



Analysing the Activities to Develop Language Skills in Primary School

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Abstract

The aim of this study is to examine the activities carried out by primary school classroom teachers to develop students' language skills. Case study method was used in the study conducted according to the qualitative research model. The study group of the research was determined according to the convenience sampling method. In the study, Turkish lessons of 7 classroom teachers teaching at different grade levels were observed. Observation form and researcher diary were used in the study. The research data were analysed according to descriptive and content analysis methods. As a result of the research, while colouring and line studies, dictation studies were carried out in the first grade, activities such as visualising events in the mind, using a dictionary, and writing greeting cards were carried out in the second grade. In the third grade, free writing and summarising the text were carried out, while in the fourth grade, debate, preparing a poster about the subject and making inferences from the text were carried out. It was observed that speaking skills were not sufficiently included in the classroom practices of primary school Turkish lessons.

Keywords: Language skills, Turkish, classroom teacher, primary education

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Introduction

In today's world where scientific and technological developments are rapid, it is important to gain different language skills in Turkish lesson considering the educational needs of the society. We need language skills in order to understand the stimuli coming from the environment, to answer them in the most accurate way and basically to express ourselves. According to Özbay (2006), a child meets the need for self-expression by using the language in the environment in which he/she grows up to convey his/her feelings and thoughts. According to Heffelfinger & Mrakotsky (2006), individuals use language not only for communication but also for cultural development. In this respect, language skills can be seen as multidimensional in that they have a social aspect as well as an individual aspect.

There are various theories and different perspectives on language learning in childhood. According to the behaviorist approach, children learn by listening to the language spoken around them and by imitation. According to this theory, children first listen to the language spoken, distinguish the similarities and differences in the use of the language, and begin to use it in their own lives. The most important element that encourages learning is reinforcement. The rewards and punishments received for the correct or incorrect use of words constitute children's language use potential (Çelik, 2022; Çoban Söylemez, 2019; Dağabakan and Dağabakan, 2007). This understanding is criticized today from two different perspectives. First of all, this theory assumes that language is learned only through imitation, and the creative feature of language is not taken into account. Secondly, considering that word, sentence errors or grammatical errors are common in daily life, children will learn these mistakes through imitation and will never learn the correct use of the language. Genişyürek (2021) emphasizes the social learning theory in the language learning process and draws attention to the effect of the environment in language teaching. They attach importance to adults teaching children vocabulary and grammar rules starting from concrete objects in their environment. Deniz (2017) stated that the source of language learning is the development of thoughts through the relationship

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between sense and movement, paying attention to the principles of Piaget, the pioneer of cognitive theory in language teaching. When language learning is examined from a biological perspective, it is accepted that the innate characteristics of children determine the language learning process. Tokgöz (2006) reflects the views of linguists such as Chomsky and Lenneberg in language learning, and argues that students can create an unlimited number of sentences with a limited number of elements in the language by emphasizing their biological and psychological characteristics. Güvendir and Yıldız (2014) stated that children show similar characteristics at similar ages in language learning, and that the characteristics they innately bring and acquire later are important in learning, and that they use their personal abilities in assimilating complex language information. How does language development and teaching occur for children at the primary education level who are still in the play age? According to Başaran (2021), children who are still in early childhood can associate words with other words, establish sentence and word relationships, and understand the features of the language appropriate to the structure of the sentence. In many studies in the literature (Başaran, 2021; Ergüder, 2022; Coşgun, 2021), it has been suggested that studies should be conducted on students' language recognition and use based on applied approaches in language teaching. Some examples that can be given on this subject are that children should listen to and sing songs to become aware of the uses of language in daily life, listen to sound sources around them to get used to sounds, and speak to create words from sounds. Students learn language skills such as reading and writing throughout their lives, starting from primary school.

