n	Mean Rank	Sum of Ranks	U	z	p
Values	-	Experimental	26	23.52	611.50	260.500	-1.223	.22
		Control	25	28.58	714.50			
Reading Attitude	Fun	Experimental	26	22.29	579.50	228.500	-1.831	.07
		Control	25	29.86	746.50			
	Academic	Experimental	26	22.21	577.50	226.500	-1.867	.06
		Control	25	29.94	748.50			
Total		Experimental	26	21.85	568.00	217.000	-2.040	.04
		Control	25	30.32	758.00			

Mann Whitney U test was applied to check whether the students in the experimental and the control groups were comparable in terms of their views on the values education and attitudes towards reading. Mann Whitney U test is used instead of the independent t test in bivariate cases where the sample size is less than 30. In addition, in cases where the number of samples is less than 30, the normal distribution of the scores is evaluated with the Shapiro-Wilk test (Can, 2017). In this study, it is seen that the values education scores of the control group are not normally distributed according to

the Shapiro Wilk test in the pre-test (see Table 3). The results revealed that the groups were comparable in terms of views on values education, but not so in terms of their attitudes towards reading. The students in the control group, compared to their peers in the experimental group, were found to have more positive attitudes towards reading. It was impossible to apply the ANCOVA test as the data did not meet the criteria required statistically significant relationship between the pre-test and post-test scores obtained through both surveys. In cases where the prerequisites for ANCOVA are not met, independent samples t-test can be applied to test the significance of the post-test scores of the experimental and the control groups, provided that the sample count is larger than 30 (Öner-Sünkür & Arıbaş, 2020). As the number of students in both groups were lower than 30 in the present study, Mann-Whitney-U Test was applied for the two groups, as a non-parametric test. Moreover, Wilcoxon Signed Rank Test was applied to determine the level of significance of the effect of conventional reading with the control group, and dialogic reading with the experimental group, in terms of instilling in the values and attitudes among the students.

DATA COLLECTION

The data collection tools used in the study are the “Reading Attitude Survey” adapted to Turkish language by Kocaarslan (2016), and the “Student Opinions Survey on Values Education” developed by Çengelci, Hancı, & Karaduman (2013).

ATTITUDE SCALE TOWARDS READING

The scale is composed of a total of 20 items, covering two sub-scales –entertainment and academic–, each associated with 10 items. The scale is organized around four distinct states of emotion of the cat character named “Garfield” created by Jim Davis. Those states of emotion are represented with “very upset”, “mildly upset”, “slightly happy” and “very happy” Garfield images. The students are asked to choose only one of the images, culminating in a scoring in the 1 to 4 range. After obtaining the necessary permission from the developers of the scale, the scale was translated from English to Turkish by two translation experts. Then, it was presented to the opinion of three academicians who are the experts in the field of educational psychology and reading education, and arrangements were made on translation errors and cultural equivalents of the concepts in line with the suggestions. Then, it was translated from Turkish to English by the experts and the first version of the scale was compared with the final version. As part of its adaptation to Turkish language, the survey was subjected to confirmatory factor analysis. The analysis revealed that the chi-square value was significant ($\chi^2=311.64$, $N=289$, $p=.00$) while the χ^2/df ratio was less than 5. Other fit index values were RMR=.05, RMSEA=.05, NFI=.93, CFI=.89, IFI=.97, GFI=.89, and AGFI=.90 (Kocaarslan, 2016). The *Cronbach’s Alpha* for the survey was found as .82 with respect to reading for entertainment purposes, .78 with respect to reading for academic purposes, and .88 for the whole survey.

QUESTIONNAIRE FOR DETERMINING STUDENTS’ VIEWS ON VALUES EDUCATION IN SCHOOL ENVIRONMENT

The survey designed for students in 4th to 8th grades is comprised of two parts. The first part is about the students’ personal characteristics, while the second one is comprised of items to determine the students’ views on the values education at school. The survey items offer three choices as answers: “I disagree (1)”, “I’m undecided (2)”, and “I agree (3)”. Experts were consulted for the survey’s validity and reliability assessment. There are 20 questions in the value scale and minimum 20 and maximum 60 points are taken from the scale. The survey was piloted with 40 students as a first stage implementation, leading to a reliability factor of .88 (Çengelci, Hancı, & Karaduman, 2013).

