

The Effect of Activity-Based Poetry Studies on Reading Fluency and Creative Writing Skills*

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Abstract

The study aims to reveal the effect of ABPS on the reading fluency and creative writing skills of third-grade students at primary school. The research study group consists of 56 students, 26 in the experimental group and 30 in the control group, studying in the third grade. While ABPS was implemented in the experimental group, the control group continued their classes according to the Turkish Course Curriculum. The Error Analysis Inventory, Prosodic Reading Scale, Running Record Chart, Accuracy Rate Chart, Prosody Record Chart, and Poetry Writing Rubric were used as data collection tools in the research. The experimental implementation process lasted for 18 weeks. Different reading fluency strategies and poetry writing techniques were used together at each stage of the practice process based on poems. As a result of the research, it was determined that the students in the experimental group made more progress in all sub-dimensions of creative writing than the control group. Additionally, it was found out that the activities contributed to the students' reading rate and prosodic reading skills.

Keywords: Activity-Based Poetry Studies, Poetry, Reading Fluency, Creative Writing, Primary School Students

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INTRODUCTION

The ability to dominate the language and use it correctly and smoothly is directly proportional to the development of all language activity areas. The development of all language-related skills can be achieved through systematic language education. Language education brings literature to mind. Although the literature is perceived as a concept for adults only, children also like literary products at all ages and are interested in literature. Children learn everything around them by having fun through literary products. Literary products are of great importance for children's cognitive and affective development, as they contribute significantly to increasing children's knowledge level and enriching their imaginations. Poems are the primary literary products enhancing children's imaginations.

Unlike fiction or informative texts, poems are the first literary genre and oral tradition that individuals hear from birth (Cramer, 2001). According to Cullinan et al. (1995), poems primarily encourage children to learn the language, learn by practising language skills, and learn through the language. Reading or listening to well-known poems is an encouraging example for students to compose their own poems (Goforth, 1998; Lynch-Brown & Tomlinson, 1993). Paying attention to the use of sounds and various meanings of words in poems enables students to develop their awareness of metalanguage, which means the ability to think deeply about vocabulary and the functions and structure of language (Dowker et al., 1998). Nodelman (1992) states that in order to enable children to enjoy poetry, it is necessary to create a classroom environment based on strategies and methods related to poems arranged according to student level, containing knowledge of poetry and presenting practices regarding poems for students to experience. The priority in the practices with poems in the classroom environment should be reading them aloud (Enochs, 2010). Reading aloud for pleasure, without any coercion, allows reluctant and weak readers to feel safe while reading and become successful readers (Wilfong, 2008; Winch et al., 2006). Poetry reading shows students how to learn the language of poetry, and when students read it continuously, they find out ways to compose their own poems (Janeczko, 2003; Sloan, 2003). In addition to reading it, teaching students how to write poetry and practising it will enable students to understand this literary genre better (Gill, 2007; Linaberger, 2004; Oczkus et al., 2006). Huck et al. (2001) state that it is not easy to write poetry, but when students are given specific poetic structures, they can write beautiful poems containing the features of poetic texts, just like a poet. According to Stickling (2009), when students write poetry, they start to make unique connections and realize that they own the poems they write. This situation reveals the feeling of being able to produce something original and different in students. Students also learn that writing poetry is a way to share feelings and experiences and a fun way to read and write (Gill, 2007).

Although fluency is considered a crucial component of reading success, it is stated in many studies that fluency education is often neglected in reading programs (Denton & Hasbouck, 2000; Denton et al., 2010; Fuchs et al., 2001). Studies reveal that 74% of students who have reading problems or cannot read fluently until the third grade also have reading problems in the ninth grade and cannot read fluently (Lyon & Moats, 1997). It is aimed that students become fluent readers through regular poetry reading activities. Rasinski (2000) stated that poetry and reading fluency were a perfect match and poetry-based reading practices in the classroom developed students' reading fluency and comprehension skills naturally without the need for any training. He additionally expressed that the use of poems in repeated reading studies was suitable for all students, and it helped students improve their word recognition skills.

Only reading and listening to the poems is not enough for children to be introduced to the poetry. Children should constantly read and write poetry because the existence of a mutually supportive relationship between reading and writing skills is expressed in many studies (Graham & Hebert, 2010; Mayer, 2009; Mahurt, 2005; Perkins & Geough, 2010). Cullinan et al. (1995) state that poems are beneficial texts in education and support students' literacy skills since they contain the most beautiful structures and forms of a language. Additionally, Stange and Wyant (2008) express that the words in the poems keep the students' interest in reading and writing alive as they are linked in a rhyming and harmonious way. According to Campbell (2001), one of the positive results of reading poetry aloud is that it encourages students to write. Sekeres and Gregg (2007) state that when teachers

plan classroom activities by prioritizing poems at every stage, they will realize that students' reading, writing and comprehension skills improve.

