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The Effect of Dialogic Reading on the Asking Skills and Attitudes of Primary School Students, Based on Revised Bloom's Taxonomy*

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1. INTRODUCTION

The century we live in is expected to be the scene for enhanced and expanded of the use of technology by the students, who are also likely to have an open mind for innovations and an enterprising spirit, coupled with problem solving abilities, research and questioning capabilities. For the students to have such skills, they should first have a substantial base of curiosity. Compared to their peers, curious children are inclined to ask more questions (Jirout and Klahr, 2011). The teaching of asking skills, as a form of active teaching procedure, is often utilized to supervise learning by the student, to encourage the student to thinking as well as using and reinforcing the knowledge received, and to enhance the communications between the student and the teacher (Ma, 2008). It is imperative for the students to be taught this skill, as it helps them engage in reasoning, present their views on a topic, establish connections between different ideas, and notice as well as understand better the points they do not know (Ahtee et al., 2011; Chin and Osborne, 2008; Ram, 1991). Teachers are responsible with teaching asking skills at schools. Teachers often use the questions to clarify and expand on the answers provided by the students (Kawalkar and Vijapurkar, 2013). Against this background, they are also to benefit from developing and improving the students' asking skills skill. Therefore, they should focus their questions on developing the reasoning and thinking skills of the students (Kocaarslan and Yamaç, 2018). The teachers embracing rather creative approaches to asking questions in classes and exams help the development and activation of metacognitive thinking skills among the students, and the asking of questions to activate critical thinking skills (Syafryadin, Harahap, Haryani and Astrid, 2021; CochranSmith and Lytle, 1990). The teachers are also expected to come up with exam questions to activate the students' thinking skills (Özden, 2009). However, a glance at primary school exams reveals teachers' significant shortcomings on this front, as almost all questions they ask are about knowledge, comprehension, and implementation (Büyükalan-Filiz and Delal-Turan, 2018). Yet, open ended exam questions instead of questions with short answers can draw the students' interest in and attention to the classes and can help increase their motivation, meaning attachment, argument presentation, critical and metacognitive thinking skills as well (Çakmak, 2009; Eyüp, 2011; İşman and

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Eskicumalı, 2001). Upon experiencing the extent of benefits of asking skills, the students may be inclined to embarking on a journey to improve their attitudes towards asking questions.

The teachers use taxonomies to improve the students' cognitive levels, to ask consistent, inter-related, and logical questions, to avoid asking the same level of questions in the form of repetitions, and to maintain due order of questions (Büyükalan, 2004). Bloom's taxonomy offers one such taxonomy available for use by the teachers. It is comprised of a total of six stages. The first stage of the taxonomy was originally called knowledge, and comprised of sub-categories such as memorization, repeating, recognition, recall, listing, and copying. However, during the revision of the taxonomy in 2001, it was renamed as the remembering stage. Likewise, the second stage comprised of sub-categories such as comparison, classification, exemplification, summarization, inference, noticing, reporting, separation, conversion, explanation, and interpretation was originally called comprehension, but was renamed as understanding with the revision in 2001. The third stage called applying is comprised of sub-categories such as enactment, presenting examples, application, operation, and demonstration, and has retained its name through the revision. The fourth stage called analyzing is comprised of sub-categories such as comparison, review, categorization, combination, and sorting, and has also retained its name through the revision. The subsequent stage of evaluation comprised of sub-categories such as assessment, judgment, criticism, defense, debate, and auditing served as the final stage of the taxonomy prior to the revision. However, after revision it became the fifth stage. The synthesis stage, in turn, was the fifth stage of the taxonomy prior to the revision, but was renamed creating through the revision and became the final stage. It is comprised of sub-categories such as inference, invention, formulation, generalization, or planning. The stages organized as a sequence cover mental activities, and serve as prerequisites for the ones to follow. The applying, understanding, and remembering stages of the revised Bloom's taxonomy (RBT) are associated with LOTS, whereas the creating, evaluating, and analyzing stages are associated with high order thinking skills (HOTS) (Anderson et al., 2001; Anderson and Krathwohl, 2001; Arı and Gökler, 2012; Borrich, 2014; Marbach-Ad and Sokolove, 2000; Soleimani and Kheiri, 2016; Wilson, 2001). Studies analyzing school books, the lectures by the teachers, and exam questions reveal that the questions are mostly associated with LOTS in the light of RBT (Durukan and Demir, 2017; Matra, 2014; Upahi, Issa, and Oyelekan, 2015). In the light of this finding, it may not be likely for the students to have their attitudes towards asking questions improved over time, and to develop the skill to ask questions associated with HOTS. Therefore, the teachers should engage in practices to offer opportunities for and to provide guidance to their students, and to serve as models for them through the questions they ask (Hervey, 2006).