Primary schools, which have the task of preparing students for life, attach importance to developing students' language skills. According to Lüle-Mert (2014), the development of language skills has a priority place in Turkish language teaching. Language skills are critical in the development of students' communication skills as well as their thinking skills. There are four basic skill areas in Turkish lesson. These are listening, speaking, reading and writing (MEB, 2019). Although the teaching of language skills develops in the family environment after birth, academic and technical issues related to language education are addressed in primary education institutions. The development of language skills begins with listening, which individuals first encounter (Batur et al., 2017). Listening skills are effective in the development of students' vocabulary and recognising good practice examples related to language. According to Sever (2004), speaking skill has been an important tool for people to communicate with each other in history. Speaking skills, which are effective in expressing individuals' thoughts, include rules such as paying attention to emphasis and intonation and using body language effectively. Reading is explained as understanding and interpreting a written work and making sense of written elements (Alderson, 2000; Grabe & Stoller, 2002). Writing skill, on the other hand, is learnt through a specialised education programme, which students generally have difficulty in learning, is the expression of feelings and thoughts of individuals with symbols in order to communicate and express themselves (Maltepe, 2006; Demirel, 1999; Sever, 2004). When field research was conducted on language skills, it was seen that the development processes of language skills and the variables in this process varied. According to Man (1984), spoken language comes before reading language. Gallagher (1993) drew attention to the importance of language skills, especially in the social development of students at the primary education level and in their perception of the processes in which they are involved. Berman, Lang, & Siniver (2003) stated in their research that socio-cultural and economic levels are effective in the development of language skills.

According to the principles of Turkish teaching, there is a holistic relationship between these four skills. Development in only one or a few of these skill areas is not sufficient for students to use language effectively. The knowledge in listening, speaking, reading and writing skill areas are interconnected and complementary (Akyol, 2010; Özbay, 2006). The student develops his/her mind with what he/she learns by reading and reflects the information he/she assimilates in his/her writing. In this case, reading skill affects writing skill (Gündüz & Şimşek, 2011; Yılmaz, 2006). According to Sever, Kaya and Aslan (2011), the texts used in classroom studies should be handled with different stimuli to include four basic skills. In the classroom environment, activities for the development of four skill areas should be designed and implemented. According to Temizyürek and Çevik (2017), if a complete competence in language is desired, all language skills should be learnt in unity. The development of language skills in one area will positively affect the other area. According to Özdemir (1991), speaking, writing, listening and reading are like parts that form a whole and show the students' expression and comprehension levels. Reading and listening skills nourish and develop

students' speaking and writing skills. Students' level of understanding of information, their development and progress largely show themselves in their speaking and writing activities. According to Johnson (2017), the four basic language skills work together. For example, the speaking skills of a person who listens to someone increase, and the writing skills of a person who reads fluently develop. The speaking skills of people with developed reading skills become more effective. In short, the four language skills that work together strengthen each other.

When the primary school Turkish curriculum (MEB, 2019) is examined, it is seen that the achievements for basic language skills at each grade level are diversified and changed. There are achievements in different depths according to each grade level of primary school. The gains determined for the four basic language skills are taught by each teacher with different activities. Language teaching is important in terms of raising individuals who produce knowledge, use language functionally in their daily lives, think, apply effective communication skills and contribute to their environment. Studies on language skills have a great contribution to the acquisition of these skills based on understanding and expression. It is a matter of curiosity what kind of activities are carried out for teaching language skills, which have such an important place, in primary schools. For this reason, the aim of this study is to examine the activities carried out by classroom teachers in primary schools to develop students' language skills. Depending on this purpose, answers to the following questions were sought throughout the research:

- Which activities are carried out to improve students' language skills in first grade Turkish lessons?
- Which activities are carried out to improve students' language skills in second grade Turkish lessons?
- Which activities are carried out to improve students' language skills in third grade Turkish lessons?
- Which activities are carried out to improve students' language skills in fourth grade Turkish lessons?

Method

Research Design

Case study method was used in the study conducted according to the qualitative research model. Case studies are based on 'how' and 'why' questions and allow the researcher to examine a phenomenon or event that the researcher cannot control in depth (Yıldırım and Şimşek 2011). This method was chosen in order to examine how the classroom teachers carried out the activities they determined for teaching Turkish in the classroom and to examine the situation in each classroom in its unique form.

Research Sample

The study group was determined according to the convenience sampling method. Volunteers from the teachers working in the institution where the researcher worked together for a project were included in the study. The characteristics of the participants are given in Table 1.

Table 1
Characteristics of The Participants

Participants	Gender	The grade level they are responsible for	Number of Turkish Lessons Watched
P1	Female	1st Grade	4
P2	Male	1st Grade	5
P3	Male	2nd Grade	6
P4	Female	3rd Grade	5
P5	Male	3rd Grade	5
P6	Female	4th Grade	4
P7	Female	4th Grade	4

According to Table 1, three of the classroom teachers participating in the study were male and four were female. Two of the participants were 1st grade, one was 2nd grade, two were 3rd grade and two were 4th grade. In the study, Turkish lessons of 7 classroom teachers teaching at different grade levels were observed. In the first grade of primary school, 9 hours of lesson observations were made, 6 hours of lesson observations were made in the second grade, 10 hours of observations were made in the third grade, and 8 hours of lesson observations were made in the fourth grade.