Negative attitudes towards writing can be eliminated and transformed into positive ones through process-based environments where students feel safe without being evaluated with grades—creative writing springs to mind when it comes to process-based writing studies. Creative writing practices, in which students write without fear, topics are not limited by the teacher, grammatical issues are not given too much importance, content is provided equal significance with the standard features of the writing, and writing is based on not worrying about grades, appear as an alternative option for students to compose original articles (Eryaman, 2008; Bilton & Sivasubramaniam, 2009). It is seen that many definitions are stated in the literature on creative writing. The creative writing approach is defined as a reflection of the power of producing an innovative, original and extraordinary literary product (Ramet, 2007), establishing connections between ideas and concepts that have not been established before (Harper, 2010), writing recreated by the author rather than making a simple synthesis (Robinson, 2005), and the process of self-discovery, and self-expression while writing (Pardlow, 2003). Creative writing allows students to choose their own writing topics and methods (Bielick et al., 2001). Research indicate that creative writing exercises effectively encourage the participation of students who perform poorly in writing activities and are less interested in writing skills (Arshavskaya, 2015). Olthouse (2012), who states that writing is a cognitive process and includes affective processes, expresses that especially in creative writing practices, using different writing techniques and making lots of practice about these make it easier to learn the skills needed to be a good writer. In the early stages of creative writing practices, teaching students writing skills with ready-made templates related to the technique they will write yields more effective results. (De La Paz & McCutchen, 2011). Pre-writing templates help students feel comfortable in the writing process, as they guide students on what to write, how to organize information, and how to make connections (Hayes & Flower, 1980).

Neither activities related to short-term poetry units nor occasional poetry reading activities are sufficient to increase students' love and interest in poetry. Students should read, memorize and write poems all year round (Lehr, 2008). Unless activities regarding poems are highlighted in educational programs and students are involved with these kinds of activities, the value of poems will get unnoticed before they can be understood (Weaven & Clark 2011). Unless the practices in which poems are centred are included, children will not be able to enter the fun, rhythmic world of poems and will not have the opportunity to compose their own poems. Poems should be given priority in classroom activities, considering the prerequisite for acquiring language skills in the classroom and the principle of mutual determination. It is evident that poems have many benefits for students. Moreover, as students experience the pleasure of reading and writing poetry, they will also be interested in studies on different text types. In this regard, the main problem of the research can be expressed as "What is the effect of ABPS on the reading fluency and creative writing skills of third-grade primary school students?" The sub-problems researched in line with the determined main problem are as follows:

1. What is the level of reading fluency skills of third-grade primary school students to whom ABPS was applied and the control group students to whom the current Turkish curriculum was applied before and after the applications?
2. To what extent are the creative writing activities based on the ABPS effective in helping the third-grade students decide an appropriate title in the texts they write, apply the rules about grammar and page layout, improve their drawings, use of poetic techniques, content, and the richness of expression, reflect the organisation in their writings, follow the instructions and improve their ability to include creative ideas?

METHOD

In the collection, analysis and interpretation of the data obtained in the study, the "mixed method" consisting of quantitative and qualitative research methods was used. The mixed-method is defined as the researcher's combining qualitative and quantitative methods, approaches and concepts within a study or successive studies (Creswell, 2009). This research is a quasi-experimental study examining the effectiveness of the curriculum for the development of reading fluency and creative writing skills based on ABPS for primary school third-grade students. Sequential explanatory design, one of the mixed-method research designs, was used in the study (Creswell & Clark, 2007).

Study Group of the Research

The study group of the research consists of 56 third grade students. Since there were only two third-graders in the school where the research was conducted, the 3-B class was randomly assigned to the experimental group and the 3-A class to the control group. Experimental researchers match gender, pre-test scores, or a few of the individual characteristics so that the status of being in any of the groups should not affect the study results (Creswell, 2012). In order to systematically control the variables that might have an impact on the results of the research, before the experimental procedure, pre-test scores of "Attitude Scale towards Poetry" [$t_{(56)}=4,031, p>.05$], 2015-2016 academic year Turkish course end-of-year academic achievement scores [$t_{(56)}=.54, p>.05$], and independent groups t-test and chi-square analyses regarding gender [$X^2_{(1)}=.716; p>.05$] were conducted. As a result of these analyses, it can be stated that the experimental and control groups are equivalent in terms of related variables.

Data Collection Tools

Information on when and for what purpose the data collection tools were used in the research are explained below.

Data Collection Tools Used for Determining Reading Fluency Levels

To determine the accurate reading percentages of students in both the experimental and control groups, "Error Analysis Inventory", which is not a standardized test, was developed by Harris and Edward (1990), Ekwall and Shanker (1988) and May (1986), and adapted into Turkish by Akyol (2005), was used. While interpreting the accurate reading scores of the students, the reading fluency norms determined by Rasinski (2010) were taken as the basis. Accordingly, less than 92% is determined as anxiety levels, 92-98% as instructional level, and 99%-100% as independent level. In order to determine the prosodic reading levels of the students, the "Prosodic Reading Scale" developed by Ulusoy, Ertem and Dedeoğlu (2011) was used.