Dialogic reading (DR) can serve as one such practice whereby the teachers can serve as models for their students in terms of asking questions, all the while giving the students the opportunity to ask their own questions. In DR, the aim is to have the child discuss the story with his/her guide, to make the child absorb the story well and to make him/her able to comment on the story (Yopp and Yopp, 2006). DR has two techniques called PEER and CROWD. Whitehurst (1992) states that the basic reading technique in DR is the PEER (recall-expand-evaluate-prompt) technique. In the PEER technique; a question or questions are asked to the child about the book (Prompt), the answers given by the child are evaluated (Evaluate), the child's answer is expanded by expressing it in a different way and adding information (Expand), and the form of the expanded answer is repeated to check the child's learning status (Recall). The five question types found in the CROWD technique (distancing, and wh-questions, open-ended, recall, completion) actively used by the teacher prior to, during and after the reading of the book, followed by the students engaging in such active use upon learning how to do it through the DR and assume the responsibility for asking questions as well as reading the book (Cohrssen, Niklas and Tayler, 2016; Regur, 2013; Whitehurst and Lonigan, 1998; Zevenbergen and Whitehurst, 2003). There are issues to be considered when using dialogic reading techniques. First of all, the books to be read with dialogic reading should be selected from topics that appeal to children's desires and interests and are appropriate for the student level (Kim and Hall, 2002). Then, the adult should emphasize the title of the book, the author's name, the cover, and get children talking about the pictures in the book (Flynn, 2011). After reading the book, the story should be read to the student and the student should be asked to say the book to his/her family and friends, and should be supported to share the information about the story with his/her friends and to act out the story (AlOtaiba, 2004; Vukelich, Christie and Enz, 2014). Thanks to DR, children's reading attitudes improve (Lever and Senechal, 2011), their phonological awareness increases (Elmonayer, 2013), their word recognition knowledge increases as they encounter more words (Hargvare and Senechal, 2000), their comprehension becomes easier (Reese, Leyva, Sparks and Grolnick, 2010), with the onset of language development (BlomHoffman, O'neil Pirazzi and Cutting, 2006), their oral communication skills increase (Brannon and Dauksas, 2012); understand the use of symbols such as shapes, numbers, and letters (Er, 2016) and their literacy skills increase (Vally, 2012). In this sense, it can be said that DR improves students' cognitive, emotion, and psychological characteristics.

CROWD technique is often used in dialogic reading contexts, and is comprised of (C)ompletion questions through which the students complete the questions initiated by the guide of the activity, (R)ecall questions intending to remember the information provided in the book, (O)pen-ended questions encouraging students to provide answers about the book, however they would like to formulate, (Wh-) questions trying to establish ties between the book and the real life, and (D)istancing questions which particularly focus on the real life (Zevenbergen and Whitehurst, 2003). These questions can be planned by the teacher in advance of dialogic reading and introduced or arranged during the activity, to enable the students to come up with questions associated with both low and HOTS based on revised Bloom's taxonomy.

1.1. Purpose of the Study

Against this background, the present study will investigate the effect of DR on the asking skills and attitudes of 3rd year primary school students, based on RBT.

1.2. Problem of the Study

The literature is rich in studies analyzing exam papers, textbook and practice book activities, questions included with the text, and the questions presented by the teachers, with a view to determining the levels of questions in the context of the RBT (Büyükalan-Filiz and Delal-Turan, 2018; Durukan and Demir, 2017; Matra, 2014; Sallabaş and Yılmaz, 2020; Upahi, Issa, and Oyelekan, 2015; Yekeler-Gökmen and Aktaş, 2021). There are also applied studies investigating the effects of strategies for questions based on high-order thinking skills, interview texts, peer discussions, understanding through design, learning based on problem, in-class communications, and education activities on the improvement of the ability to ask questions based on HOTS (Jirout and Klahr, 2011; Kadayıfçı and Kaynak, 2018; Seeger, Wood and Romans, 2018; Smith et al., 2009; Syafryadin, Harahap, Haryani and Astrid, 2021; Valtanen, 2014; Yılmaz and Keray, 2013). Yet, there is no single study focusing on the development of the attitudes towards asking questions, and the ability to ask questions based on HOTS.

A glance at the literature on dialogic reading reveals that the majority of the studies are about the preschool era, with a number of studies focusing on the reading motivation levels, fluent reading skills, the ability to grasp what is being read, and mathematical problem formulation skills of students with normal development levels at primary school (Gladwin and Stepp-Greany, 2008; Gutiérrez, 2016; Yurtbakan, 2020; Yurtbakan, 2022; Yurtbakan, Erdoğan and Erdoğan, 2020; Yurtbakan and Aydoğdu-İskenderoğlu, 2020). Still, there are no studies to facilitate the improvement of the students' attitudes towards asking questions, and their ability to ask questions based on HOTS. Given the dialogic reading's benefits in terms of encouraging asking skills on part of the student, under the guidance of the teacher, and the opportunities it provides in terms of experiencing the responsibility to ask questions subsequent to the introduction of different types of questions, again under the guidance of the teacher with the students' active participation, the study is most crucial in this context. Moreover, asking skills and asking questions is not just about identifying the elements of story in the book, and can also facilitate the establishment of connections between the story and the life of the students. Upon realizing this, the students may have a rather open mind towards asking questions, and thus embrace a more favorable attitude.

1.2.1. Sub-problems of the study

1. Does DR effective in developing primary school 3rd grade students' attitudes towards asking skills?
2. Does DR effective in developing in the level of information and narrative related textual questions of primary school 3rd grade students, in the light of the RBT?
3. What do the primary school 3rd grade students think about DR?

