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Bibliometric Analysis of Research on Interactive Reading

Yusuf GÜNAYDIN 

Department of Turkish Education, Gazi University Gazi Faculty of Education Ankara, Türkiye

Abstract

In this study, the aim was to determine the main themes of the studies on interactive reading in terms of bibliometric parameters. The sample of the study was determined by typing the collocations “interactive reading,” “dialogical reading,” and “dialogic reading” in the title, abstract, and keywords in the Web of Science (WoS) database. A total of 418 studies published between 1984 and 2022 were found in this study, which aimed to identify the main themes of the studies that developed over time. The data obtained from the publications as a result of the search—under the titles of distribution of publications by years, the number of citations, researchers with the most publications, journals with the most publications and citations, institutions with the most publications and citations, countries with the most publications and citations, and keywords most used in publications—were mapped with VOSviewer program using the bibliometric analysis method and visualized with tables and graphs and explained in the findings section. As a result of the study, it was revealed that the number of publications in the field of interactive reading has increased in recent years, the number of publications and citations in the USA is considerably higher than that in other countries, and the names that stand out with the number of publications in the field are not included in the list of the most cited publications; the keywords used in the field of interactive reading are also defined with the expressions “dialogic reading,” “shared reading,” and “interactive reading,” and in connection with the target audience, it is diversified around a network where preschool, early literacy, language development, and children with learning difficulties are at the center. This study has provided a cross section of leading articles, researchers, journals, institutions, countries, and keywords for researchers who want to work in the field of interactive reading.

Keywords: Bibliometric analysis, interactive reading, read, systematic review, Web of Science

Introduction

Knowledge is in development and change in every field. Depending on human needs, the way of accessing information has also diversified over time. However, the only thing that has not changed from the past to the present is that the main tool used in the acquisition of information is reading. Reading is defined in the Turkish Dictionary as the analysis or vocalization of a written text (TDK, 2005, p. 1494). However, the unity of vocalization and interpretation of a text is essential for reading (Güneş, 2007). Because the biggest factor in the development and change of information is its interpretation. In this direction, reading can be defined as the process of making meaning in a regular environment in line with an appropriate method and purpose based on the interaction between the writer and the reader (Akyol, 2016). Arıcı (2018) supports this view and defines reading as making sense of a written text. There are various types of reading used in this interpretation process. It is possible to count the commonly used reading types as free reading, visual reading, guided reading, and critical and interactive reading (Erdoğan et al., 2022, p. 3).

Interactive reading “is a method that is based on making the listeners active before, during and after reading, which enables the development of vocabulary, creativity and makes the activity more interesting and efficient” (Günaydin, 2020a, p. 70). “In interactive reading, the reader asks open-ended questions during reading in order to ensure the active participation of the listeners in the process, thus enabling a connection between the text and real life and reconstructing the text. It is stated that

with interactive reading, listeners’ reading attitudes, vocabulary, and thinking skills improve” (Erdoğan et al., 2022, p. 3).

In order for the communication process to take place properly in interactive reading, the codes sent by the reader to the listener must be made sense of by the listener. When the listeners’ attitude toward reading is ignored, all the information acquired through communication in the interactive reading process will be stored in long-term memory. However, in this process, in order to increase the motivation of the listeners toward reading, it is necessary to choose reading topics for their interests. The summarizing, questioning, explaining, and predicting stages of this actively participated reading method positively improve the comprehension ability of the listeners (Beauchat et al., 2010; Blake, 2004).

It is possible to list the benefits of interactive reading as follows:

- Supports language development in children.
- Improves early literacy skills.
- Promotes a positive attitude towards reading.
- Supports cognitive, social, and emotional development.
- Develops print awareness.
- Develops phonological awareness.
- Develops critical and creative thinking (LaCour et al., 2013).

One of the opportunities that interactive reading offers to the listener is that it allows the listener to make different inferences from the reading text. In this way, the listener can easily establish cause-and-effect

Corresponding Author: Yusuf GÜNAYDIN E-mail: yusufgunaydin@gazi.edu.tr

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relationships in the face of various situations encountered in their daily lives, exercise self-control, and become a self-confident individual.

In Türkiye, many trend studies based on bibliometric analysis or descriptive content analysis have recently been conducted in the field of language teaching. Some of them are on teaching Turkish as a foreign language (Aydın & Altuntaş-Gürsoy, 2022; Aydın et al., 2022; Baki, 2019; Biçer 2017), some on bilingualism (Avcı & Kurdayıoğlu, 2022; Günaydin, 2020b), and some on basic language skills in teaching Turkish (Çavuşoğlu et al. 2021; Karagöz & Şeref, 2020; Kardaş et al., 2018; Özdemir, 2018; Tok & Potur, 2015). However, it is noteworthy that the literature is limited in terms of studies on interactive reading. In the majority of the studies, the effect of interactive reading on language development was investigated. Akoğlu et al. (2014) investigated the effect of interactive reading on children's receptive and expressive language skills; Çetinkaya et al. (2018) investigated the effect of interactive reading on vocabulary development; Yıldız Bıçakçı et al. (2018) investigated the effect of parents' interactive story reading on children's language development; Uğur and Tavşanlı (2022) investigated the effect of interactive reading practices by teachers on students' reading comprehension success. In the interactive reading method, it is usual to diversify the sample and investigate its effect and to have positive results in each target group. Yurtbakan (2019) analyzed 64 national and international articles and 49 theses published between 2008 and 2018 in the field of interactive reading by content analysis method. Yurtbakan also states that in most of the studies, the effect of interactive reading on language development was investigated (2019, p. 143).