Poetry Writing Rubric

In the national and international literature, it is seen that scoring instructions called rubrics are used to evaluate students' written expression skills. Scoring guidelines used to evaluate written expression are of three types: basic, holistic and analytic (Weigle, 2002). The analytical scoring directive was preferred since it was suitable for the purpose of this study. The researcher developed the analytical scoring directive to evaluate the poems written by the students during the study since the analytic scoring tools can evaluate the features of a text more effectively than other scoring directives and allow students to increase the quality of their writings. The "Scoring Key" developed by the researcher was used to evaluate the quality of the poems prepared by the students. After the developed scoring key was presented to the opinion of five experts (four in Turkish Education and one in assessment and evaluation), it was given its final form. The scoring key consists of 10 items: title, grammar, page layout, picture/drawing, use of poetic techniques, content, the richness of expression/word use, organisation, following instructions, and creativity. For the sub-dimensions, the student's achievement levels were determined as inadequate (1), need improvement (2), good (3) and excellent (4), and these levels were characterized by scoring. The performance responses were clearly

defined to the lines opposite each sub-dimension, and the poems were evaluated based on these responses. As the texts written at the beginning and end of the study were evaluated by two experts in the field as well as the researcher, reliability between appraisers was checked. Kendall's coefficient of concordance was used for inter-rater reliability since the number of appraisers was more than two. Kendall's coefficient of concordance was found to be $W=.83$ in the analyses. According to this result, it was determined that there was a high level of concordance between the raters.

Application Process

While planning and implementing the activities carried out throughout the application, entertainingly organising the activities and ensuring that all students in the class were active were given importance to improve students' attitudes towards reading and writing poetry. The activities were prepared to prioritise the achievements of the Primary School Turkish Program for the third-grade students, integrate reading fluency and creative writing skills, and support students to achieve their basic language skills. Lesson plans prepared in line with ABPS were created by making use of the studies on reading and writing related to poems.

Reading fluency strategies and creative writing activities were designed and implemented following the ABPS at every stage of the lessons. After poetry reading activities based on reading fluency strategies were carried out in the first part of each lesson, writing activities based on creative writing practices were conducted. In reading fluency studies based on poetic texts, activities related to reading fluency skills were carried out as a whole. In poetry reading studies, text selection was made considering the fluent reading strategy to be applied. The activities were carried out two days a week and 2 class hours a day, in a total of 72 lesson hours. Each week, 15-20 minutes of the first lesson was reserved for reading, and the other 15-20 minutes were devoted to information and practice studies about poetry techniques. The first 30 minutes of the second lesson were planned for poetry writing, and the last 10 minutes were devoted to sharing and evaluating the poems.

In the poetry writing studies carried out based on creative writing practices, care was taken to select the poems that serve the purpose of preparing for the poetry technique planned to be taught weekly and create preliminary knowledge about the poetry technique in the students. For instance, before starting the writing study with mathematical poems, the pre-writing preparation stage was carried out by reading a poem on "Numbers". Before writing, studies were conducted on thinking techniques (brainstorming, concept map, mind map, cluster formation, etc.) that support and develop creative thinking in creative writing activities and the poetry technique to be taught. After the presentation about the poetry technique to be taught by the teacher on the computer, preliminary and activity worksheets containing the features required by that technique were distributed to the students. The researcher prepared different worksheets with the same features in every sense to prevent students from being influenced by each other and ensure that each student benefits from the studies at the highest level. After the students gained theoretical knowledge about the poetry technique, a definitive study was carried out on the board about the topics that the students knew well under the teacher's guidance. Before writing a sample poem using the technique, a study was conducted with the students about the pre-writing thinking processes. After the students gained preliminary knowledge of the technique, they started writing individually or in collaboration. The writing process was completed based on the stages of writing (drafting, revising, editing and publishing). During the writing process, feedback and correction studies were carried out on the poems written by the students. After the students completed their writing work, they shared their poems with the class. Then, they exchanged opinions about the learned poetry technique and the writing process, and the activities for the future lessons were planned by taking notes about the missing parts.

FINDINGS AND INTERPRETATION

Findings related to the first problem of the research are explained below. The pre-test and post-test results regarding the reading fluency levels of the students in the experimental and control groups are demonstrated in Table 1.

Table 1. Distribution of Pre-Test and Post-Test Scores of the Students in the Experimental and Control Group on Reading Fluency

