

## THE BEST METHOD OF READING STORY BOOKS TO CHILDREN

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**ABSTRACT:** *This study is designed to investigate and discuss about the unsurpassed method of reading story books to children. In effect, this study is proposed to shed light on the significance of reading to children as well as the method which can accomplish this process or activity as best as possible. To reach the aim of this study, some of the principal subjects, topics, and points, along with some theory which can be related to the goal of article are introduced, explained, and discussed. Afterword, they are followed by a precise discussion and conclusion. Overall, this study attempts to highlight the importance of dialogic reading method in the process of reading story books to children. For the most part, this article detects and reveals the gains and benefits of the issue, or to be more exact, it tries to clarify the most effective method for the activity of reading story books to children. The findings highlight the importance of dialogic technique for reading story books to children in addition to the benefits of this method.*

**KEYWORDS:** Story Books, Story Book Exposure, Shared Book Reading, Dialogic Technique.

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## INTRODUCTION

Reading books to children in general and reading story books to them in particular is very important and this process has many advantages and benefits which has many positive effects on children (Moghaddas Jafari and Tengku Mahadi, 2016). There are many methods to do and accomplish this process. However, this process or performance should be done by means of or by the use of a proper technique or method that can be effective as much as possible on children and can have many positive outcomes to them. Therefore, this study attempts to investigate and highlight the best and the most effective method of reading story books to children.

### Storybook Exposure

Over the last fifty years, there has been a prevailing view in Western societies that reading storybooks to young children confers significant educational and socio-emotional advantages (Scarborough and Dobrich, 1994). Education policy in Europe and North America has routinely

sought to encourage parents to read regularly with their young children in an effort to boost literacy levels. It is perhaps unsurprising, therefore, that many early studies for instance Share, et al., 1984; and Wells, et al., 1984 used a single dimension, frequency of shared storybook reading in the home, as a proxy for the home literacy environment.

In reality, according to Anderson et al., 1985 and Bookstart, 2014, reading storybooks with youthful youngsters is normally upheld to the children's guardians as a way to help both cognitive or intellectual and socio-emotional advancement. To be sure, there is a developing research literature to propose that kids who are presented to more youngsters' literature before beginning school show points of interest in oral language capacity (Farrant and Zubrich, 2013), reading comprehension (de Jong and Leseman, 2001) and inspiration to connect with print autonomously (Baker et al., 2001) as they get more grown-up.

### **Shared Reading**

Parent- kid shared reading is recognized as one of the most common and important amongst the most generally perceived and basic reading experiences for youthful children (Beaty and Pratt, 2003; Deckner et al., 2006; Scarbrough and Dobrich, 1994). According to Beaty and Pratt (2003), youthful children are dependent readers; that is, they oblige guardians to read to them. In the midst of the reading procedure, adolescents are group of onlooker individuals from the stories and also they are dependent readers of them.

They get information about the structure of the story, thoughts regarding books, the components of print, and what's more improve their vocabulary through parent-child reading rehearses (Beaty and Pratt, 2003; Morrows, 2009; Thompkins, 2005).

Books permit children to encounter new words, subjects, and characters. Adolescents listen to the stories and additionally assess visuals, prints and, peritextual components of the books, for instance, cover, the dustjacket, the spread sheet, et cetera. (Sipe and Brightman, 2005). In this way, kids need to discuss the cover page, representations, story characters, and the further estimations like sorts of books, nature of books, elements of books, and excellence of them. With scientific headway, eBooks have gotten noticeable quality. In the related literature, there are various researchers (for example de Jong and Bus, 2004; Korat and Shamir, 2007; Moody et al., 2010; Shamir and Shlafer, 2011; Smeets and Bus, 2012) who have inspected the effect of ebooks versus printed books on children language progression. The other issue is related to the nature of a book. That is to say, the content (Güne. and Güne., 2011), outline and affiliation (Walker, 2012), and making style out of the book are recognized huge segments for shared reading quality (Jalong, 2004) too.

## THEORETICAL FRAMEWORK

### Dialogic Reading Technique

All in all, dialogic reading technique is an intuitive procedure in view of the broad research of Grover J. Whitehurst. This technique urges grown-ups to provoke children with inquiries and draw in them in deliberations and arguments while reading to them (<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.31.5935&rep=rep1&type>).