2. METHODOLOGY

The study is based on the embedded design of mixed methodology. The embedded design requires alternative methods to come up with explanations, generalizations, and supporting of the data gathered through a study with quantitative and quantitative focus (Creswell and Plano Clark, 2007).

The present study, in its turn, employed quantitative methods to assess the 3rd graders' attitudes towards asking questions and the level of their questions according to RBT. The initial findings thus reached were supported and explained with the help of qualitative approaches. The quantitative elements of the study were based on a pattern with pre-test and post-test but without a control group, whereas the qualitative portion was based on case studies.

2.1. Participants

In DR studies, it gives positive results when the size of the study group is 0-19 students (Yurtbakan, 2020). For this reason, attention was paid to the number of students in the study group in order to involve students more actively in the dialogic reading process. A total of 16 3rd grade primary school students enrolled in a school in Maçka district of Trabzon province were included in the study. Convenience sampling was applied in the selection of the control group, as it facilitated the processes and access to the students. 5 of the primary school 3rd grade students enrolled in the study are male, and 11 are female. 9 of the mothers of the students enrolled had primary or secondary education, 3 had associate degrees, and 4 had bachelor's degree or high. 12 of the parents of the students enrolled had primary or secondary education, 2 had associate degrees, and 2 had bachelor's degrees.

2.2. Data Collection

The data collection tools employed in the study are the students' asking skills attitudes scale developed by Doğan (2018) and the comprehension test based on open-ended questions based on narrative and informational text to determine the level of the questions asked by the students, developed by the researcher based on RBT, in the context of semi-structured interviews.

2.2.1. Attitude scale towards asking questions

The scale is comprised of questions in two distinct sub-scales (interest and concern) (Doğan, 2018). The scale's goal is to assess the students' attitudes towards asking questions. The validity of the scale is established through explanatory and confirmatory factor analysis. The confidence level of the scale is calculated using Cronbach's alpha, to be 0.80 for the interest sub-scale, 0.78 for the concern sub-scale, and 0.84 for the whole scale.

2.2.2. Semi-structured interview

The students were asked the following questions formulated by the researcher: "Did you like dialogic reading? Which part did you like most?", "Did you get any benefits out of dialogic reading? If yes, what kind of benefits were those?", and "Do you prefer traditional reading or dialogic reading?"

2.2.3. Narrative and informative text open-ended reading comprehension test

To determine the level of the questions asked by the students, in the light of RBT, narrative and informational texts for primary school 3rd grade students were extracted out of children magazines and books, secondary sources, and Turkish language textbooks used in previous years. A total of 8 texts (4 informational and 4 narrative) selected with the level of comprehension expected from 3rd graders in mind were extracted from such sources, and submitted to 6 primary school teachers for review to determine their suitability. The primary school teachers scored the texts using the "Text Review Form" developed by Kocaarslan (2015). Two of each category of the texts were removed from the set through the review. The same review form was used in a second round of review by 3 experts from specific fields (1 Turkish language teaching, 2 primary school literacy teaching). The second round of reviews led to the naming of 1 text from each category as the top-scoring texts. The reviews involving the experts led to the use of the "Energy Efficiency" text from secondary sources as the informational text, and the "Rich Man" piece authored by Necla INCE as the narrative text, to serve in the context of the open-ended comprehension test, for assessment under the RBT.

The study carried out to assess the effects of dialogic reading on the 3rd graders' attitudes towards and skills of asking questions according to RBT began with the selection of the books to be served as the means of dialogic reading. Taking into account the students' readiness levels, needs and interests, as well as the special circumstances affecting them, books which contribute to the creative thinking and imagination abilities of the students, and which cover events to draw attentions of the students, combined with quality illustrations were selected (Yurtbakan, Erdoğan and Erdoğan, 2020). Moreover, the selection of the books paid attention to the students' ability to devise questions with reference to individual steps of the revised Bloom's taxonomy. The book selection process was carried out with the help of 3 experts (in primary school literacy teaching). Then, an dialogic reading activity was designed for one of the books selected, and the design was again presented to the same set of experts (2 of which had previously engaged in dialogic reading) for comments. Following the approval of the experts, the activities for all the books selected were designed and submitted to the same set of experts for comments. The activity designs were finalized in the light of the comments.

Each activity designed to take a total of 5 weeks, with 2 sessions per week, took approximately 2 class hours (2 x 40 minutes) on each session.

2.3. Implement Process

Book Title: The Good-Hearted Giant Memo
Author of the book: Julia Donaldson
Theme of the book: Happiness

2.3.1. Prior to the reading

The students are asked the name of the book. The students are given the opportunity to go through the front and back covers of the book, and asked to guess what it may be about.

2.3.2. During the reading

- The students will then read the 2nd page of the book, accompanied by the questions "who is the dirtiest giant of the town? What does the giant wear? What does the giant say? How would his life be, if he hadn't been the dirtiest giant of the town? What are the differences and similarities between dirty and non-dirty people? What should we do to avoid being dirty?"
- The "And turning to himself:" phrase on the 3rd page of the book is followed by the question "what do you think the giant will do to himself?"
- Upon reading page 4, the students are asked "what did the giant buy for himself? How did he come to perceive himself afterwards? Do you think that was the right course of action? What kind of changes occurred between the old and the new giant?