Research Instrument and Procedures

Observation form and researcher diary were used as data collection tools in the study. In the observation form, there are fields such as the learning outcome(s), duration, type of activity, learning process, materials used and evaluation process. This form was filled in separately by the researcher for each lesson. The teacher was asked for support at the end of the lesson for the activities that could not be understood during the observation. The researcher also used the diary data kept at the end of each day within the scope of the research. In the diary, the researcher reflected her experiences (observations, comments, research content, etc.) gained from lesson observations.

During the research process, necessary permissions were obtained in accordance with the institutional rules. The school administration was informed and an appointment was made with the classroom teachers who were willing to participate in the research. The researcher went to the school in accordance with the appointment time. On the days of observation, the researcher greeted the students in the classroom and took place in a quiet corner of the classroom in a way that would not disrupt the flow of the lesson. The lesson was not intervened under any circumstances. For the points that could not be understood by the researcher during the lesson, information was obtained from the classroom teacher after the lesson. After the lesson observation, the researcher's diary

Validity and Reliability

In order to ensure the validity and reliability of the research, certain principles were observed. At the beginning of the research, the literature on the subject was analysed in detail. Within the scope of the research, people who experienced the real situation related to the research problem were reached and the findings were strengthened by sharing their direct opinions in the text. Two field experts were consulted in determining the observation criteria for the observation form in the research, and their opinions were obtained about the compatibility of the measurement tools with the purpose and method of the research. Necessary corrections were made on the observation form and research diaries according to the findings of the experts. The data set of the study was analysed by more than one researcher and the codes determined in common were presented in tables. In the analysis of the research data, less than 70% of the comparisons between the coders were removed from the research document. Miles and Huberman model was taken as basis in determining the performance between the coders. In this process, the following formula was used: Reliability amount = Number of agreed data / (Number of agreed data + Number of disagreed data) x 100 (Baltacı, 2017). Different studies overlapping or not overlapping with the research findings were analysed and these are discussed in the discussion section.

The role of the researcher

In this study, the researcher collected information about the research purpose by scanning the literature. He determined the school where the research would be conducted and the teachers who would participate and obtained the necessary permissions. He took part in the analysis of data and interpretation of the findings together with field experts.

Data Analysis and Process

The research data were analysed according to descriptive and content analysis methods. According to Yıldırım and Şimşek (2011), analyses used in qualitative research is to identify and explain concepts and relationships in order to reach a certain conclusion with the data obtained by the researcher. The contents of the data are presented in tables. In the research, observation forms were filed in accordance with the date order depending on the text handled in each class. Each teacher's process

of processing at least one text (text recognition, comprehension, expression, evaluation studies) was observed from beginning to end. The most frequent language activities were named and categorised according to the classes. The research data were processed within the scope of the research questions, and language skill areas and codes were matched. The data set of the research was analysed independently by another researcher. The results of both analyses were compared. Tables were prepared for the findings on which the two researchers reached a consensus. The tables were interpreted in the findings section.

Findings

The findings obtained in the study were analyzed in the context of the research questions. Accordingly, the first interview question was "What are the activities done in the first grade to improve students' language skills?". When the data regarding this question was analyzed, the following table was obtained.

Table 2

Activities in the First Grade to Develop Students' Language Skills

Associated language skill		Activities
Understanding	Listening/ Watching	To visualise the heroes of the text he/she listened to
	Reading	Read aloud
	Reading	Playing word games
	Reading	Asking/answering questions about the text
Narration	Writing	To make colouring and line studies
	Writing	To make dictation studies

Table 2 shows the activities carried out in the first grade to develop students' language skills. According to the data in the table, first grade teachers carry out activities suitable for listening, reading and writing skills in Turkish lessons. In accordance with listening/monitoring skills, activities such as acting out the heroes of the text they listen to, reading aloud, playing word games and asking/answering questions about the text are carried out in accordance with reading skills. In accordance with writing skills, different activities such as colouring and line work and dictation activities were implemented in the classroom. While four different activities were carried out for comprehension skills, two different activities were carried out for narration skills. An example of the explanation made by the teachers to their students regarding the activities in the classroom is as follows:

P2: Since we are very young as a class, we do colouring activities in Turkish lessons. With colouring activities, (students') fingers will develop and we will learn about colours. I see that students are happy while doing colouring activities. ...