By developing the children's reactions, urging kids to retell stories, and by emphasizing the names, items and occasions in the book, dialogic reading helps youthful kids or children manufacture and strengthen the fundamental language and literacy skills that will make them fruitful and effective readers (Ibid). Narrowly speaking, dialogic reading is a standout amongst the most approved shared book reading intercessions in the zone of reading exploration. As a general rule, dialogic reading is a kind of shared book reading methodology that includes questioning and reacting to children while reading a book (Whitehurst et al., 1988). The essential objective of dialogic reading is to help children's oral language aptitudes, especially vocabulary and sentence structure (Justice et al., 2010). Dialogic reading includes families and parents reading with their children, as opposed to reading to kids or revising their kids' reading (Arnold et al., 1994; Hargrave and Senechal, 2000; Morgan and Goldstein, 2004).

In effect, utilization of dialogic reading is one of the approaches to help children evade later reading disappointment or flop. Prior research has demonstrated that continuous shared storybook reading resulted in and caused vocabulary development and, thus later accomplishment in reading and other scholarly zones (Bus et al., 1995; Crain-Theoreson and Dale, 1992; Debaryshe, 1993; Senechal et al., 1996; Whitehurst et al., 1999).

## DISCUSSIONS

As indicated by Whitehursts et al. (1988), dialogic reading is a specific sort of shared book reading that incorporates key addressing and reacting to kids while reading a book. The performance or the method includes different readings and discussions about books in little gatherings. Throughout readings, kids are heartened and stimulated to grow into the storytellers.

The grown-ups will incite youngsters with inquiries and cautious reactions that hearten or inspire them to say more. Research throughout the most recent decade has demonstrated that dialogic reading utilized as a part of an assortment of populaces of kids from 2 to 6 years of age positively affects oral language development, a foundation of emergent literacy (Arnold et al., 1994; Crain-Thoreson and Dale, 1999; Dale et al., 1996; Lonigan and Whitehurst, 1998; Valdez-Menchaca and Whitehurst, 1992; Whitehurst, Arnold et al., 1994; Whitehurst, Epstein et al., 1999).

Storch and Whitehurst (2002) found that the relationship between oral language and code-related abilities, for example, traditions of print, emergent composition or better to say, emergent writing, knowledge of graphemes, graphemes-phoneme correspondence, and phonological awareness (all skills imperative for advanced or future reading) is very strong and sturdy throughout the preschool years.

Indeed, parents may as often as possible take part in imparted book reading or shared book reading to their kids since they may accept as true that the experience will nurture and raise their kids' literacy advancement. In the course of parent– child shared reading, parents frequently do not attract the children's thoughtfulness and attention regarding elements of the print or give feedback so the youngsters regularly will turn their attention to the artworks, designs, and pictures and not to the print (Phillips et al., 2008; Stoltz and Fischel, 2003).

Thus, shared book reading often does not improve children's early literacy development (Phillips et al., 2008). The quality of the parent-child collaborations in story reading is inclined to impact and affect the children's learning, their mentalities and outlooks toward reading, and the development of emergent literacy skills (Teale and Sulzby, 1987). At the point when shared book reading is improved and supplemented with unequivocal thoughtfulness or attention regarding the improvement of children's reading abilities, skills, and tactics, then shared book reading is a compelling vehicle for advancing early literacy skills (Phillips et al., 2008).

Dissimilar to ordinary reading in which the grown-up reads the content and every so often asks for donations, contributions, and offerings from the child, dialogic reading is exceedingly and extremely collaborating as well as interactive. To be more precise, dialogic reading denotes or alludes to interactive behaviors and cooperative performances during storybook reading with youthful children.

These interactive practices take account of asking open-ended inquiries while restricting the utilization of yes/no inquiries; pursuing and monitoring children's answers with extra inquiries; reiterating, mounting, and developing what children say; offering recognition, encouragement, and feedback for partaking and involvement; and keeping track of children's curiosity and attention. It is worth mentioning that in this case, a research has shown the imaginable advantages of dialogic reading for supporting youthful children's oral language (Justice and Pullen, 2003; Van Kleeck et al., 1997; Whitehurst and Lonigan, 1998) and emergent literacy accomplishments (Justice and Pullen, 2003; Whitehurst and Lonigan, 1998).

In a few words, it is imperative and significant that parents invigorate dynamic contribution during shared book reading by evoking verbal reactions to the story with the assistance of open-ended inquiries so that kids or children can vigorously, aggressively, enthusiastically, and briefly put, effectively take part and contribute. The quality of book reading is also as significant, vital,

and essential for language development and the improvement of emergent skills as is frequency of book reading.

Accordingly, as it was discussed, if parents turn shared book reading to dialogic reading to children, then their method of reading to children improves early literacy skills of those children. In this manner, by means of dialogic reading technique, parents can make the development of children's language specifically oral language as well as other emergent literacy skills.

## CONCLUSION

According to all the points and discussions in this paper, it can be strongly concluded that the best method of reading story books to kids and children is dialogic technique as all the benefits and advantages of this method have been mentioned and discussed in detail in the present article.

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