- The students will then read the first sentence on the 5th page of the book, and will be asked "where did the giant left his old clothes? Do you think that is a good behavior? What could he have done with the old clothes, had he not left them? How can recycling improve our lives? Do you think recycling is a good thing?". Upon reading the second sentence on this page, the students will be asked "what is the sound the giant is hearing?" Then the students will be asked a follow up question: "what kind of a sound is that? Can anyone here make that sound?" asking them to imitate the sound. Then, the last sentence on the page will be read by the students, followed by the questions "what is the problem of the giraffe, in your view? Can the giant help him? Is it necessary to help people in need? Is it a good thing to help anyone who asks for help?"
- The students will then read page 6, and will be asked "What will the giant do in response to this request by the giraffe? What do you think? What would you do if you were in his shoes?"
- Next, the students will read page 7, and will be asked "What did the giant do with his neck tie? Do you think it was the right thing to do? What would you do if you were in his place?" Then, the volunteering students will provide an enactment of the page.
- Then, the students will read page 8, and will be asked "who can sing this song the giant sang without any tunes?" Volunteering students will then sing the song. They can even be asked to sing it as a choir.
- Upon reading page 9, the students will be asked "who did the giant meet, and where? What did he ask to him? What is the goat's problem? What do you think? How will the giant proceed now?"
- The students will then read page 10, and will be asked "so, what was the goat's problem? How would you solve such a problem, had you come across it? Do you think the giant will help the goat? What will the giant do to tackle this problem?"
- Next, the students will read page 11, and will be asked "what did the giant give to the goat? Would you also give it to the goat, if you were in the giant's shoes? How are you similar to and different from the giant?"
- The reading of page 12 will be followed by a request for the students to compose and sing the song of the giant.
- Upon reading page 13, the students will be asked "now, who did the giant come across? So, what are the mice doing? What is their problem? What do you think? Should the giant help them? What will he give to them?"
- Then, the students will read page 14 of the book, and will be asked "so, what was the mice's problem? What happened to their home? What would you have done if you had such a problem? Should the giant help them? What can he do for them?" Moreover, volunteering students will be asked to enact the event affecting the mice whose house was burned down.
- Next, page 15 will be read, followed by the questions "how did the giant help the mice? Do you think a shoe can serve as a home? Can a shoe be a substitute for the burned down house of the mice? Why? Would you also give your shoes if you were in the giant's place?"
- The reading of page 16 will be followed by a request for the students to compose and sing the song of the giant.
- Then, the students will be asked "I guess the giant is always coming across some people to help. Who will need help next? What do you think? And how will the giant help him?" The questions will be followed by the reading of page 17, and associated questions: "Who needed help this time? What can be the problem of the fox? What can the giant do for the fox?"
- Upon reading page 18, the students will be asked "so, what is the problem of the fox? What kind of a sleeping bag did the fox want? Do you think foxes need sleeping bags? Should the giant help him? Do the foxes as a specie really deserve help? Are there animal species which are not worthy of help? Why? Are there any people who do not deserve help? Who?"
- Next, page 19 will be read, and the students will be asked "how did the giant help the fox? Why did he give his socks to the fox? Would you also give your socks if you were in his place?" Then, an enactment of the events on the page will take place.
- The reading of page 20 will be followed by a request for the students to compose and sing the song of the giant.
- Page 21 of the book will be read, and the students will be asked "So, what is the problem of the dog? What will the giant give to him now?"
- Upon reading page 22, the students will be asked "what kind of problem did the dog have? What did he want? How will the giant solve this problem? How would you have solved such a problem?"
- Next, page 23 will be read, followed by the questions "how did the giant solve the dog's problem? What else could he have done? What did the dog feel about it? What do you think?" Then, an enactment of the events on the page will take place.
- The reading of pages 24 and 25 will be followed by a request for the students to compose and sing the song of the giant. Thereafter, the students will be asked "so, the giant gave everything he had to those in need. And now he is in dire straits. Do you think he did the right things so far? Who among you would have acted like the giant? Why? So, what do you think the giant will be do at the store?"
- Upon reading page 28 of the book, the students will be asked "how did the giant feel? What could be in the shopping bag? What would you have hoped for in that bag, if you were there?" The volunteers will then enact the events on the page.
- Then will come the reading of page 28, and the students will be asked "so what was in the bag? What did the giant say after wearing his clothes?" Again, an enactment will follow.
- Upon reading the 2nd sentence on page 29, the students will be asked "what do you think there is in that package? What would you have hoped for? Why?" before proceeding with the rest of the page. Then, the students will be asked "so, what was in the package? Why did the animals make a crown for the giant? What is written on that piece of paper?"
- 30th page of the book will be sang by the whole class.

2.3.3. After the reading

- What is the book's subject?
- What is the book's main theme?

- Is solidarity the right course of action?
- The students' families will be invited to the school. The families will bring old clothes they no longer use, and make bags, pencil holders etc. out of them, working together with their children.
- The class will be divided into 4 groups. Each group will be asked to write and sing a song on solidarity.