P1: I care about the development of your vocabulary at this age. I will implement various fun games in the classroom such as finding meaningful words in puzzles, creating new words, finding antonyms, etc. You can join the games too.

The second research question is "What are the activities done in the second grade to improve students' language skills?". When the data regarding this question was analyzed, the following table was obtained.

Table 3

Activities in the Second Grade to Develop Students' Language Skills

Associated language skill		Activities
Understanding	Listening/Watching	To visualise the listened text in the mind
	Listening/Watching	Watching and explaining cartoons
	Reading	Using a dictionary
	Reading	Designing a book cover
	Reading	To establish cause and effect relationship between text events
	Reading	Preparing a personal dictionary book
Narration	Writing	Preparing a greeting card
	Writing	To make dictation studies

Table 3 shows the activities carried out in the second grade to improve students' language skills. According to the data in the table, second grade teachers carried out activities suitable for listening, reading and writing skills in Turkish lessons. In the field of reading, activities such as using a dictionary, designing a book cover, establishing cause and effect relationships between text events, and preparing a personal dictionary notebook were carried out. In the field of writing, it was observed that different activities such as preparing greeting cards and dictation activities were carried out. There were six different activities for comprehension skills and two different activities for narration skills. An example of the explanation made by the teachers to their students regarding the activities in the classroom is as follows:

P3: Today in class, we discussed a different text that you all watch and know a lot. We read the text called 'Wonderful Wings' (the teacher read it and the students listened to it) and started an adventure with its heroes. Now what I want you to do is to put yourself in the place of Wonderful Wings and experience this situation in your mind. While imagining this event in your mind, feel the air as if you are flying, look for solutions as if you have experienced that problem. I will give you enough time.

The third research question is "What are the activities done in third grade to improve students' language skills?". When the data regarding this question was analyzed, the following table was obtained.

Table 4

Activities in the Third Grade to Develop Students' Language Skills

Associated language skill		Activities
Understanding	Listening/Watching	Predicting the events in the listened text
	Listening/Watching	Listening to a radio programme related to the text listened to
	Listening/Watching	To make pantomime in accordance with the text listened to
	Reading	Using a dictionary
	Reading	Asking questions to the text
	Reading	To make visual text association
	Reading	To summarise the text read
Narration	Writing	Free writing
	Writing	Writing mail (e-mail)
	Writing	Preparing a slogan related to the book/text

Table 4 shows the activities carried out in the third grade to improve students' language skills. According to the data in the table, third grade teachers carry out activities focusing on listening, reading and writing skills in Turkish lessons. In listening/monitoring skills, different activities such as guessing the events in the text, listening to a radio programme related to the text and making pantomime in accordance with the text; in reading skills, different activities such as using a dictionary, asking questions to the text, making visual text association and summarising the text; in writing skills, different activities such as free writing, writing e-mails and preparing slogans related to the book/text were carried out. While seven different activities were carried out for comprehension skills, three

different activities were carried out for narration skills. An example of the explanation made by the teachers to their students about the activities in the classroom is as follows:

P4: In order to understand the text, I want you to identify the words in the text that we do not know the meaning of and find them from the dictionary.

P5: In our science and technology theme, I tried to explain the importance of technology in our lives with different texts. Now everyone has a phone, tablet or a computer at home. You may have heard especially working adults saying 'we received an e-mail' or 'we will send an e-mail'. Today, I will read you an e-mail I received from the smart board and I will write an e-mail with you. You can think of an e-mail as a digitally written letter or a petition. You can tell your feelings, thoughts, problems or solution suggestions to the people or institutions you want to reach via e-mail. Now I am opening my mailbox for you...

The fourth research question is "What are the activities done in the fourth grade to improve students' language skills?" When the data regarding this question was analyzed, the following table was obtained.