In order to contribute to the development of the field of interactive reading, the studies conducted in the international literature should be evaluated according to the relevant parameters with the bibliometric analysis method. In this way, the pioneering studies of the field can be identified and can be a guide for future research. In this study, the aim was to determine the main themes of the studies on interactive reading in the literature in terms of bibliometric parameters and to contribute to the direction of future studies; in this context, answers to the following research questions were sought:

1. How is the distribution of research on interactive reading according to years?
2. Which are the most cited studies on interactive reading?
3. Who are the researchers who have published the most on interactive reading?
4. Which researchers are the most cited researchers related to interactive reading?
5. Which journals have the most publications and citations on interactive reading?
6. Which are the institutions that publish and cited the most on interactive reading?
7. Which countries have the most publications and citations on interactive reading?
8. What are the most used keywords in publications on interactive reading?

Methods

Research Design

In this study, which aimed to determine the main themes of the studies on interactive reading in the literature in terms of bibliometric parameters, the case study method, one of the qualitative research designs, was preferred. Case study is an empirical research method that studies a current phenomenon within its real-life framework and is used in cases where the boundaries between the phenomenon and the context in which it is located are not clear and multiple sources of evidence or data are available (Yıldırım & Şimşek, 2005). In this study, the case study design was preferred since it was aimed to examine academic

research on interactive reading in terms of bibliometric parameters and to reveal the current situation.

The bibliometric analysis technique was used to analyze the data collected in the study. In this technique, certain studies on a certain subject are evaluated. Bibliometric analysis studies, in which certain characteristics of publications on a specific subject are examined, enable conclusions to be reached about the general situation of the relevant subject and to be presented in a detailed framework. In this method, the year of publication, author, institution, country of publication, journal of publication, and keyword information used in publications are accepted as parameters, and the relationship between basic parameters such as citation, researcher, and institution is revealed by network analysis. Thus, the basic information that constitutes the essence of the field is identified, which contributes to the direction of future studies.

Research Objective

The materials examined in the study are scientific studies in the Web of Science (WoS) database between January 1, 1984, and January 20, 2023, with the collocations "interactive reading," "dialogical reading," and "dialogic reading" in the title, abstract, and keywords. As a result of the search, a total of 418 studies published between 1984 and 2022 were reached and all these studies were analyzed.

Application

Before starting the research, it was determined which database/index/search engine would be searched. It was decided to evaluate the studies in the WoS database, since it includes a large number of high-quality studies in the field of social sciences. Although there are more publications, search engines such as Google Scholar and Scopus were not scanned. Because it was observed that many studies that were not directly related to the subject in these databases were scanned as if they were related to interactive reading. In addition, it was also observed that there were many assignments, reports, and so on on Google Scholar that were not peer-reviewed.

A total of 418 studies were examined in terms of publication year, author, journal, publishing institution, publishing institution, country of publication, keywords, citations, and citations, considering the main purpose of the research, and the data obtained were subjected to bibliometric analysis using VOSviewer program. In this analysis, the most cited author, journal, publishing institution, country, and most used keywords were identified, and these data were visualized using a relationship network.

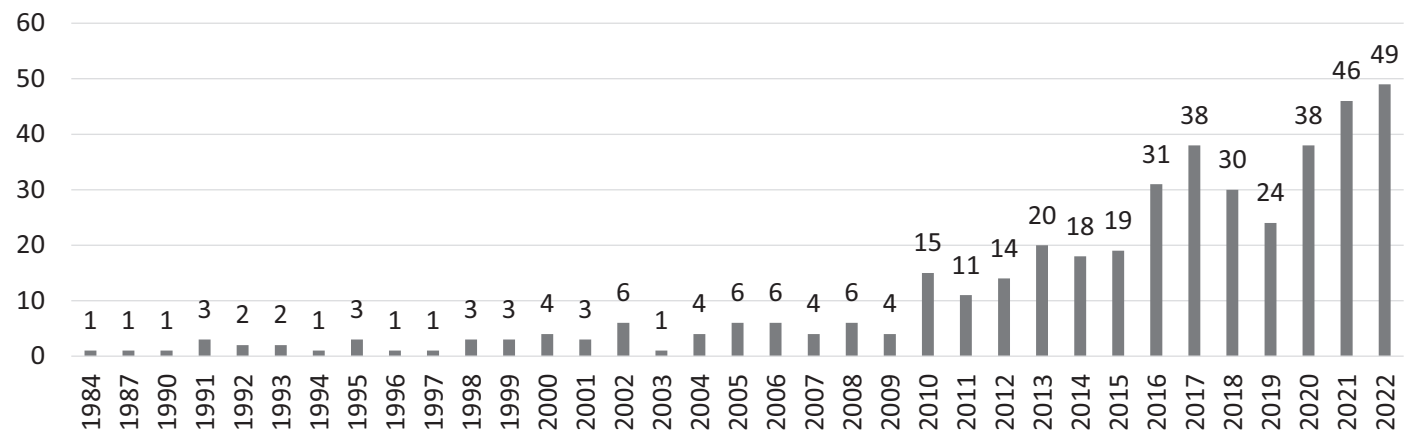
Results

Within the scope of the study, the data obtained from 418 studies published in the WoS database between 1984 and 2022 are presented under the titles of "distribution of publications by years," "most cited publications," "most published and cited researchers," "most published and cited journals," "most published and cited institutions," "most published and cited countries," and "most used keywords in publications" in parallel with the research questions. The findings are as follows:

Distribution of publications by years

According to the data obtained by searching the WoS database, the distribution of 418 published studies on interactive reading according to years is presented in Graph 1.