Table 1.
Books Read Within the Framework of the Study

Weeks	Books	Author	Theme
Week 1	White Goose Albi	Marine LIGHT	Respect for differences
	Different But Same	Feridun ORAL	Respect for differences
Week 2	Caterpillar Length	Leo LEONNI	Resolution
	Prince of Water	Susan VERDE	Resolution
Week 3	Staff Man	Julia DONALDSON	Importance of family
	Swim and Swim	Leo LEONNI	Solidarity
Week 4	The Good-Hearted Giant Memo	Julia DONALDSON	Happiness
	The Love Monster and the Last Chocolate	Rachel BRIGHT	Sharing
Week 5	Dream First	Juclith Malika LIBERMAN	Creativity
	Ladybug Lucius	Sharon King CHAI	Respect for differences

2.3. Analysis of Data

The data gathered through the "Asking Skills Attitudes Scale" applied as pre-test and post-test to assess DR's effects of primary school 3rd grade students' attitudes towards asking questions, as well as the level of the questions the students came up in the context of the "Narrative and Informational Text Open Ended Comprehension Test" were subjected to descriptive analysis (minimum-maximum score, arithmetic average, standard deviation) using SPSS 21.0 software, and Wilcoxon Signed Rank test, which is a non-parametric test, applied as the study was carried out with a single group comprised 16 students, to determine the significance level. The questions the students formulated in the context of the Narrative and Informational Text Open Ended Comprehension Test were matched to low order thinking skills if they have been related to remembering, understanding, or applying stages of RBT, and to HOTS if they have been related to analyzing, evaluating, or creating stages of the taxonomy. The students were asked to formulate 6 questions with respect to each text. The questions were then analyzed in the pre-test and post-test context with reference to the stages of the taxonomy, divided into low order and high order thinking skills (e.g. 4 associated with low order + 2 associated with HOTS = a total of 6 questions) and subjected to Wilcoxon Signed Rank test to determine statistical significance level. In cases where the study group size is low than 30, Wilcoxon Signed Rank test is applied to determine the statistical significance levels of the scores of a single group with reference to the changes between pre-test and post-test in non-parametric tests (Can, 2014). Moreover, Cohen d is used to calculate the effect size. To determine the level of the questions the students came up with, with reference to RBT, one informational and one narrative text were selected to match the grade's level of development. Then, the students were asked to come up with 6 questions for each text, and answer the questions, through one class hour for each text. Their answers help determine whether the answers were based directly on the texts, or emanated from questions based on HOTS. The pre-test stage involving data collection with respect to the questions to be formulated with reference to the informational and the narrative texts, as well as the students' attitudes towards asking questions, was completed within 1 week. The extended time range helped to keep the students within the study even in cases of one or few days of in attendance. Following the collection of pre-test data, DR process was carried out for 5 weeks, with 2 sessions per week. Thereafter, the post-test data was collected again within 1 week, as was the case with the pre-test. Students who took part in the study were coded according to the scheme (S1, S2, S3,…, S16).

Semi-structured interviews taking approximately 1 to 2 minutes were carried out with 6 randomly selected students, with a view to hearing their views about DR. The interviews were recorded on paper, and then analyzed by the researcher and a teacher who are both experienced in qualitative analyses. The reliability of coding by the two was assessed with Miles and Huberman's (1994) formula, revealing 96% consistency among the coders. The analyses were presented in tables, and supported with direct quotations from the students. The questions asked by the students were also analyzed through the same procedure, and 90% consistency rating was obtained. Examples of students' questions are presented on the table, with reference to the stages of the revised Bloom's taxonomy.

3. FINDINGS

This section will present the analyses regarding DR's effects on 3rd graders' attitudes towards asking questions, any statistically significant differences in the levels of information and narrative related textual questions based on RBT, and 3rd graders views about DR.

3.1. DR's Effects on Primary School Students' Attitudes Towards Asking Questions

The results of the Wilcoxon Signed Rank tests carried out to determine if the results of the pre-test and post-test including the descriptive analysis are statistically different, with a view to determining the effects of DR on primary school 3rd grade students' attitudes towards asking questions, are given in Table 2.

Table 2.
Descriptive Analysis of Attitudes Towards Asking Questions

Dimensions	tests	N	x	sd.	min.	Max.	Skew.	Kurto.
Interest	pretest	16	3.47	.88	1.31	4.69	-.86	.79
	post test	16	3.86	.88	2.08	5.00	-.54	-.66
Anxiety	pretest	16	2.13	.68	1.00	3.00	-.21	-1.51
	post test	16	2.22	.91	1.09	3.82	.58	-1.10
Total	pretest	16	2.85	.48	2.08	3.67	.00	-.70
	post test	16	3.11	.60	2.25	4.21	.56	-.43

When examining Table 2, the individual sub-scales as well as the overall scale designed to assess the 3rd graders' attitudes towards asking questions exhibited increases in minimum and maximum scores between the pre-test and the post-test. The standard deviation for the anxiety sub-scale did not change between the pre and post test. The same sub-scale saw an increase in the scores obtained in the post-test, whereas the overall scores were found to fall in the post-test.