Table 5

Activities in the Fourth Grade to Develop Students' Language Skills

Associated language skill	Activities	
Understanding	Listening/ Watching	Analysing advertisement
	Reading	Reading poetry
	Reading	Analysing the sample poster on the subject
	Reading	Reading a dictionary
	Reading	To investigate the meanings of idioms and proverbs
	Reading	Identifying important places in the text (note-taking, underlining)
	Reading	Making inferences from the text
Narration	Speaking	Debate
	Speaking	To prepare a presentation about a subject
	Writing	Free writing
	Writing	Keeping a diary
	Writing	Creating a story with cartoons

Table 5 shows the activities carried out in the fourth grade to develop students' language skills. According to the data in the table, it is seen that fourth grade teachers carried out activities suitable for listening, speaking, reading and writing skills in Turkish lessons. It was determined that different activities such as analysing advertisements in the listening/monitoring area; reading poems, searching the meanings of idioms and proverbs, identifying important parts of the text (taking notes, underlining) and making inferences from the text in the reading area; debating and preparing a presentation on a subject in the speaking area; free writing, keeping a diary and creating stories with cartoons in the writing area. While seven different activities were carried out for comprehension skills, five different activities were carried out for narration skills. An example of the explanation made by the teachers to their students regarding the activities in the classroom is as follows:

P6: In this text we read about healthy life, the elements that healthy people should pay attention to were listed. Now I want you to look at this poster published by the Ministry of Health. What do you see that is connected or not connected to the text?

P7: I will show you different concepts about our world and space and cartoons related to these concepts. I want you to write stories about these cartoons. Maybe you will use these cartoons as heroes who save the world or maybe you will use them as beings who harm the world. The choice here depends entirely on your imagination, but I want every story you write, no matter who and what the protagonist is, to contain advice about the need to protect our Earth. ...



Discussion, Conclusion, and Recommendations

First grade teachers carry out activities suitable for listening, reading and writing skills in Turkish lessons. They use the drama method in the activity of portraying the heroes of the text they listen to. In his study, Uysal (2023) analysed many studies on language education and drama and determined that creative drama and language education are related and creative drama can be done in the focus of different language skills. Within the scope of this finding, it can be said that the classroom teachers' use of drama method in their classes in the focus of language skills is compatible with the research findings in the field. It was observed that activities such as reading aloud, playing word games and asking/answering questions about the text were carried out in the classroom for reading skills. It can be said that gaining language skills through games will contribute positively to students' learning situations. According to Kalfa (2014), activities and games used in students' learning are effective in supporting and sustaining their interests and increasing their learning motivation. In this study, considering the young age of the students, it is seen that more than one language skill is addressed with games and active activities.

The first grade of primary school is a grade level where reading and writing skills are acquired. While gaining writing skills that require psycho-motor learning, it was determined that colouring and line activities were carried out to develop students' hand muscles, and dictation activities were carried out to help them gain letter-sound relationship more accurately.

In terms of language skills, the second grade of primary school is a grade level where the basic four skills are actively practised. It is noteworthy that at this grade level, activities appropriate for listening, reading and writing skills were carried out in Turkish lessons, and activities for speaking skills were not encountered at all. In accordance with listening skills, activities such as visualising the text in the mind and watching and explaining cartoons are carried out, while in the field of reading, activities such as using a dictionary, designing a book cover, establishing cause and effect relationships between text events and preparing a personal dictionary notebook are carried out. In the field of writing, it was observed that different activities such as preparing greeting cards and dictation activities were carried out. According to Martyn (2007), in order to increase students' motivation in language learning, they should use materials that are interesting, arouse curiosity, are appropriate for their development and encourage their learning. It can be said that activities in which students are active such as preparing book covers, creating a dictionary notebook, and preparing greeting cards are more effective and fun in language teaching.

Third grade teachers carry out activities focusing on listening, reading and writing skills in Turkish lessons. At this grade level, while students' predictions were developed in the skill of predicting the events in the text they listened to, they saw examples of good practices in language use in the activity of listening to a radio programme about the text they listened to. Using the drama method in language education, they made pantomime in accordance with the text they listened to. They used a dictionary to improve their vocabulary in accordance with reading skills, and they did activities such as asking questions to the text, making visual text association and summarising the text they read to improve their comprehension and expression skills. Summarising According to İzgören (1999), students' expressing a text by designing it with their own expressions improves their narration and speaking skills. In order to develop students' writing skills at this grade level, different activities such as free writing, preparing slogans related to the book/text were carried out and e-mails were written with the students by integrating the lesson with technology. The effective use of technology in the comprehension or expression dimensions of language skills increases students' motivation towards learning. According to Lin & Mubarok (2021), technology tools are constantly developing to meet the language learning demands of individuals. These developments facilitate students' language learning processes and increase their technological literacy levels.