When Graph 1 is analyzed, the first publication on interactive reading was the study titled "Interactive Reading: How to Make Children Active Readers" by Gemake (1984). It was observed that there were no publications in the following 2 years and the number of publications on interactive reading was quite stable from 1984 to 2008. Despite the fluctuations in the number of publications from time to



Graph 1.

Distribution of publications by years.

time, research on interactive reading has been in a strong upward trend since 2010. This increase can be interpreted as the fact that interactive reading activities are an effective method for gaining reading skills and habits and their use has increased over the years. Based on the momentum in the graph, it is possible to say that the studies to be conducted in the field of interactive reading will increase in the following years.

Most Cited Publications

According to the information obtained from the WoS database, the information about the 10 most cited publications on interactive reading is presented in Table 1 with the author, publication year, number of citations, and citation average.

When Table 1 is examined, it is seen that the study with the highest number of citations with 489 citations and the highest citation average of 34.9 among 418 studies published in the WoS database on interactive reading is Mol, Bus, De Jong, and Smeets' (2008) "Added Value of Dialogic Parent-Child Book Readings: A Meta-Analysis." The high citation rate of this study may be due to the fact that it is a meta-analysis study that aims to guide future studies in terms of addressing and evaluating previous studies. The second study with 364 citations and the highest citation average of 22.7 belongs to Mol, Bus, and De Jong (2009). The fact that the same researchers are highly cited in this field can be considered as their dominance in the field and the fact that their studies deal with the subject in a detailed and understandable way. It is seen that these most cited studies in

Table 1.
Most Cited Studies

Rank	Author, Year	Publication	Number of Citations	Citation Average
1	Suzanne E. Mol, Adriana G. Bus, Maria T. de Jong & Daisy J. H. Smeets (2008)	Added Value of Dialogic Parent-Child Book Readings: A Meta-Analysis, <i>Early Education and Development</i> , 19:1, 7-26, DOI: 10.1080/10409280701838603	489	34.9
2	Hargrave, A. C., & Senechal, M. (2000).	A Book Reading Intervention with Preschool Children Who Have Limited Vocabularies: The Benefits of Regular Reading and Dialogic Reading. <i>Early Childhood Research Quarterly</i> , 15, 75–90. https://doi.org/10.1016/s0885-2006(99)00038-1	364	16.5
3	Lonigan, C. J., & Whitehurst, G. J. (1998).	Relative Efficacy of Parent and Teacher Involvement in a Shared-Reading Intervention for Preschool Children from Low-income Backgrounds. <i>Early Childhood Research Quarterly</i> , 13, 263–290.	353	14.7
4	Mol, S. E., Bus, A. G., & de Jong, M. T. (2009).	Interactive Book Reading in Early Education: A Tool to Stimulate Print Knowledge as Well as Oral Language. <i>Review of Educational Research</i> , 79(2), 979–1007. https://doi.org/10.3102/0034654309332561	296	22.7
5	Arnold, D. H., Lonigan, C. J., Whitehurst, G. J., & Epstein, J. N. (1994).	Accelerating Language Development Through Picture Book Reading: Replication and Extension to a Videotape Training Format. <i>Journal of Educational Psychology</i> , 86(2), 235–243. https://doi.org/10.1037/0022-0663.86.2.235	228	8.1
6	Valdez-Menchaca, M. C., & Whitehurst, G. J. (1992).	Accelerating Language Development Through Picture Book Reading: A Systematic Extension to Mexican Day Care. <i>Developmental Psychology</i> , 28(6), 1106–1114. https://doi.org/10.1037/0012-1649.28.6.1106	206	6.8
7	Parish-Morris, J., Mahajan, N., Hirsh-Pasek, K., Golinkoff, R.M. and Collins, M.F. (2013),	Once Upon a Time: Parent–Child Dialogue and Storybook Reading in the Electronic Era. <i>Mind, Brain, and Education</i> , 7: 200–211. https://doi.org/10.1111/mbe.12028	157	17.4
8	Lever, R., & Senechal, M. (2011).	Discussing Stories: On How a Dialogic Reading Intervention Improves Kindergartners' Oral Narrative Construction. <i>Journal of Experimental Child Psychology</i> , 108, 1–24. https://doi.org/10.1016/j.jecp.2010.07.002	150	13.6
9	Crain-Thoreson, C., & Dale, P. S. (1999).	Enhancing Linguistic Performance: Parents and Teachers as Book Reading Partners for Children with Language Delays. <i>Topics in Early Childhood Special Education</i> , 19(1), 28–39. https://doi.org/10.1177/027112149901900103	136	5.9
10	Lonigan, C. J., Anthony, J. L., Bloomfield, B. G., Dyer, S. M., & Samwel, C. S. (1999).	Effects of Two Shared-Reading Interventions on Emergent Literacy Skills of At-Risk Preschoolers. <i>Journal of Early Intervention</i> , 22(4), 306–322. https://doi.org/10.1177/105381519902200406	134	5.8

the field focus on parent–child reading together and early childhood reading.