Table 3.
Descriptive Analysis of Significance of the Change in Attitudes Towards Asking Skills Between the Pre and Post-Test

Group	Posttest-pretest	N	Mean R.	Sum of R.	z	partial η²	p
Interest	Negative (N).	3	2.67	8.00	-2.958	.74	.00
	Positive (P).	12	9.33	112.00			
	Equal (E).	1					
Anxiety	N	6	6.42	38.50	-.88	-	.38
	P	8	8.31	66.50			
	E	2					
Total	N	3	4.83	14.50	-2.388	.60	.02
	P	11	8.23	90.50			
	E	2					

According to the results of the Wilcoxon Signed Rank test carried out to determine the effect of DR on primary school 3rd grade students' attitudes towards asking skills, DR caused significant difference in the interest sub-scale and the overall scale assessing attitudes towards asking skills (p<.05), whereas no significant difference was observed with respect to the anxiety sub-scale (p>.05). In other words, DR influences primary school 3rd grade students' interests and attitudes towards asking skills.

3.2. DR's Effect on the Level of Information- And Narrative-Related Textual Questions of Primary School 3rd Grade Students, in the Light of the RBT

The results of the Wilcoxon Signed Rank tests carried out to determine if the results of the pre and post-test including the descriptive analysis are statistically different, with a view to determining the effects of DR on the questions primary school 3rd grade students formulate with respect to the information- and narrative-related texts.

Table 4.
Level of Students' Questions according to RBT

Students	Informative Text						Narrative Text					
	s-cognitive		m-cognitive		Total		s-cognitive		M-cognitive		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
S1	.00	.00	.00	.00	,00	,00	.00	.00	.00	.00	.00	.00
S2	6.00	3.00	.00	3.00	6.00	6.00	3.00	5.00	3.00	1.00	6.00	6.00
S3	5.00	3.00	.00	3.00	5.00	6.00	3.00	3.00	3.00	3.00	6.00	6.00
S4	4.00	6.00	.00	.00	4.00	6.00	6.00	5.00	.00	1.00	6.00	6.00
S5	6.00	5.00	.00	1.00	6.00	6.00	5.00	5.00	1.00	1.00	6.00	6.00
S6	6.00	5.00	.00	1.00	6.00	6.00	5.00	4.00	1.00	2.00	6.00	6.00
S7	6.00	6.00	.00	.00	6.00	6.00	6.00	5.00	.00	1.00	6.00	6.00
S8	3.00	3.00	3.00	3.00	6.00	6.00	3.00	6.00	3.00	.00	6.00	6.00
S9	6.00	3.00	.00	3.00	6.00	6.00	3.00	3.00	3.00	3.00	6.00	6.00
S10	6.00	6.00	.00	.00	6.00	6.00	6.00	5.00	.00	1.00	6.00	6.00
S11	5.00	6.00	.00	.00	5.00	6.00	6.00	6.00	.00	.00	6.00	6.00
S12	6.00	4.00	.00	2.00	6.00	6.00	4.00	5.00	2.00	1.00	6.00	6.00

S13	6.00	6.00	.00	.00	6.00	6.00	6.00	5.00	.00	1.00	6.00	6.00
S14	6.00	5.00	.00	1.00	6.00	6.00	5.00	5.00	1.00	1.00	6.00	6.00
S15	5.00	6.00	.00	.00	5.00	6.00	6.00	6.00	.00	.00	6.00	6.00
S16	6.00	4.00	.00	2.00	6.00	6.00	4.00	4.00	2.00	2.00	6.00	6.00

The review of primary school 3rd grade students' questions with respect to the informational text, in the light of RBT reveals, by the post-test a decrease occurred in the number of questions associated with LOTS, as formulated by 8 students, while an increase was registered in the case of 3 students, and no change was observed in the case of 5 students. During the period between the pre and post-test, no change was observed in the number of questions based on HOTS, as formulated by 8 students, whereas the remaining 8 students had increasing numbers of such questions by the time of the post-test. In terms of overall question count for the informational text, just 4 students formulated high numbers of questions in the post-test, while the other students' question count did not change between the pre and post-test.

The review of primary school 3rd grade students' questions with respect to the narrative text, in the light of RBT reveals, by the post-test, no change in the number of questions associated with LOTS in the case of 8 students, a decrease in the case of 5 students, and an increase in the case of 3 students. The number of questions associated with the HOTS also remained the same in the case of 7 students, while 5 saw increases, and 3 saw decreases. The number of all questions formulated by all students, with respect to the narrative text, remained the same in the period between the pre and post-test. Examples of the questions formulated by the students in the pre and post-test, with respect to the narrative as well as the informational texts are given in Table 5.

Table 5.
Examples of Questions Formulated by Students

Step	pretest	
	Informative Text	**Narrative Text**
Unrelevant	-	They immediately had a meeting. (S15)
Remembering	What is the starting point for huge changes in life? (S14)	Who were the ones eating the food on the rich guy's table? (S3)
Understanding	-	What is the subject of the piece? (S10)
Create		Come up with a title to match the text. (S10)
Final test		
Unrelevant	What will you be when you grow up? (S16)	-
Remembering	What are we unable to do without energy? (S11)	What did the rich guy investigate? (S5)
Understanding	What is the subject of the piece? (S10)	What is the subject of the piece? (S13)
Evaluation	Why can't we live without the nature? (S9)	Why do you think he did not get into action on his own, instead of consulting with others, in the face of the situation? (S6)
Create	What alternative title would you come up with, instead of "Energy Efficiency"? (S3)	Which title would you go with? (S16)

The study found that, during the pre-test with the informational text the primary school 3rd grade students were able to formulate only questions in the remembering (Rem.) stage of revised Bloom's taxonomy, and were unable to come up with questions in other stages. In the case of post-test, however, they were able to formulate questions matching remembering (Rem.), understanding (Und.), evaluating (Eva.), and creating (Cre.) stages of the taxonomy, with just one student coming up with an unrelated (Unr.) question.