Student	EXPERIMENTAL GROUP					CONTROL GROUP									
	PRE-TEST		POST-TEST			PRE-TEST		POST-TEST							
	Number of Words Read Per Minute	Errors in Reading Aloud	Number of Correct Words Read Per Minute	Reading Accuracy Percentage	Prosody Score	Number of Words Read Per Minute	Errors in Reading Aloud	Number of Correct Words Read Per Minute	Reading Accuracy Percentage	Prosody Score	Number of Words Read Per Minute	Errors in Reading Aloud	Number of Correct Words Read Per Minute	Reading Accuracy Percentage	Prosody Score
FS1	34	3	31	91	18	56	1	55	98	41	MS1	23	5	18	78
MS1	53	8	45	85	20	53	1	52	98	40	MS2	56	12	44	79
MS2	53	10	43	81	19	85	3	82	96	38	FS1	73	3	70	96
MS3	53	6	47	89	19	94	6	88	94	44	FS2	40	8	32	80
FS2	73	4	69	95	32	100	4	96	96	54	MS3	61	9	52	85
MS4	29	12	17	59	15	70	4	66	94	38	MS4	20	7	13	65
MS5	17	3	14	82	15	60	3	57	95	36	FS3	56	6	50	89
MS6	40	4	36	90	26	73	2	71	97	47	FS4	73	2	71	97
MS7	81	11	70	86	27	133	3	130	98	50	FS5	34	1	33	97
MS8	31	2	29	94	17	61	1	60	98	47	FS6	69	8	61	88
FS3	22	9	13	59	15	61	8	53	87	33	FS7	36	11	25	69
MS9	55	3	52	95	33	83	1	82	99	56	MS5	69	8	61	88
MS10	13	7	6	46	12	23	3	20	87	19	MS6	23	8	15	65
MS11	60	7	53	88	19	76	2	74	97	43	MS7	36	1	35	97
MS12	100	6	94	94	30	140	1	139	99	52	FS8	45	10	35	77
FS4	67	2	65	97	21	100	0	100	100	51	MS8	31	4	27	87
FS5	4	1	3	75	12	23	4	19	83	16	FS9	36	6	30	83
MS13	58	5	53	91	26	89	1	88	99	49	FS10	69	8	61	88
MS14	43	4	39	91	23	100	0	100	100	50	FS11	92	3	89	97
MS15	43	7	36	46	14	69	3	66	96	29	MS9	53	0	53	100
FS6	36	6	30	83	22	95	1	94	99	54	MS10	34	1	33	97
MS16	36	3	33	92	19	29	5	73	94	46	FS12	23	8	15	65
FS7	40	7	33	83	24	81	3	78	96	52	FS13	41	4	37	90
MS17	83	6	77	93	22	95	5	90	95	44	MS11	43	9	34	79
MS18	5	3	2	40	12	16	1	15	94	18	MS12	14	5	9	64
FS8	36	3	33	92	19	61	5	56	92	36	FS14	57	6	51	89
-	-	-	-	-	-	-	-	-	-	-	MS13	18	5	13	72
-	-	-	-	-	-	-	-	-	-	-	MS14	20	8	12	60
-	-	-	-	-	-	-	-	-	-	-	FS15	33	9	24	73
-	-	-	-	-	-	-	-	-	-	-	FS15	53	9	45	85

*EGPr= Experimental Group Pre-Test, KGPr= Control Group Pre-Test; EGPo= Experimental Group Post-Test, CGPo Control Group Post-Test

When Table 1, regarding the pre-and post-application of the students in the experimental group, in which ABPS was implemented, and the students in the control group, in which the activities were carried out according to the current Turkish Education Program, it is seen that there is an increase in reading levels [(EGPr ED=18, ÖD=8, BD=0), (EGPo ED=2, ÖD= 18, BD=6); (CGPr ED=24, ÖD=6, BD=0), (CGPo ED=8, ÖD= 20, BD=2)] and prosody levels [(EGPr KD=10, OD=16, İD=0), (EGPo KD=3, OD= 6, İD=17); (CGPr ED=23, ÖD= 7 BD=0), (CGPo ED=6, ÖD= 22, BD=2)] of the students in both groups. It is seen that the increase in both reading fluency and prosodic reading levels is higher in the experimental group. Similarly, when the reading errors in Table 1 are examined [(EGPr TOH=142), (EGPo TOH=71); (CGPr TOH=184), (CGPo TOH=135)], it is seen that there is a decrease in the reading errors of students in both groups; however, the decrease is higher in the experimental group students. Additionally, when the mean values of the students in both groups regarding their accurate reading are examined [(EGPr \bar{x} = 39,34, EGPo \bar{x} = 73,23); (CGPr \bar{x} = 38,26, CGPo \bar{x} = 60,33)], it is seen that there is an improvement. The increase in the mean scores of the students in the experimental group regarding accurate reading is higher than the students in the control group. According to these findings obtained as a result of the research, it can be stated that reading activities based on ABPS are more effective on students' reading fluency skills than activities performed according to the current Turkish curriculum.

Findings related to the second problem of the research are explained below. The pre-test and post-test results regarding the creative writing dimensions of the students in the experimental and control groups are demonstrated in Table 2.

Table 2. Comparison of Pre-Test and Post-Test Scores of the Experimental and Control Groups on Creative Writing Dimensions