Most Published Researchers

According to the information obtained from the WoS database, there are a total of 1065 researchers in the research dataset; however, when the criterion of having at least four publications was established, 10 researchers were ranked as the researchers with the most publications. The publication and citation information of the researchers are presented in Table 2.

When Table 2 is examined, it is seen that the researcher with the most publications on interactive reading is “Niklas, Frank” ($n=6$). It is noteworthy that none of these researchers with at least four publications is among the most cited researchers (see Table 3).

The visual of the researchers with more than 100 citations on interactive reading is presented in Figure 1 and the information about the 10 most cited researchers is presented in Table 3. When we look at the author network with at least 100 citations from a total of 1065 researchers, it is seen that there are 55 researchers. There are only 48 researchers in the collaboration network.

Most Cited Researchers

According to the information obtained from the WoS database on interactive reading, the information about the most cited researchers is presented in Table 3 with the number of citations, number of publications, and citation average.

When Table 3 is analyzed, Bus, Adriana G. comes to the forefront with 803 citations as the researcher with the highest number of citations on interactive reading. In terms of citation average, Smeets, Daisy J. H. has an average of 489 citations. Smeets, Daisy J. H.; Hargrave, A. C.; Senechal, M.; Whitehurst, G. J. are the researchers with the highest number of citations and high citation average, although they have only one publication. According to these findings, it can be said that these researchers are the most influential names in interactive reading. According to another finding of the study, none of these influential researchers are among the most productive researchers (see Table 2).

Most Published and Cited Journals

From the WoS database, it was seen that a total of 418 studies on interactive reading were published in 291 different journals. According to the data obtained, the country, publication, and citation number information of the 15 journals that publish the most on interactive reading is presented in Table 4.

When Table 4 is examined, the *Early Childhood Education Journal* published in the Netherlands ranks high as the journal with the highest number of publications on interactive reading with 10 articles. Apart from this journal, *Early Child Development and Care*, *First Language*, and *Computers & Education* journals published in England are also among the journals with the highest number of publications on interactive reading. It was observed that most of the journals in which studies on interactive reading were published are in the USA.

Apart from the journals with the highest number of publications on interactive reading, information about the 10 journals that are open to interaction and the most cited journals are presented in Table 5.

When Table 5 is analyzed, it is noteworthy that the top 10 most cited journals on interactive reading are in the USA. With 862 citations, it is seen that the most influential journal is *Early Childhood Research Quarterly*. In addition, four of the most cited articles (see Table 1) were published in this journal. The high ranking of the related journal can be

Table 2.

Most Published Researchers

Rank	Author	Number of Publications	Number of Citations
1	Niklas, Frank	6	133
2	Mcbride-Chang, Catherine	4	251
3	Chow, Bonnie Wing-Yin	4	188
4	Fleury, Veronica P.	4	126
5	Cohrsen, Caroline	4	69
6	Taylor, Collette	4	69
7	Towson, Jacqueline A.	4	63
8	Horowitz-Kraus, Tzipi	4	51
9	Pillinger, Claire	4	50
10	Coogle, Christan Grygas	4	38

Table 3.

Most Cited Researchers

Rank	Author	Number of Citations	Number of Publications	Citation Average
1	Bus, Adriana G.	803	3	267.6
2	De Jong, Maria T.	785	2	392.5
3	Mol, Suzanne E.	785	2	392.5
4	Smeets, Daisy J. H.	489	1	489
5	Lonigan, C. J.	487	2	243.5
6	Whitehurst, G. J.	434	2	217
7	Hargrave, A. C.	364	1	364
8	Senechal, M.	364	1	364
9	Whitehurst, G. J.	353	1	353
10	Dale, P. S.	265	2	132.5

explained by this. *Early Education and Development*, *Developmental Psychology*, *Topics in Early Childhood Special Education*, *Review of Educational Research*, *Journal of Experimental Child Psychology*, and *Journal of Educational Psychology* are among the journals with over 200 citations. As stated above, some of the most cited articles were published in these journals. This is certainly effective in the high number of citations of the relevant journals.

Most Published and Cited Institutions

According to the information obtained from the WoS database, information on the country, number of publications, and number of citations of the institutions that publish the most on interactive reading are presented in Table 6.

When Table 6 is analyzed, “Florida State University” stands out as the most productive institution with 10 articles. It is followed by “University of Barcelona” and “University of Washington” with eight articles each, and “Chinese Univ Hong Kong,” “Penn State Univ,” and “Radboud Univ Nijmegen” with six articles each. As seen in Table 6, most of the institutions with the highest number of publications are in the USA.

According to the information obtained from the WoS database, the country, publication, and citation information of the 10 most cited institutions on interactive reading are presented in Table 7.