It is seen that fourth grade teachers carry out activities suitable for listening, speaking, reading and writing skills in Turkish lessons. It is noteworthy that all skills are used functionally at this grade level. It can be said that the activity of analysing advertisements in the field of listening has a positive effect on students' acquisition of social media literacy as well as improving their language skills. Debating in the field of speaking is important in terms of developing speaking skills, finding evidence for what they say, and supporting the understanding of evidence-based speaking. Ünal and Özden (2018) drew attention to the time variable along with individual characteristics in the development of speaking

skills and stated that students learn the art of oratory and apply the rules of speaking more accurately with the education given as time passes. In this context, at this age level, which is the highest grade of primary school, it can be said that fourth grade teachers use speaking skills more frequently depending on many factors such as students' developmental levels, vocabulary, reading and listening skills. In the field of reading, it was observed that comprehension and expression activities were carried out by reading poems, searching the meanings of idioms and proverbs, identifying important parts of the text (taking notes, underlining) and making inferences from the text. In the field of writing, students' written expression skills were developed through different activities such as free writing, keeping a diary and creating stories with cartoons.

This study examines the activities for the development of Turkish language skills in primary school classrooms. The findings of the study reflect the observation results of classroom practices. According to Yaman and Akkaya (2012), theoretical research data are insufficient to develop language skills. Therefore, it can be said that it is important to conduct research based on practice in terms of the development of language skills.

As a result of the research, it was seen that while activities suitable for listening, reading and writing skills were carried out at each grade level, activities suitable for speaking skills were not carried out in the first three grades. According to Kılıçaslan (2008), speaking activities will contribute to the application of the learned language as they will allow students to develop dialogues. Speaking skill is an area that supports students' communication skills as well as language development. According to Demirel (1993), considering that Turkish course is a communication-oriented course, it would be useful to allocate five or ten minutes of the lesson time to course-oriented educational activities that are appropriate for the student level. However, it is noteworthy that there are not enough activities for speaking skills in primary schools where students' social development continues as well as their cognitive development.

In primary schools, activities such as using dictionaries and researching the meanings of important word groups were carried out according to grade levels. Özbay and Melanlıoğlu (2008) stated that increasing vocabulary is important in the development of language skills and teaching vocabulary through games will contribute to students. Within the scope of this study, it was observed that classroom teachers carried out activities such as creating stories with students' own expressions, dictionary studies, and identifying important and unimportant expressions in the text. In this direction, it can be said that the studies carried out are useful for students' language development.

Yaman (2010) associated class levels with writing skills in his study. It can be said that writing skills deepen as the grade level increases. Akyol (2010) stated that as the grade level increases, students' writing skills improve and students become more confident about their writing skills. It is seen that line studies are carried out in the first grade level, dictation and writing studies in a certain subject area in the second grade, free writing studies in the third grade and diary keeping and creative writing (creating stories with cartoons) studies in the fourth grade. According to this order, it can be said that as the grade level increases, there is a development in students' writing skills from repeating existing writings to writing individual-subjective writings.

It is seen that the activities prepared according to the classes are based on the development of more than one skill. For example, while preparing a presentation affects the development of reading, writing and speaking skills, watching and telling cartoons is directly related to listening and speaking skills. Many studies in the field have addressed the relationship between language skills (Arici, 2018, Blewitt ve Langan, 2016; Güldenoğlu, 2012; Hudson ve Test, 2011; Karatay, 2014). Blewitt and Langan (2016) found in their study that reading interactive books with children in early childhood improved their vocabulary learning performance and speaking skills. Hudson and Test (2011) stated in their study that reading a picture book with students contributed to the development of their listening skills, increasing their speaking skills by expressing their ideas about the written material, identifying the remarkable parts in the text, matching the text with the visual, asking questions about the text and the visual, and noticing the sound-letter relationship by examining what is written in the book.

In primary school classes, it is seen that more intensive activities are carried out on comprehension skills in order to develop students' language skills. According to Karadüz (2010), reading and listening skills, which are accepted as comprehension skills, gain value only to the extent that the individual



expresses himself/herself with speaking or writing skills, which are one of the expression skills. In this respect, different activities that will strengthen students' expression skills and increase their motivation to learn language should also be planned in primary schools where basic knowledge in the field of language is taught.

Within the scope of the research, it is recommended that the variables affecting the language skills of the students be determined and that research be conducted to determine the effects of digital processes on the development of language skills. Activities for the development of language skills of normally developing and special needs children can be examined and compared. In addition, why activities for speaking skills are not given enough place at the primary education level should be another research topic.

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