Dimensions	Correlated Measures Group	Pre-Test Scores			Post-Test Scores		
		N	\bar{X}	S	N	\bar{X}	S
Deciding a Title	Experimental Group	26	1,88	0,431	26	3,19	0,693
	Control Group	30	1,63	0,490	30	2,36	4,767
	Total	56	1,75	0,460	56	2,77	2,73
Grammar	Experimental Group	26	1,76	0,429	26	3,03	0,958
	Control Group	30	1,70	0,534	30	2,36	0,639
	Total	56	1,73	0,481	56	2,69	0,798
Page Layout	Experimental Group	26	1,65	0,485	26	3,00	1,019
	Control Group	30	1,60	0,563	30	2,20	0,664
	Total	56	1,63	0,524	56	2,60	0,841
Drawing	Experimental Group	26	1,38	0,496	26	3,00	1,019
	Control Group	30	1,10	0,305	30	2,06	0,583
	Total	56	1,24	0,400	56	2,53	0,801
Using Poetry Techniques	Experimental Group	26	1,00	0,00	26	3,11	0,711
	Control Group	30	1,00	0,00	30	1,83	0,461
	Total	56	1,00	0,00	56	2,47	0,586
Content	Experimental Group	26	1,00	0,000	26	2,92	0,976
	Control Group	30	1,06	0,253	30	1,83	0,833
	Total	56	1,03	0,127	56	2,37	0,904
Richness in Expression	Experimental Group	26	1,57	0,503	26	2,96	0,999
	Control Group	30	1,26	0,449	30	2,20	0,819
	Total	56	1,41	0,476	56	2,58	0,909
Organisation	Experimental Group	26	1,00	0,000	26	2,92	0,976
	Control Group	30	1,06	0,253	30	1,80	0,550
	Total	56	1,03	0,127	56	2,36	0,763
Following the Instructions	Experimental Group	26	1,00	0,000	26	3,26	0,777
	Control Group	30	1,00	0,000	30	1,83	0,461
	Total	56	1,00	0,000	56	2,54	0,619
Creativity (Originality)	Experimental Group	26	1,03	0,196	26	2,73	1,041
	Control Group	30	1,00	0,000	30	1,43	0,568
	Total	56	1,01	0,098	56	2,08	0,804

When Table 2, related to the pre-test and post-test scores of the students in the experimental and control groups regarding all sub-dimensions of creative writing, is examined, it is seen that there is no significant difference between the pre-test mean scores of the students in both groups. [(\bar{X} Deciding a Title EG=1,88, \bar{X} Deciding a Title CG=1,63); (\bar{X} Grammar EG=1,76, \bar{X} Grammar CG=1,70); (\bar{X} Page Layout EG=1,65, \bar{X} Page Layout CG=1,60); (\bar{X} Drawing EG=1,38, \bar{X} Drawing CG=1,10); (\bar{X} Poetry Technique EG=1,00, \bar{X} Poetry Technique CG=1,00); (\bar{X} Content EG=1,00, \bar{X} Content CG=1,06); (\bar{X} Richness in Expression EG=1,57, \bar{X} Richness in Expression CG=1,26); (\bar{X} Organisation EG=1,00, \bar{X} Organisation CG=1,06); (\bar{X} Following the Instructions EG=1,00, \bar{X} Following the Instructions CG=1,00); (\bar{X} Creativity EG=1,03, \bar{X} Creativity CG=1,00)]. When the mean scores of the experimental and control groups are examined, it can be stated that the students in both groups were in equal groups in terms of the mean scores of all sub-dimensions of creative writing before the application.

Similarly, when the post-test scores of the experimental group regarding all sub-dimensions of creative writing in Table 2 are examined after the application [(\bar{X} Deciding a Title EG=3,19 \bar{X} Deciding a Title CG=2,36); (\bar{X} Grammar EG=3,03 \bar{X} Grammar CG=2,36); (\bar{X} Page Layout EG=3,00 \bar{X} Page Layout CG=2,20); (\bar{X} Drawing EG=3,00 \bar{X} Drawing CG=2,06); (\bar{X} Poetry Technique EG=3,11 \bar{X} Poetry Technique CG=1,83); (\bar{X} Content EG=2,92 \bar{X} Content CG=1,83); (\bar{X} Richness in Expression EG=2,96 \bar{X} Richness in Expression CG=2,20); (\bar{X} Organisation EG=2,92 \bar{X} Organisation CG=1,80); (\bar{X} Following the Instructions EG=3,26 \bar{X} Following the Instructions CG=1,83); (\bar{X} Creativity EG=2,73 \bar{X} Creativity CG=1,43)], it is seen that there is an increase in all sub-dimensions of creative writing in both groups compared to the initial level. In these increases, it is seen that the highest increase was in the experimental group, and the increase in the control group was minimal. Repeated measures ANOVA test results regarding the creative writing pre-test and post-test scores of the students in the experimental and control groups are demonstrated in Table 3.

Table 3. Pre-Test and Post-Test Scores of Repeated Measures ANOVA on Creative Writing of Experimental and Control Groups