Looking at the most cited institutions, “Leiden Univ” in the Netherlands ranks first with 806 citations. It is followed by “SUNY Stony Brook” in the USA. “Florida State University,” which is at the top of the list of institutions with the highest number of publications, is also at the top of the list of institutions with the highest number of citations. It is seen that Florida State University is the third most cited institution. Just like the most cited journals, the USA ranks first in terms of the most cited institutions. However, the diversity in the institutions

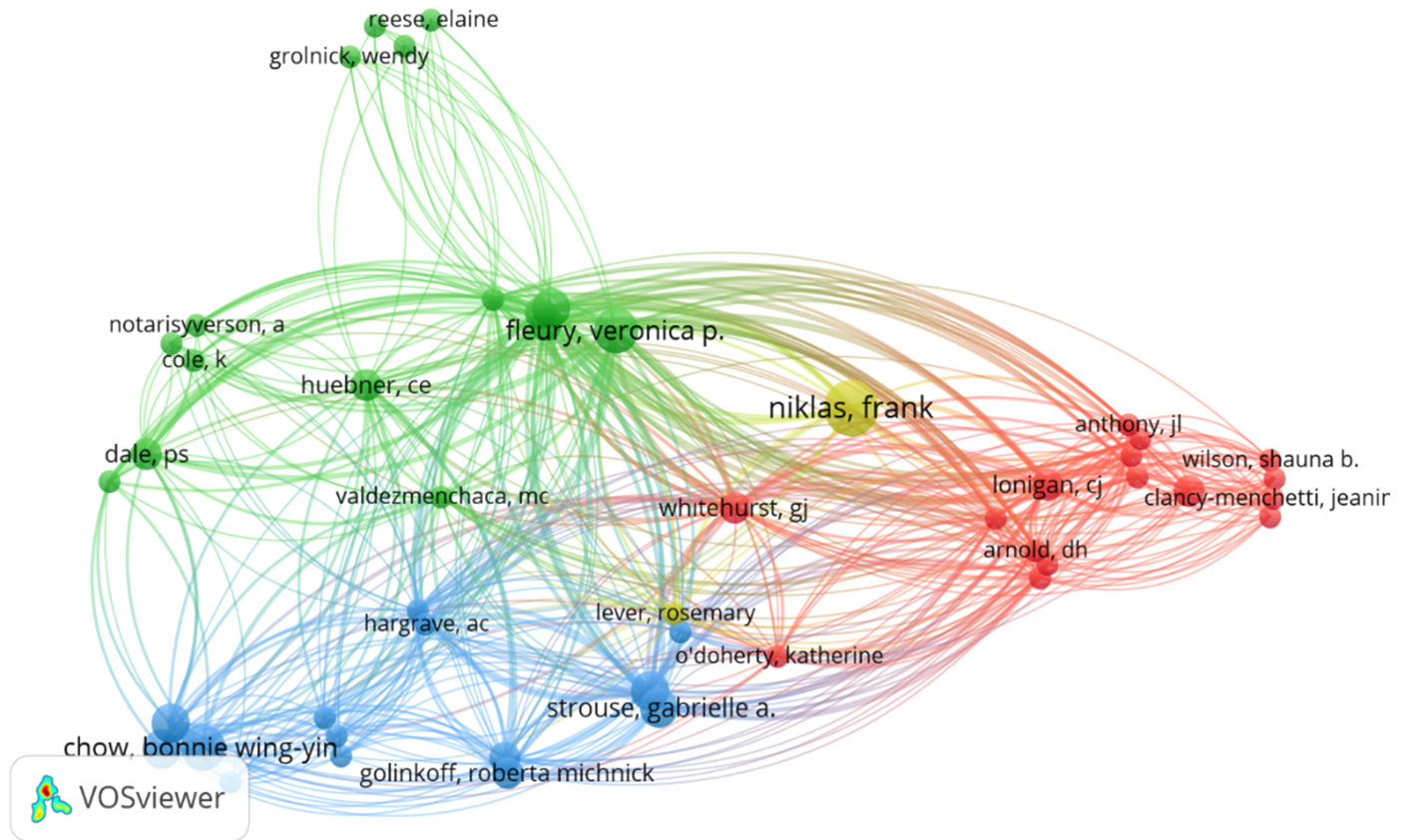


Figure 1.
Visual of Researchers with More Than 100 Citations (48 Researchers).

with the highest number of publications is not present in the institutions with the highest number of citations.

According to the data set obtained from the WoS database, it was determined that there are 477 different institutions working on interactive reading. The collaboration network of 291 of these institutions is presented in Figure 2. In the collaboration network, the majority of the institutions located in the USA draw attention. Based on these data, the fact that the USA is the most productive country in the field of interactive reading can be considered as generalizable information.

When the network created for interinstitutional cooperation in the VOSviewer program (see Figure 2) is examined, there are clusters

with different colors. There is more intense collaboration between institutions in the same cluster. According to Figure 2, “Florida State University, Washington University, George Mason University, Northeastern University, and American Institutes for Research” stand out as institutions with intensive collaboration. It is seen that there is strong cooperation between institutions generally located in the USA. According to the collaboration network, in addition to national collaborations (Florida State University, Florida International University, etc.), international collaborations (Salamanca University, Arizona State University, etc.) also come to the fore. The presence of Gazi University from Türkiye in the collaboration network is noteworthy. The

Table 4.
Most Published Journals

Rank	Journal	Country	Number of Publications	Number of Citations
1	<i>Early Childhood Education Journal</i>	Netherlands	11	58
2	<i>Early Child Development and Care</i>	England	9	84
3	<i>First Language</i>	England	7	78
4	<i>Computers & Education</i>	England	6	116
5	<i>Early Childhood Research Quarterly</i>	USA	6	862
6	<i>Topics in Early Childhood Special Education</i>	USA	6	393
7	<i>Developmental Psychology</i>	USA	5	534
8	<i>Early Education and Development</i>	USA	5	616
9	<i>Foreign Language Annals</i>	USA	5	39
10	<i>Frontiers in Psychology</i>	Switzerland	5	43