The scales were applied students three times to compare dialogic reading and conventional reading in the context of their attitudes towards reading and their views on values, and to assess the retention of the effects.

IMPLEMENTATION PROCESS

The first step was selecting a book. The book selection was based on the criteria developed by Yurtbakan, Erdoğan, and Erdoğan (2021) for the selection of books suitable for dialogic reading. These criteria include the book's contents being compatible with the interests and needs of the students, the pictures and the events in the books being appropriate to the characteristics of the students, considering the special circumstances which may be of concern for the student (fears, death, divorce, separation etc.), consistency with the criteria pertaining to the students' availability, and facilitating creative thinking and imagination of the students.

Once the books were chosen, two experts specialized in early reading and writing who had prior experience with dialogic reading were consulted, to assess the books' compatibility with the criteria provided above. Following positive feedback by the experts, dialogic reading activities were designed for each book thus chosen. The activities thus formulated were presented to the same two experts for review. Then the activities were prepared for implementation, in line with the recommendations by the experts. The dialogic reading activities designed to enhance the students' attitudes towards reading, and to improve their intake of the values presented, were completed through a period of eight weeks, with one activity to take place per week.

The activities took, on average, two hours of class (80 minutes), and were carried out by the students' own primary teachers, with one researcher acting as an observer. Before the activity began, the researchers provided the primary teacher to carry out the activity, with a seminar on what dialogic reading is, and how it should be carried out. Activities carried out in the context of Yurtbakan (2022) and Yurtbakan, Erdoğan, and Erdoğan (2021) were reviewed, culminating in the practice of having a book read dialogically by the primary teacher accompanied by 2 researchers, prior to the actual activity of the teacher reading it dialogically with the students. Moreover, following the dialogic reading with the students, the researcher who observed the activity provided recommendations to the teacher.

Questions about the book are permitted before, during and after the dialogic reading. These questions are completion, recall, open-ended, wh-, and distancing questions. Before commencing with the reading, the students are given an opportunity to examine the front and back covers of the book, and asked to voice their opinions on what the book may be about. Finger plays, riddles, and rhymes about the subject matter of the book can also be used. The teachers ensured guidance students with questions during the reading of the book. However, once the students get actively involved, they can also begin to ask questions to their peers, about the book. Reading plays and animations can be used with the book which undergoes shared reading by the students. During the reading activity, the words the students do not know are explained. Then, the students are given the opportunity to use those words in new sentences they come up with. Sometimes (particularly at the end of pages) the reading is paused, to ask questions about how the story can proceed and what can happen to the elements of the story, so as to facilitate a connection between the events taking place in the book and the student's own life, and helping the students notice the similarities and differences between the book's characters and the students and their close circles. Such questions can also push students to coming up with authentic solutions to the problems encountered in the book. Following the read, the students can be asked what they think about the subject matter and the central theme of the book, any alternative title they may propose, the part they liked most in the book, and if they wish to change any part of the book. Moreover, design activities can also be carried out with respect to the subject matter of the book. As the study is also about the values education of the students, they were given tasks to perform throughout the week, about the specific value covered in the book which was read dialogically. Examples of such tasks include donating unused clothes at home to someone in need in the context of the solidarity value; sharing the pastries baked at home, with the neighbours; helping an elderly with heavy bags he is carrying; or helping the child's parents with the tasks at home.

In the control group observed by the other researcher, on the other hand, the teacher had the story read conventionally, with the task shared among the students. The teacher asked the students to take note of the words they did not know, and had the students find those words from the dictionary and use them in sentences after story reading was completed. The conventional reading activity was completed with the teacher asking questions about the elements of the story. The books read through dialogic reading in the study are presented in Table 2.