With the narrative text, the primary school 3rd grade students were observed to come up with questions in the remembering, understanding, and creating stages of RBT during the pre-test. In the post-test, they were able to formulate questions in the evaluating stage as well.

Table 6.
Students' Questions about the Informational Text, based on Revised Bloom's Taxonomy

Dimension	Pret.-postt.	N	Mean R.	Sum of R.	z	partial η^2	p
	Nega. Rank	8	6.56	52.50	-1.761	-	.08
Low order	Posi. Rank	3	4.50	13.50			
	Equ.	5					
	Nega. Rank	0	.00	.00	-2.549	.64	.01
High order	Posi. Rank	8	4.50	36.00			
	Equ.	8					
Total	Nega. Rank	0	.00	.00	-1.890	-	.06
	Posi. Rank	4	2.50	10.00			
	Equ.	12					

It is evident that DR did not lead to significant changes (p>.05) in the context of the informational text in the total number of questions formulated and the number of questions associated with the LOTS in the context of RBT, whereas the post-test scores for the questions associated with HOTS exhibited a significant difference (p<.05). It is an average level of significance (Partial η^2=.64).

Table 7.
Students' Questions About the Narrative Text, Based on RBT

Dimension	Pret.-postt.	n	Mean R.	Sum of R.	z	partial η²	p
	Nega. Rank	10	6.50	65.00	-2.089	.52	.04
Low order	Posi. Rank	2	6.50	13.00			
	Equ.	4					
	Nega. Rank	2	6.50	13.00	-2.089	.52	.04
High order	Posi. Rank	10	6.50	65.00			
	Equ.	4					
Total	Nega. Rank	0	.00	.00	.00		1.00
	Posi. Rank	0	.00	.00			
	Equ.	16					

It is evident that, in the context of the informational text, a significant decrease was observed in the primary school 3rd grade students' scores regarding the questions associated with LOTS by the post-test, brought about by DR, coupled with a significant increase in questions associated with HOTS (p<.05), while no significant change occurred in the total number of questions (p>.05). Based on these findings, looking at the 6 questions the students were asked to come up with, one can reach to the conclusion that DR led to a decrease in the questions associated with LOTS, and an increase in the questions associated with HOTS. The effect size is again average (Partial η^2=.52).

3.3. Primary School Students' Thoughts About DR

The primary school 3rd grade students' attitudes towards DR, the benefits DR provides, and their views about book reading preferences are given in Table 8.

Table 8.
Students' Attitudes Towards DR

Those in Favor	Reason for liking	Students	f
All	Grounds for positive views	S1	1
	You can ask different questions.	S2, S5	2
	You can engage in enactment.	S3, S4, S6	3
	A wide range of ideas come up.	S7	1

When asked about their attitudes towards DR, all primary school 3rd grade students enrolled in the study voiced positive views. When asked about the grounds for their positive attitudes towards DR, 3 students mentioned the DR's facilitation of different ideas, and 2 mentioned the opportunity to engage in enactments. Students coded Ö7 and Ö6 mentioned the following points:

S7: *Yes, indeed. I realized that it is possible to truly live the book experience.*
S6: *Yes. I realized that there are views which are different than mine.*

Table 9.
Benefit of DR

Benefit	Students	f
It gave me the habit of reading.	S1	1
It made it easier for me to establish connections between the book and my life.	S2	1
It increased my love for reading.	S3, S6, S7	3
It helped me develop the ability to think different.	S4	1
It taught me that the books are fun.	S5	1

Primary school 3rd grade students were asked about the benefits they derived from DR. Three students mentioned increased love for reading, along with each of the following benefits mentioned by one student: helped develop the habit of reading, facilitated the establishment of connections between the book and real life, helped develop the ability to think different, and taught that the books are fun. Students coded Ö7 and Ö2 mentioned the following points:

S7: *I realized how enjoyable it is to read books.*
S2: *I can now get immersed in the book I am reading.*

Table 10.
Students' Book Reading Preferences

Prefer	Reason	Students	f
DR	Because it is fun.	S1, S5	2
(all except S4)	Makes it easier to understand.	S2	1
	Facilitates establishing connections between the book and real life.	S3	1
	Enables realizing the existence of different ideas.	S6, S7	2
Traditional reading (T4)	Because dialogic reading is boring.	S4	1

Primary school 3rd grade students were asked the book reading method of their choice. 6 noted a preference for dialogic reading and 1 for conventional reading. When asked about their reason, 2 students who voiced a preference for DR stated that it was fun and it allowed noticing different ideas. On the other hand, the student who voiced a preference for conventional reading said that her preference was due to the boring nature of DR. Students coded Ö4, Ö5 and Ö6 mentioned the following points:

S4: *I would go with conventional reading. For, I'm bored with dialogic reading.*
S6: *I would go with DR, as I can come to see my friends' different comments.*
S5: *I choose DR, because it is very entertaining.*

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

In conclusion of the study carried out to determine DR's effects on the primary school 3rd grade students' attitudes towards asking questions and their question formulation skills in the light of RBT, DR was found to lead to a statistically significant difference in the interest aspect of as well as overall asking skills attitudes of primary school 3rd grade students. Moreover, the increase in the students' questions based on HOTS in RBT was the cause of the statistically significant difference. Finally, a statistically significant increase was registered in the number of questions based on HOTS in spite of a decrease in the number of the questions based on LOTS in the context of narrative texts. The primary school 3rd grade students stated that different ideas were voiced during dialogic reading, making them like the experience, that it reinforced their drive for reading, and that it was preferable to conventional reading as they liked to see entertaining and different ideas.