Dimension	Source of Variance	Sum of Squares	Df	Mean Squares	F	p.
Deciding a Title	Intra-Subjects					
	Time (Pretest-Posttest)	29,012	1	29,012	203,391	,000
	Time*Group	2,297	1	2,297	16,107	,000
	Error	7,703	54	0,143		
	Inter-Subjects					
	Group	4,038	1	4,038	16,200	,000
	Error	13,462	54	0,249		
	Group 1*Group2					
	Mean Difference	1,021				,001
Grammar	Intra-Subjects					
	Time (Pretest-Posttest)	23,473	1	23,473	123,772	,000
	Time*Group	3,438	1	3,438	18,126	,000
	Error	10,241	54	0,190		
	Inter-Subjects					
	Group	2,463	1	2,463	7,093	,010
	Error	18,751	54	0,347		
	Group 1*Group2					
	Mean Difference	0,918				,000
Page Layout	Intra-Subjects					
	Time (Pretest-Posttest)	26,377	1	26,377	149,270	,000
	Time*Group	3,877	1	3,877	21,942	,000
	Error	9,542	54	0,177		
	Inter-Subjects					
	Group	4,096	1	4,096	10,863	,000
	Error	20,363	54	0,377		
	Group 1*Group2					
	Mean Difference	0,427				,016
Drawing	Intra-Subjects					
	Time (Pretest-Posttest)	46,431	1	6,377	216,887	,000
	Time*Group	2,931	1	2,931	13,690	,001
	Error	11,560	54	0,214		
	Inter-Subjects					
	Group	5,165	1	5,165	16,823	,000
	Error	16,580	54	0,307		
	Group 1*Group2					
	Mean Difference	0,427				,016
Using Poetry Techniques	Intra-Subjects					
	Time (Pretest-Posttest)	60,554	1	60,554	347,487	,000
	Time*Group	11,447	1	11,447	65,687	,000
	Error	9,410	54	0,174		
	Inter-Subjects					
	Group	5,723	1	5,723	65,687	,000
	Error	4,705	54	0,087		
	Group 1*Group2					
	Mean Difference	1,474				,000
Content	Intra-Subjects					
	Time (Pretest-Posttest)	50,385	1	50,385	132,035	,000
	Time*Group	9,313	1	9,313	24,406	,000
	Error	20,606	54	0,382		
	Inter-Subjects					
	Group	3,645	1	3,645	15,575	,000
	Error	12,637	54	0,234		
	Group 1*Group2					
	Mean Difference	1,345				,000

Richness in Expression	Intra-Subjects					
	Time (Pretest-Posttest)	27,430	1	27,430	138,732	,000
	Time*Group	4,287	1	4,287	21,684	,000
	Error	10,677	54	0,198		
	Inter-Subjects					
	Group	6,875	1	6,875	16,154	,000
	Error	22,982	54	0,426		
	Group 1*Group2					
	Mean Difference	0,992				,000
Organisation	Intra-Subjects					
	Time (Pretest-Posttest)	49,144	1	49,144	178,627	,000
	Time*Group	9,858	1	9,858	35,831	,000
	Error	14,856	54	0,275		
	Inter-Subjects					
	Group	3,886	1	3,886	21,352	,000
	Error	9,828	54	0,182		
	Group 1*Group2					
	Mean Difference	1,328				,000
Following the Instructions	Intra-Subjects					
	Time (Pretest-Posttest)	67,038	1	67,038	340,195	,000
	Time*Group	14,359	1	14,359	72,867	,000
	Error	10,641	54	0,197		
	Inter-Subjects					
	Group	7,179	1	7,179	72,867	,000
	Error	5,321	54	0,099		
	Group 1*Group2					
	Mean Difference	1,551				,000
Creativity	Intra-Subjects					
	Time (Pretest-Posttest)	31,467	1	31,467	97,362	,000
	Time*Group	11,039	1	11,039	34,154	,000
	Error	17,453	54	0,323		
	Inter-Subjects					
	Group	6,241	1	6,214	33,572	,000
	Error	9,996	54	0,185		
	Group 1*Group2					
	Mean Difference	1,063				,000

When the repeated measures ANOVA test results of the experimental and control groups' pre-test and post-test scores on creative writing are examined [Deciding a Title ($F(1,54)=16,10$; $p<.05$)], [Grammar ($F(1,54)=18,12$; $p<.05$)], [Page Layout ($F(1,54)=21,94$; $p<.05$)], [Drawing ($F(1,54)=13,69$; $p<.05$)], [Poetry Technique ($F(1,54)=65,68$; $p<.05$)], [Content ($F(1,54)=24,40$; $p<.05$)], [Richness in Expression ($F(1,54)=21,68$; $p<.05$)], [Organisation ($F(1,54)=35,83$; $p<.05$)], [Following the Instructions ($F(1,54)=72,86$; $p<.05$)], [Creativity ($F(1,54)=34,15$; $p<.05$)], a significant difference is seen between the groups favouring the experimental group. When the mean scores of the pre-and post-tests between the experimental and control groups are examined [Deciding a Title ($F(1,54)=16,20$; $p<.05$)], [Grammar ($F(1,54)=7,093$; $p<.05$)], [Page Layout ($F(1,54)=10,86$; $p<.05$)], [Drawing ($F(1,54)=16,82$; $p<.05$)], [Poetry Technique ($F(1,54)=65,68$; $p<.05$)], [Content ($F(1,54)=15,57$; $p<.05$)], [Richness in Expression ($F(1,54)=16,15$; $p<.05$)], [Organisation ($F(1,54)=21,35$; $p<.05$)], [Following the Instructions ($F(1,54)=72,86$; $p<.05$)], [Creativity ($F(1,54)=33,57$; $p<.05$)], a significant difference is seen favouring the experimental group in the post-tests. It can be stated that the significant difference in all sub-dimensions related to creative writing was in favour of the students in the experimental group because of the ABPS.

CONCLUSION, DISCUSSION AND SUGGESTIONS

It is concluded that the program based on ABPS contributed to the development of reading fluency and creative writing skills of the students in the experimental group. The results of the effect of ABPS on reading fluency and creative writing skills are discussed under separate headings, using national and international literature.