Table 2. *Details of the Books read Through Dialogic Reading*

<i>Weeks</i>	<i>The title of the book</i>	<i>Author</i>	<i>Value</i>
1	Nobody Will Be Cold This Winter	Feridun Oral	Solidarity
2	I'm not a Chair	Ross burach	Respect
3	Beast of love	Rachel bright	Love
4	Like you	Jan Fearnley	Responsibility
5	Giraffe Storage Guide	Michelle Robinson, Claire Powell	Hospitality
6	There is A Lion in My House	Jim Helmore, Richard Jones	Friendship
7	Here, I am	Stephanie Moss	Self-control
8	Courage Chest	Sharmin Yasar	Bravery

VALIDITY AND RELIABILITY

Before commencing with the study, the ethics board’s approval was obtained, along with permission from the families of the children acting on behalf of the children. Also, information was provided to the students in the control group and the experiment group about the goal of the study. The preparations for the study, ranging from the selection of the books to the activities designed for the dialogic reading process were carried out with experts on the matter. When choosing the books, those to instil in various values in line with the purpose of the study, covering a topic to have positive effects on the students’ attitudes towards reading, enriched with imagery, easy to read, and finally, in a style the students are accustomed to read. With equal amounts of contribution by individual researchers, the study was carried out with comparable efforts in terms of the selection of the books, the design of the activities, and the observation of both the conventional and the dialogic reading groups. In addition, the students were asked to fill out surveys which had been previously subjected to validity and reliability assessment.

DATA ANALYSIS

In the first week, the students were given the reading attitude survey and the student opinions survey on values education at school, as a pre-test. Both surveys were applied by the primary teacher for the children, at different hours of the school day. At the time of answering the survey, the primary teacher read each and every question out loud, providing adequate explanations to the students if they needed. Then, the dialogic reading process continued for eight weeks. It was followed by the post-test comprised of both surveys. Three weeks after the post-test, the two surveys were once again applied with the students, as a retention test. The data obtained through the students’ views recorded in the reading attitude survey and the student opinions survey on values education were then subjected to descriptive analysis (arithmetic mean, maximum and minimum score, standard deviation, kurtosis and skewness). An attempt was made to apply the ANCOVA test to see if the results of the pre-test and post-test as well as the results of the post-test and the retention test were statistically significantly different. ANCOVA test is frequently applied to determine if the post-test scores of the control and the experimental groups differ significantly in studies involving pre-test and post-test (Büyüköztürk, 1998). However, to be able to apply the ANCOVA test, the covariate and the dependent variable should be related, the dependent variable scores should have a normal distribution, the groups should exhibit a homogenous structure, and the groups’ regression lines should exhibit similar slopes (Büyüköztürk, 2014; Can, 2017; Pallant, 2007). The data obtained through the student opinions survey on values education revealed no relationship between the covariate and the dependent variable ($p > .05$); whereas the reading attitude survey results did not exhibit a normal distribution of

the post-test results for the whole survey comprised of the entertainment and the academic sub-scales ($p=.00$, $p=.01$, $p=.049$). Therefore, it was impossible to apply the ANCOVA test as the data did not meet the criteria requiring statistically significant relationship between the pre-test and post-test scores obtained through both surveys. In cases where the prerequisites for ANCOVA are not met, independent samples t-test can be applied to test the significance of the post-test scores of the experimental and the control groups, provided that the sample count is larger than 30 (Öner-Sünkür & Aribaş, 2020). As the number of students in both the experimental and the control groups were lower than 30 in the present study, Mann-Whitney-U Test was applied for the two groups, as a non-parametric test. Moreover, Wilcoxon Signed Rank Test was applied to determine the level of significance of the effect of conventional reading with the control group, and dialogic reading with the experimental group, in terms of instilling in the values and attitudes among the students. Furthermore, the size of the effect was also assessed in cases found to be statistically significant. According to Cohen's eta squared classification, eta squared values (η^2) in the .01 - .06 ranges indicate small effect level, whereas values in the .06 to .14 range indicate medium effect level, and values equal to or higher than .14 indicate big effect level (Pallant, 2005).