Table 5.
Most Cited Journals

Rank	Journal	Country	Number of Citations	Number of Publications
1	<i>Early Childhood Research Quarterly</i>	USA	862	6
2	<i>Early Education and Development</i>	USA	616	5
3	<i>Developmental Psychology</i>	USA	534	5
4	<i>Topics in Early Childhood Special Education</i>	USA	393	6
5	<i>Review of Educational Research</i>	USA	297	1
6	<i>Journal of Experimental Child Psychology</i>	USA	294	3
7	<i>Journal of Educational Psychology</i>	USA	243	3
8	<i>Journal of Applied Developmental Psychology</i>	USA	183	4
9	<i>Journal of Early Intervention</i>	USA	173	3
10	<i>Mind, Brain, and Education</i>	USA	159	1

Table 6.
Most Published Institutions

Rank	Institution	Country	Number of Publications	Number of Citations
1	Florida State University	USA	10	786
2	University of Washington	USA	8	442
3	University of Barcelona	Spain	8	109
4	Chinese Univ Hong Kong	China	6	265
5	Penn State Univ	USA	6	83
6	Radboud Univ Nijmegen	Netherlands	6	38
7	Vanderbilt Univ	USA	5	320
8	Northeastern Univ	USA	5	125
9	Univ Wisconsin	USA	5	58
10	Univ Deusto	Spain	5	39
11	George Mason Univ	USA	5	27
12	Univ Granada	Spain	5	0

publication of the article titled “Determining the Effects of Interactive Book Reading Implementations on the Social Acceptance of Students with Special Needs” by Mustafa Kale and Serkan Demir from Gazi University’s Department of Basic Education in “Reading & Writing Quarterly” in 2022 justified its inclusion in the collaboration network.

Most Published and Cited Countries

According to the information obtained from the WoS database, information on the 10 countries with the highest number of publications and citations on interactive reading is presented in Tables 8 and 9.

When Table 8 is analyzed, the USA stands out as the country with the highest number of publications with 152 articles. Spain, the UK, China, and Australia are the most productive countries in terms of the number of publications. Turkey ranks tenth in this ranking with 11 publications.

According to Table 9, as in the list of countries with the highest number of publications, the USA stands out as the most influential country with 3779 citations. The Netherlands, Canada, the UK, and

Table 7.
Most Cited Institutions

Rank	Institution	Country	Number of Citations	Number of Publications
1	Leiden Univ	Netherlands	806	4
2	Suny Stony Brook	USA	792	3
3	Florida State Univ	USA	786	10
4	University of Washington	USA	442	8
5	Vanderbilt Univ	USA	320	5
6	Univ Delaware	USA	275	4
7	Chinese Univ Hong Kong	China	265	6
8	Harvard Uni	USA	170	3
9	Northeastern Uni	USA	125	5
10	MIT	USA	121	4

China are among the countries with the highest number of citations. Brazil and Türkiye, which are included in the list of countries with the highest number of publications, are not included in the list of countries with the highest number of citations. Instead, New Zealand and Slovenia are on the list.

Most Used Keywords

According to WoS data, a total of 1017 different keywords used in the publications included in the study were reached. The criterion was determined as the use of keywords at least five times in the publications analyzed. As a result of this process, 25 different keywords were found to be used in common in the publications and the information is presented in Table 10.

When Table 10, which includes the most frequently used keywords, is examined, it is seen that “dialogic reading” (n: 93), “reading” (n: 27), “preschool” (n: 20), and “shared reading” (n: 21) are the most frequently preferred keywords in defining the publications in the field. It is noteworthy that “dialogic reading,” “shared reading,” and “interactive reading” are used to define interactive reading in the literature. In general terms, keywords related to interactive reading are related to preschool, early literacy, language development, and children with learning difficulties.

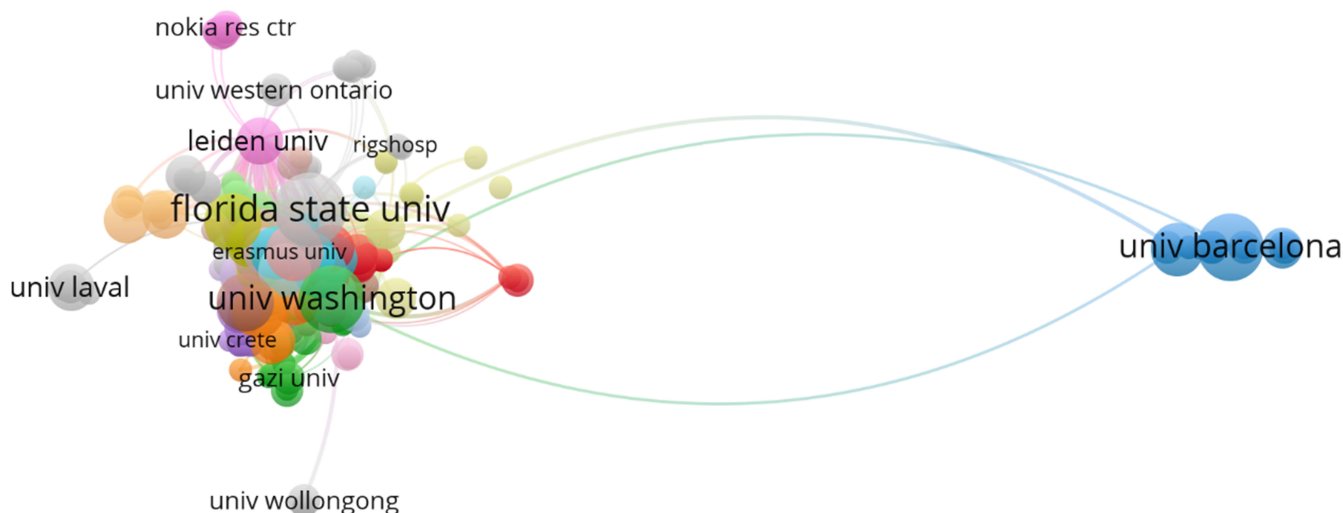


Figure 2.
Interinstitutional Cooperation Network (291 Institutions).