Activity-Based Poetry Studies and Reading Fluency

It is seen that the results obtained from the study are similar to the results of other studies on reading fluency (Baştuğ, 2012; Çayır, 2014; Keskin, 2012; Sidekli, 2010). When the means of reading rates in the pre-test of the experimental and control group students were evaluated, it is seen that they were below the averages of the studies conducted in Turkey (Güneş, 2013) and the norms quoted by Rasinski (2010). Many sources in the literature also emphasize that students' low reading rate also affects other skills such as prosodic reading and comprehension (Egmon, 2008; Klauda & Guthrie, 2008; Miller & Schwanenflugel, 2008; Wise et al., 2010). The findings of the prosody skill in this study show similarities with the studies of Baştuğ (2012) with third-grade students, Çayır (2014) with second-grade students, Keskin (2012) and Yıldız, Yıldırım, Ateş and Çetinkaya (2009) with fourth-grade students. However, they are not similar to the study conducted by Ateş and Yıldız (2011). Students' prosodic reading skills reaching a certain level can be associated with their reaching a certain level in accurate and speed reading. It is seen that students not gaining a certain level of reading speed cannot read prosodically. Being able to read prosodically is basically a cognitive process, and it develops later than the ability to read accurately and quickly as it requires understanding the text. The acquisition and development of prosodic reading skills require a long process. The fact that the study was conducted two days a week for 18 weeks is thought to be effective in students' gaining and improving their prosodic reading skills.

When the international literature is examined, it is seen that the studies centred on the poems significantly improved the students' reading fluency skills. In their study based on poems, Sekeres and Gregg (2007) stated that 3rd-grade students with reading difficulties improved their reading fluency, word recognition, meaning construction skills, attention in the reading process, and self-confidence. Faver (2008) determined as a result of the study with the second-grade students with repeated reading activities based on poetic texts that initially reluctant students with low reading levels were willing to read after the activities, and their reading fluency and reading comprehension skills improved. Rasinski and Zimmerman (2013) found out that the students' word recognition, reading and comprehension skills improved, they gained a positive attitude towards reading and thought of themselves as better readers after the 20-25 minute reading studies on poems in the reading clinic. They also stated that students made remarkable progress in their reading success, motivation and self-confidence as readers. In this study, it is thought that reading activities based on poems demonstrated the expected effect by improving students' reading fluency skills. It is also seen that the result obtained from the study is similar to other studies designed similarly on reading fluency activities regarding poems (Faver, 2008; Kocolas, 2013; Lima, 2011; Newsome, 2008; Wilfong, 2008).

Activity-Based Poetry Studies and Creative Writing

Creative writing exercises based on ABPS had a positive effect on improving the poetry writing skills of the students in the experimental group in all sub-dimensions. This result obtained from the research is similar to the creative writing studies in the national and international literature (Ak, 2011; Akdal, 2011; Ataman, 2008; Beydemir, 2010; Colantone, Cunningham, & Dreznes 1998; Dolmaz & Kaya, 2018; Erdoğan, 2012; Öztürk, 2007; Temizkan, 2011; Vanderburg, 2005). Studies asking students to visualize the poems they write or read are among the activities that will appeal to primary school students who love painting (Kemiksiz & İncebacak, 2017). During the research, it was observed that the students liked to draw pictures next to the poems they wrote. It is considered that students draw pictures next to the poems they write since they want to make them more understandable by embodying the emotions and thoughts they try to express in the poems. According to Smutny (2001), poems are more understandable when they are expressed with pictures.

It is crucial for students to be exposed to various poems that they can use as a model in writing poetry for their emotional stimulation that will inspire them to write (Codan, 2004; Dils, 2004) because the development of students' poetry writing skills can be achieved by providing a rich classroom environment with poetic activities. Many researchers studying poems state that students should know concepts and techniques related to writing poems (Hunley, 2007; Sale, 2016). It is stated

in the studies that when students learn about various new techniques and do practices related to poetry writing, their anxiety of writing poems decreases, motivation increases, and they develop the necessary skills, regardless of their age and poetry writing skill level (Bagherkazemi and Alemi, 2010; Nasr, 2001). Huck et al. (2001) also state that it is not easy to write poetry, yet when students are given specific poetic structures, they can write beautiful poems containing the features of poetic texts, like a poet. Friedman (2012) expressed that children who could not write poetry at all became able to write it, and they became more confident about it as a result of encountering different types of poetry. Additionally, Friedman (2012) stated that students' literacy skills could be improved through poems.

It is considered that the reading activities before the creative writing activities related to the poems were influential in the higher creativity scores of the students in the experimental group. It is stated in many studies that there is a linear relationship between students' reading skills and creative writing skills. Dolmaz and Kaya (2018) concluded in their study examining the relationship between 7th-grade students' creative writing skills and linguistic skills that as students' reading skill scores increase, their creative writing skill scores also increase. In the same study, students' writing skill scores and creative writing skill scores were linear. It was observed that as the writing skill scores increased, the creative writing skill scores also increased. As a result of the creative writing activities based on poems conducted throughout the research, it is seen that the findings of the students in the experimental group regarding the creativity-related post-test scores coincide with the findings of the studies conducted by Akdal (2011), Beydemir (2010) and Tonyalı (2010).

In the light of the findings obtained from the research, the following suggestions were made for teachers and researchers.