FINDINGS

This section presents the quantitative analysis and statistical analysis results reached through the reading attitude survey and the student opinions survey on values education. The findings are presented in Table 3.

Table 3. Descriptive Analysis Results of the Pre-Test and Post-Test Results in the Values Education Survey

Groups	Test	N	Min.	Max.	Mean	Sd	Shapiro Wilk
Control	Pre	25	2.45	2.90	2.68	.15	.01
	Post	25	2.40	2.90	2.75	.14	.01
Experimental	Pre	26	2.40	3.80	3.30	.36	.07
	Post	26	2.70	3.90	3.35	.36	.00

Table 3 shows that the minimum score and standard deviation recorded for the control group in the post-test were lower, whereas the mean figure was on the rise. The experimental group, in turn, exhibited increases in minimum, maximum, and average scores in the post-test, with the same level of standard deviation.

The statistical significance produced within the group between the pre-test and the post-test by conventional reading applied with the control group and the dialogic reading with the experimental group, with respect to the values education for 4th year primary school students was also analyzed using Wilcoxon Signed Rank test. The findings are presented in Table 4.

Table 4. Wilcoxon Signed Rank Test for In-Group Effects on Values Education

Dimension	Pre-test, Post-test	n	Mean Rank	Sum of Ranks	z	partial η^2	p
Control	Negative	9	9.33	84.00	-1.897	-	.06
	Positive	15	14.40	216.00			
	Equal	1					
Experimental	Negative	2	11.50	23.00	-3.879	.76	.00
	Positive	24	13.67	328.00			
	Equal	0					

It is evident that the conventional reading activity carried out with the students in the control group did not produce statistical significance on its own ($p>.05$), whereas the dialogic reading carried out with the students in the experiment group led to a statistically significant change ($p<.05$). In terms of effect size, the significance can be considered substantial. Based on these figures, one can reach to the conclusion that conventional reading was not effective in the context of values education provided to the students, whereas dialogic reading was.

The significance of the change between the groups, with reference to the post-test scores obtained by the students in the context of the values education, was analyzed by using the Mann Whitney-U test. The findings are presented in Table 5.

Table 5. Results of Mann Whitney U test between the Groups, for Values Education

	Group	n	Mean rank	Sum of Ranks	U	z	Partial η^2	p
Values Education	Control	25	19.92	498.00	173.00	-2.886	.57	.04
	Experimental	26	31.85	828.00				

Mann Whitney U results indicate that the type of reading carried out in the context of the values education of the 4th graders caused a statistically significant ($p < .05$) change, in favour of the experimental group which received dialogic reading (31.85). The findings are presented in Table 6.

Table 6. Descriptive Analysis Results for Attitudes towards Reading

Sub-Dimensions	Groups	Test	N	Min.	Max.	Mean	Sd	Shapiro Wilk
Fun	Control	Pre-test	25	2.70	3.90	3.48	.31	.12
		Post-test	25	2.70	3.90	3.44	.28	.02
	Experimental	Pre-test	26	2.40	3.80	3.30	.36	.03
		Post-test	26	2.70	3.90	3.35	.36	.16
Academic	Control	Pre-test	25	2.60	3.90	3.46	.32	.11
		Post-test	25	2.50	3.80	3.46	.28	.00
	Experimental	Pre-test	26	2.60	3.90	3.28	.37	.44
		Post-test	26	2.50	3.90	3.38	.40	.01
Total	Control	Pre-test	25	2.95	3.85	3.47	.26	.10
		Post-test	25	2.60	3.80	3.45	.25	.00
	Experimental	Pre-test	26	2.60	3.75	3.29	.33	.18
		Post-test	26	2.80	3.85	3.37	.35	.04