Table 8.
Most Published Countries

Rank	Country	Number of Publications	Number of Citations
1	USA	152	3779
2	Spain	38	167
3	England	27	473
4	China	27	305
5	Australia	21	181
6	Canada	20	669
7	Netherlands	17	926
8	Brazil	14	5
9	Germany	12	278
10	Türkiye	11	40

Table 9.
Most Cited Countries

Rank	Country	Number of Citations	Number of Publications
1	USA	3779	152
2	Netherlands	926	17
3	Canada	669	20
4	England	473	27
5	China	305	27
6	Germany	278	12
7	Australia	181	21
8	Spain	167	38
9	New Zealand	112	3
10	Slovenia	67	2

The keyword network created for the common keyword analysis on interactive reading is presented in Figure 3. It was seen that 796 words out of a total of 1017 words were related, and 27 words formed the common word network in the studies in at least five keyword repetitions.

Table 10.
Most Used Keywords

Rank	Keyword	Frequency
1	Dialogic reading	93
2	Reading	27
3	Shared reading	21
4	Preschool	20
5	Emergent literacy	19
6	Interactive reading	18
7	Literacy	18
8	Vocabulary	18
9	Language development	13
10	Intervention	12
11	Shared book reading	11
12	Children	11
13	Early childhood	10
14	Autism spectrum disorder	7
15	Dialogue	7
16	Early childhood education	7
17	Language	6
18	Parent-child interaction	6
19	Reading comprehension	6
20	Comprehension	5
21	Early literacy	5
22	Nonintensive intervention	5
23	Oral language	5
24	Preschoolers	5
25	Intervention	5

Figure 3 shows that the keyword “dialogic reading” is in the center. When the connection between the colors is considered, interactive reading is concentrated and specialized in the keywords “reading,” “literacy,” “emergent literacy,” “preschool,” and “shared reading.”

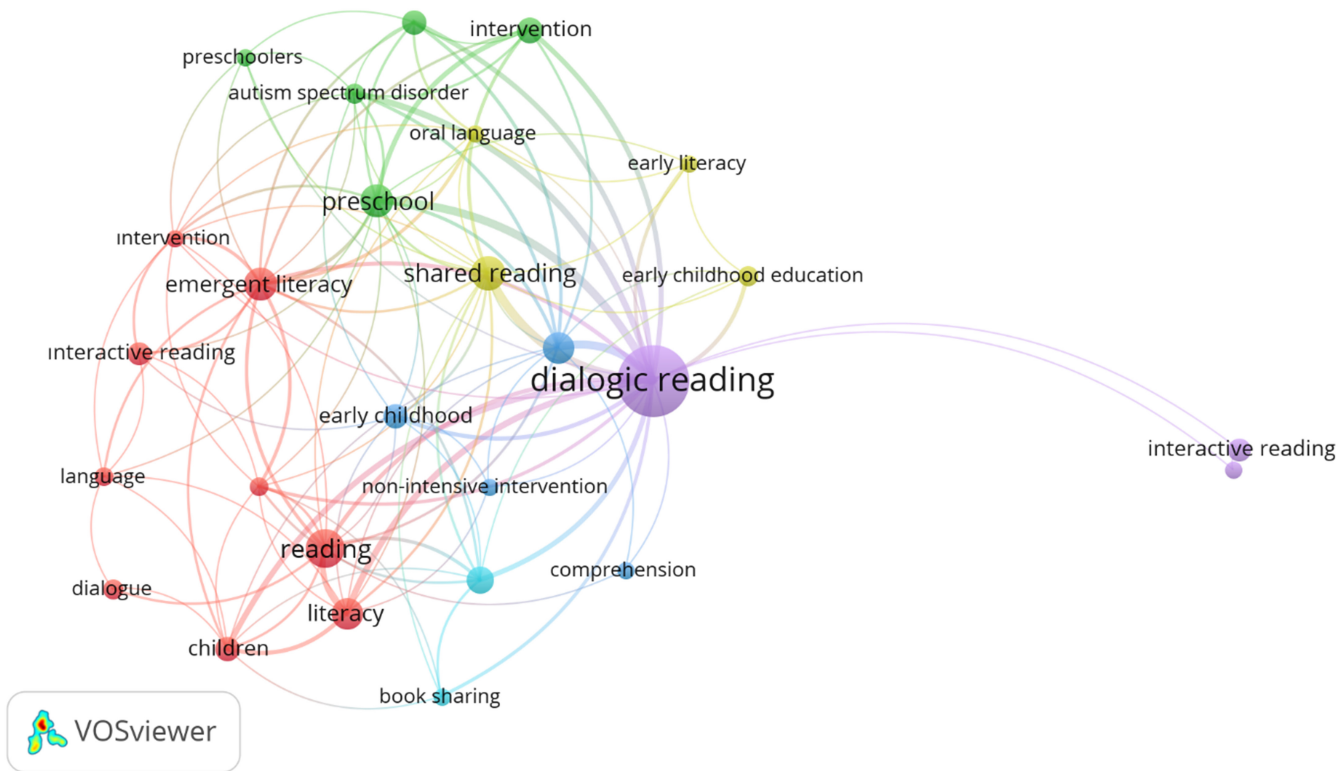


Figure 3.
Common Keyword Network (27 Words).