DR was found to lead to a statistically significant difference in 3rd graders' attitudes towards asking questions in general, and the interest sub-scale in particular. The development of the students' attitudes towards asking questions can be due to the teaching of distancing and wh- questions, open-ended, recall, completion in the context of dialogic reading, under the guidance of the teacher. Because it is seen that philosophy for children, which is a method based on asking questions, also improves the questioning attitudes of primary school students. In the study conducted by Yurtbakan and Batmaz (2024), it was concluded that philosophy for children, which is a method based on asking questions, improved the questioning attitudes of primary school students. The literature also underlines the need for the teacher to serve as a model for asking questions, as an alternative to direct teaching of asking questions (Kılıç, 2010; Yılmaz and Keray, 2013). The teacher can teach how to ask different questions to students who initially take a passive stance in dialogic reading, either directly, or by serving as a model. Doing so helps the students embrace a rather active stance in time, and learn how to ask different types of questions, experiencing them first hand. As a result, the students build confidence for asking questions, and therefore gain interest in and build positive attitudes towards asking questions.

A statistically significant increase is found in the number of questions associated with HOTS in RBT. In the case of narrative texts, the number of questions associated with HOTS increased along with a decrease in the number of questions associated with LOTS, again at a statistically significant level. Yet, many studies so far observed that the questions asked by the students were associated with LOTS (Ateş, Güray, Döğmeci and Gürsoy, 2016; Çakıcı, Ürek and Dinçer, 2012; Taşkın, 2023; Yurtbakan, 2022b). The reason may be due to the fact that the questions included in the curriculum, textbooks, or exams are associated with LOTS, or the teachers' preference for and practice of asking mostly questions associated with LOTS (Çalık and Aksu, 2018; Erkuş and Kılıç, 2015; Matra, 2014; Sallabaş and Yılmaz, 2020; Sanca, Artun, Bakırcı and Okur, 2021; Upahi, Issa, and Oyelekan, 2015). For the students to be able to ask questions associated with HOTS, their peers should serve as examples, effective methods should be used to teach asking questions, or the students should serve as strong models in terms of asking questions (Kadayıfçı and Kaynak, 2018; Smith et al., 2009, Soleimani and Kheiri, 2016; Valtanen, 2014). The following steps taken in the study may also have provided students guidance about asking questions associated with HOTS: choosing books which facilitate asking questions associated with HOTS for use in the DR activity; the teacher serving as a model for the students who were initially passive in the activity; the students having an open mind for different types of questions their peers ask, once they assume an active part in the activity; the questions not being restricted to the text alone; the questions enabling the student establish a connection between the book and her own life; the activity leading to solutions to the real life problems the student comes across; the activity facilitating a comparison of events or characters; and the questions providing grounds for evaluating the actions taken to decide if they have been right.

In the study, primary school 3rd grade students stated that they liked DR due to the opportunity it presents for coming up with different ideas during the activity. Yurtbakan (2022a) and Yurtbakan et al. (2021) noted that the students' reasons for liking DR were mostly about the opportunities it presents for enactments. In addition, the primary school 3rd grade students noted that

DR increased their affection for reading. Many studies in the literature also noted various benefits of DR. Helping improve the students' fluent reading and comprehension abilities, and expanding the vocabulary needed for comprehension are among such benefits mentioned in the literature (Ceyhan, 2019; Cohrssen et al., 2016; Yurtbakan and Erdoğan, 2023a; Yurtbakan and Erdoğan, 2023b; Yurtbakan et al., 2021). In fact, the students in the study stated that they prefer DR to conventional reading, as the former is more fun and it allows noticing different ideas. Various studies also noted the students' preference for DR over conventional reading, due to the high amount of fun involved, and the role of enactments (Yurtbakan, 2022a; Yurtbakan et al., 2021). In this context, it can be concluded that DR enables primary school students to respect different ideas, is fun and supports cognitive skills.

In the study, DR, which proved to be effective in the development of primary school students' asking skill attitudes and questions associated with HOTS, can be used more in primary schools to improve students' questioning skills. Narrative and informative texts can be utilized during DR to improve primary school students' question-asking attitudes and higher-order thinking level questions. Cognitive levels of the questions the students come up with during DR activities can be investigated, in the light of RBT. This study carried out with primary school 3rd grade students can be repeated with different grades and in different school levels.

Research and Publication Ethics Statement

The research was ethically appropriate by the decision of Trabzon University Social and Humanities Scientific Research and Publishing Ethics Committe 25.04.2022 and numbered E-81614018-000-2200016392.

Contribution Rates of Authors to the Article

All processes of this article were carried out by a single author.

Statement of Interest

The study was conducted by a single author.

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