A glance at the scores the control group received with respect to the attitudes towards reading, as presented in Table 6, indicates that the average and standard deviation for the attitudes towards reading suffered in the post test with respect to the entertainment sub-scale, whereas a fall was registered in the minimum, maximum, and standard deviation figures with respect to the academic sub-scale. The minimum, maximum, and standard deviation figures have been found to fall for the whole scale. Looking at the reading attitudes scores of the experimental group, one would discern increases in minimum, maximum, and average scores for the entertainment sub-scale of the attitudes towards reading survey, a fall in the minimum scores but an increase in standard deviation with the academic sub-scale, and an overall increase in minimum, maximum, average scores, and standard deviation for the whole survey.

The statistical significance produced within the group between the pre-test and the post-test by conventional reading applied with the control group and the dialogic reading with the experimental group, with respect to attitudes towards reading for 4th year primary school students was also analyzed using Wilcoxon Signed Rank test. The findings are presented in Table 7.

Table 7. Wilcoxon Signed Rank Test for In-Group Effects on Attitudes towards Reading

Dimensions	Groups	Pre-Post Test	N	Mean Rank	Sum of Ranks	z	Partial η^2	p
Fun	Control	Negative	13	12.46	162.00	-.741	-	.46
		Positive	10	11.40	114.00			
		Equal	2					
	Experimental	Negative	11	12.91	142.00	.554	-	.58
		Positive	14	13.07	183.00			
		Equal	1					
Academic	Control	Negative	11	11.77	129.50	-.098	-	.92
		Positive	11	11.23	123.50			
		Equal	3					
	Experimental	Negative	11	9.23	101.50	-1.389	-	.17
		Positive	13	15.27	198.50			
		Equal	2					
Total	Control	Negative	13	11.00	143.00	-.152	-	.88
		Positive	10	13.30	133.00			
		Equal	2					
	Experimental	Negative	11 th	11.59	127.50	-.943	-	.35
		Positive	14	14.11	197.50			
		Equal	1					

The conventional reading applied with the control group and the dialogic reading carried out with the experimental group did not lead to a statistically significant difference ($p > .05$) in the sub-scales and overall survey in terms of the development of the 4th year primary school students' attitudes towards reading, between the pre-test and the post-test.

The significance of the change between the groups, with reference to the post-test scores obtained by the 4th year primary school students in the context of attitudes towards reading, was analyzed using the Mann Whitney U test. The findings are presented in Table 8.

Table 8. Results of Mann Whitney U test between the Groups, for Attitudes towards Reading

Sub-Dimensions	Groups	n	Mean Rank	Sum of Ranks	U	z	p
Fun	Cont.	25	27.70	692.50	282.50	-.81	.42
	Exp.	26	24.37	633.50			
Academic	Cont.	25	26.84	671.00	304.00	-.40	.69
	Exp.	26	25.19	655.00			
Total	Cont.	25	27.30	682.50	292.50	-.61	.54
	Exp.	26	24.75	643.50			

Given the data in Table 8, no statistically significant difference exists between the scores for the control group and the experimental group in terms of the 4th graders' attitudes towards reading ($p > .05$). In this context, one can forcefully argue that, when compared against conventional reading, dialogic reading did not lead to a change in primary school 4th graders' attitudes towards reading.

DISCUSSION, CONCLUSION AND IMPLICATIONS

In this study, it was investigated the dialogic reading's effects on 4th graders' views on values education and attitudes towards reading led to the conclusion. The results revealed that dialogic reading had a highly effective in values education, but was not effective in altering attitudes towards reading.