- It is considered that students can gain reading fluency skills in a shorter time by giving more place to poetic texts in reading fluency studies.
- It is considered that when poetry reading and writing activities are designed and carried out in a way to support each other, it will contribute more to the development of students' reading fluency, comprehension and creative writing skills.
- Apart from the effect of ABPS on reading fluency and creative writing skills, research can be conducted on its effects on the development of speaking and listening skills.
- In order to evaluate students' reading fluency skills more comprehensively, studies can be carried out with students from different socio-economic levels, with larger samples and at different grade levels.
- Poetry books suitable for different reading levels can be prepared by reading experts to teach reading fluency.
- In the first step of primary education, creative writing practices based on poems can often be included in Turkish lessons to improve students' reading and writing skills.

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Appendix 1. Distribution of Reading and Writing Activities Based on Poems by Weeks

	Monday		Thursday	
	Reading Fluency	Creative Writing	Reading Fluency	Creative Writing
Evaluation of Students - Pre-Test				
Week 1	Nursery Rhyme	Preliminary Study on Poetry	Reading Study with the Poem "Books"	Preliminary Study on Poetry
Week 2	Reading Study with the Poem "My Teacher"	Finding an Appropriate Title for the Poem	Reading Study with the Poems "My School", "My Home of Knowledge"	Free Poetry Writing
Week 3	Reading Study with the Poems "Our Health" "My Teacher"	Free Poetry	Reading the poems "Primary Education" and "Frugal Student"	Completing the unfinished poem "Our Health"
Week 4	Completing the missing words in the lines of the poems "Earthquake" and "Traffic", reading the completed poems by the students	Presenting sample acrostics called "Atatürk" "Let's Follow the Traffic Rules", Students' writing acrostics about the seasons.	Choral reading study with the poem "Republic Day"	Puzzle solving study on the qualities that a good friend should have An acrostics writing study called My Dear Friend.
Week 5	Reading the poems "October 29" and "Republic".	Puzzle and sentence completion study on Adjectives and Verbs prepared in groups A and B. Writing study on the genre of poetry called "Cinquain"	Choral reading study with the poem "Republic Day"	Writing study on the genre of poetry called "Cinquain"
Week 6	Arranging the nursery rhymes, prepared as A, B and C groups, and given in a mixed way, by students and Reading study about them	Study of "Syllable Knowledge" and "Creating Meaningful Words", prepared in the form of groups A and B. Arranging the nursery rhymes, prepared as A, B and C groups, and given in a mixed way, by students	Reading the poems about "Kızılay" by students, by completing their missing syllables	Writing study on the genre of poetry called "Haiku"
Week 7	Reading the poem "Health Game"	Writing study on the genre of poetry called "To Introduce Yourself"	Reading the poem "Months"	Writing study on the genre of poetry called "Autobiographic "
Week 8	Choral reading study of the poem "Atatürk"	Writing study on the genre of poetry called "Autobiographic "	Reading the poem "Ataturk Oratorio"	Writing study on the genre of poetry called "Tanka"
Week 9	Choral reading study of the poem "Your Comment, My teacher"	"Study of Synonyms and Antonyms" Writing study on the genre of poetry called "Diamonte"	Choral reading study of the poem "All the Flowers of the World"	Writing study on the genre of poetry called "Diamonte"
Week 10	Reading Study with the Poem "Occupations Speaking"	Writing study on the genre of poetry called "Visual"	Choral reading study of the poem "Our organs"	Writing study on the genre of poetry called "Visual"
Week 11	Reading Study with the Poem "Vehicles"	Rewriting the poem by changing the order of the words in the poem	Reading Study with the Poem "Numbers"	Writing study on the genre of poetry called "Math Poems"
Week 12	Reading Study with the Poem "Traffic Lights"	Writing study on the genre of poetry called "Math Poems"	Reading Study with the Poem "Domestic Goods"	Writing study on the genre of poetry called "Alphabet (Abc)"
Week 13	Reading Study on the Jokes of Nasreddin Hodja	Writing study on the genre of poetry called "Alphabet (Abc)"	Reading Study with the Poem "Nasreddin Hodja"	Writing study of the "Jokes of Nasreddin Hodja " as a poem

Week 14	Reading Study with the Poem "Book"	Writing study of the "Jokes of Nasreddin Hodja " as a poem	Reading Study with the Poem "I Want a Hometown"	Writing study on "A poem with 11-word "
Week 15	Reading Study with the Poem "Trees"	Writing a poem by looking at cartoons (images, pictures) on the subject of Let's Protect Our Environment	Reading Study with the Poem "Earthquake"	Writing a poem on natural disasters by looking at cartoons (visuals, pictures) (with music)
Week 16	Reading Study with the Poem "Kelođlan and Aykız"	Writing a poem on "Helpfulness" by looking at cartoons (visuals, pictures)	Reading Study with the Poem "Energy Saving"	Writing a poem by using cartoons about Energy Saving
Week 17	Reading Study with the Poem "Conscious Consumers"	Writing a poem on consumer week by looking at cartoons (visuals, pictures)	Reading Study with the Poem "Communication Tools"	Free Poetry Writing
Week 18	CONDUCTING POST-TESTS			