Results and Discussion

Interactive reading is based on a series of behaviors that ensure the active participation of both the reader and the listener in the process and require role changes from time to time in the process. In this study, which aimed to determine the main themes of international research in the WoS database in the field of interactive reading, the distribution of 418 studies published between 1984 and 2022 according to years, the number of citations, the number of journals, institutions, countries, and the most used keywords in publications was determined as parameters by the bibliometric analysis method and examined using a network of tables and figures.

According to the data obtained, it is seen that 353 of 418 studies published between 1984 and 2022 were conducted in the last 13 years. It can be predicted that the field of interactive reading will become more widespread as the number of publications increases every year. The concentration of research in the USA can be associated with the fact that the pioneering studies in the field were conducted there. Undoubtedly, the usability of the interactive reading method in the education system should be considered an important criterion.

The most cited study is significant in that it examines the data collected from 16 previous studies in the field using the meta-analysis method, presents findings that the interactive reading method improves vocabulary, and presents the knowledge accumulated in the field of interactive reading to future studies.

It was determined that 418 international studies with one or more authors accessed from the WoS database were conducted by 1065 different researchers. When the lists of the most published and most cited researchers are compared in the bibliometric analysis, it is striking that there are no common names. There is also no researcher from Türkiye in the ranking. Although this can be attributed to the recent history of the field in Türkiye, it is necessary to publish the studies in journals indexed in international indexes to show Türkiye's presence in the field.

When the journals with the highest number of publications and the highest number of citations are examined, it is observed that there are journals operating in the fields of language, foreign language, computer and education, and developmental psychology, especially in educational sciences. It is noteworthy that in addition to the USA, the Netherlands, the UK, and Switzerland are also included in the ranking of the journals with the highest number of publications, while the top ten cited journals are only from the USA.

When the data on the institutions with the highest number of publications and citations are analyzed, it is seen that the USA is again at the top. "Florida State University," which is at the top of the list of institutions with the highest number of publications, is also at the top of the list of institutions with the highest number of citations. When the research criteria are established—only four of which are common—there are seven institutions with the highest number of publications and eight institutions with the highest number of citations in the USA. It was observed that the diversity in the top publishing institutions was not found in the top citing institutions.

The USA, where pioneering studies in the field of interactive reading have been published, ranks first both in the list of countries with the highest number of publications and the highest number of citations. Apart from the USA, Spain, England, Canada, China, Australia, Australia, the Netherlands, Brazil, Germany, and Türkiye are also on the list. However, the USA, which has the most publications with 152 publications, is followed by Spain with 38 publications. This difference may be related to the fact that interactive reading is more common in

the USA than in other countries and the number of researchers working on the subject is higher. Brazil and Türkiye, which are included in the list of countries with the highest number of publications, are not included in the list of countries with the highest number of citations, and New Zealand and Slovenia are included in the list instead. Considering the ratio of the number of publications and citations, the Netherlands, the second country with the highest number of citations (f : 54.47), has a considerably higher ratio than the USA (f : 24.86), which is at the top of the list.

According to the data obtained from the WoS dataset, 1017 different keywords related to "interactive reading" were identified in relation to the literature review, mostly describing either the research topics or the target audience. It was observed that the keywords indicated a target audience covering a specific period such as children, preschool, preschool education, early literacy period, early childhood, and a research topic such as vocabulary, language, oral language, language development, comprehension, and reading comprehension. From this point of view, it can be said that the general outlines of interactive reading can be determined, and the terminology of the definitions used both nationally and internationally can be derived. It is thought that the most frequently used keywords obtained with this research can contribute to the direction of future studies in the field of interactive reading.

To evaluate the interactive reading field in general terms according to bibliometric analysis; the most publications were made in 2022, the most citations were made to the study titled "Added Value of Dialogic Parent-Child Book Readings: A Meta-Analysis"; the author with the most publications was "Niklas, Frank" and the author with the most citations was "Bus, Adriana G."; the journal with the highest number of publications was *Early Childhood Education Journal* and the journal with the highest number of citations was *Early Childhood Research Quarterly*; the institution with the highest number of publications was "Florida State University" and the institution with the highest number of citations was "Leiden Univ"; the USA was the country with the highest number of publications, the country with the highest number of citations, and the country that provided cooperation between countries; the most frequently used keyword in the publications was "Dialogic Reading" in relation to the literature review.

Based on the data of 418 studies on interactive reading accessed from the WoS database, the periods in which the field was intensively studied, the most cited studies, the most published and cited researchers, the most published and cited journals, the most published and cited institutions, the most published and cited countries, and the most frequently used keywords were determined as the main parameters. However, expanding the sample group and analyzing the studies published in other databases such as Google Scholar and Scopus both bibliometrically and descriptively will provide a broader perspective and deeper analysis of the field. Thus, the main themes and needs of the field can be seen from the same perspective.

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