Shortly put, dialogic reading has been found to be influential in the values education of 4th year primary school students. In other words, dialogic reading with primary school students through picture

books helps them gain values such as love, respect, cooperation, responsibility, hospitality, friendship, self-control and courage. It is seen that the effect of dialogic reading on the language and social skills of normal or developmentally retarded students in the pre-school period has been examined (Yurtbakan, 2020), but the effect of neither primary school nor pre-school students on values education has been investigated. Like children's picture books were used in dialogic reading in the study, Batmaz and Erdoğan (2019) also benefited from the case studies in children's books in their value education study and achieved positive results. The selection of books for use in dialogic reading to match the value intended to be instilled in, and the students talking about examples from their own lives in connection with the value highlighted in the book, through questions asked before, during and after the reading, can help with the cognitive aspect of values. Later on, the animation, design, and tasks related with the value covered in dialogic reading, such as sharing one's food with her/his neighbour, respecting the elderly, or helping elderly with carrying bags can help with the psycho-motor aspect of values. Finally, the emotions the student feels upon performing the task can help with the affective aspect of values (Akbaş, 2004). For, through the learning experiences, the students get acquainted with the shared values, which have to be introduced in early ages and which play an important part in keeping a nation alive (Çalışkur, 2010; Özbay & Karakuş-Tayşi, 2011). Therefore, in this study, the students' active involvement in the values education process through dialogic reading may have let them into an enjoyable and fun learning process, and brought about significantly higher post-test scores regarding the values education.

On the other hand, dialogic reading was not found to be influential on the 4th year primary school students' attitudes towards reading. In other words, the interactive reading practice with the students did not support the students to develop positive attitudes towards reading. Primary school students have low, medium and high reading attitudes (Chotitham & Wongwanich, 2014; Deveci-Taşçı & Tahiroğlu, 2022; Kuşdemir, 2019; McKenna, Kear & Ellsworth, 1995; Özdemir & Kiroğlu, 2021). The reasons for the differences in the levels of reading attitudes of primary school students; It may depend on the child's family reading books and newspapers, weekly visits to the library, doing homework/borrowing books/using the library to read (Durualp, Çiçekoğlu & Durualp, 2013). Studies investigating the effect of dialogic reading on reading attitudes include preschool children and improve reading attitudes of children in this period (Kotaman, 2008; LaCour, McDonald; Tissington & Thomason, 2013; Lever & Senechal, 2011; Sperling & Head, 2002). Although it has been stated that dialogic reading has an effect on shaping preschool children's attitudes towards reading, the reason why it is not found to be effective in changing the attitudes of 4th grade students towards reading is probably that the older group has already developed their reading skills and therefore, it does not have a significant effect (Kuşdemir, 2019; LaCour et al., 2013). A glance at the average attitudes towards reading exhibited by the students in the control group and the experimental group (see Table 5) reveals that all expressed already very positive attitudes towards reading. Indeed, the study by Özdemir and Şerbetçi (2018) also found that the vast majority of 4th year of primary school students had substantially positive attitudes towards reading. Other studies in the literature (Darican, 2014; Yavaş, 2013) also support these findings. The students' previous experience with reading activities with their own families in preschool years (Morrow & Young, 1997) and the fact that they have enjoyable reading activities with their teachers as they learn how to read (Baker, 2003) may have led to the development of reading attitudes in early ages. Against this background, the attitudes towards reading may not have more room to improve with an 8-week process of dialogic reading.

SUGGESTIONS

- Selection of books in tune with the values intended to be instilled in primary school students can help achieve positive results.
- Longer dialogic reading activities, lasting more than eight weeks as implemented in this study, can be designed to have a clearer effect on the students' attitudes towards reading.

- Designing activities to cover the cognitive, affective, and psychomotor skills of the students in the context of dialogic reading activities can facilitate the achievement of intended goals, such as the enhancement of values education.
- The dialogic reading activities found to be effective in the values education of 4th year primary school students may be analyzed with other age groups as well, including preschool children and students in earlier years of primary school.
- Studies focusing on a single variable, namely determining the exact effects of dialogic reading on the 4th year primary school students' attitudes towards reading, can be in order.

AUTHOR CONTRIBUTION

In this study, the researchers contributed equally to the selection of the books, the preparation of the applications, and the observation of the interactive or traditional reading class.

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