Journal of Social Sciences Research & Policy (JSSRP)

GISSR
Global Institute of
Social Sciences Research

Enhancing Preschoolers' Language Development Through Dialogic Reading: An Experimental Study

Dr. Saira Taj[1], Qasima khalid[2], Misbah Khawas[3], Dr. Asifa Younas[4], Sana Khan[5]
1. Assistant Professor, Faculty of Education, Lahore College for Women University, Lahore, Pakistan.
2. Institute of Social and Cultural Studies, University of Punjab, Lahore Pakistan.
3. Visiting Lecturer, Institute of Education and Research, University of Punjab, Lahore, Pakistan.
4. PST Teacher at Government Primary School 67 GB, District Faisalabad, Pakistan.
5. Lecturer in Education Department at Government College Women University, Faisalabad, Pakistan.

Abstract: *This study examined the efficacy of a four-week dialogic reading (DR) intervention on the receptive and expressive language abilities of preschool children aged 4–5 years from low-income homes. A pretest-posttest control group experimental design was utilized. There were 60 kids in kindegarten, Lahore, who were randomly put into an experimental group (n = 30) and a control group (n = 30). Data were collected utilizing the Test of Early Language Development – Third Edition (TEDİL-3) and a Personal Information Form. The researcher read eight picture books aloud to the experimental group twice a week for four weeks using dialogic reading techniques. These techniques encourage children to take part by asking open-ended questions, giving prompts, and expanding on what they say. In the control group, the classroom instructor read the same eight picture books aloud in a typical, monologic approach, meaning that the teacher read the text with little interaction other than the tale. The pretest findings showed that the groups had the same level of receptive and expressive language skills before the intervention. Posttest analysis demonstrated substantial enhancements in both receptive and expressive language scores for the experimental group relative to the control group, demonstrating that dialogic reading was more efficacious in promoting language development within this sample. These results are consistent with prior studies highlighting the significance of interactive, dialogue-driven reading in improving children's linguistic skills, particularly for those from socioeconomically disadvantaged homes. The study emphasizes the significance of integrating organized, interactive reading practices into early childhood education to optimize language development. Suggestions include giving teachers training in dialogic reading skills, adding these techniques to preschool curricula, and doing more study to find out how these techniques work over time and in different cultural and socioeconomic settings.*

Introduction

Language is an essential component of children's development, facilitating learning, communication, and relationship-building, while also helping them comprehend their surroundings (Brock & Rankin, 2008). It is widely acknowledged that engaging with more proficient speakers, fostering a literacy-rich home and school environment, and participating in interactive book reading are essential activities to facilitate language development in preschool-aged children (Berk, 2013). Primarily, research indicates that parent-child reading correlates with outcome measures including language development, emergent literacy, and reading proficiency (Bus, IJzendoorn & Pellegrini,

Reading to kids while they are young has been shown to help them learn new words, talk to people, and remember things. (Powell, Diamond, Burchinal & Koehler, 2010; Sim & Berthelsen, 2014).

Research studies demonstrate a correlation between the frequency of children's book reading experiences and their receptive vocabulary and early literacy skills. (Sutton, Sofka, Bojczyk, and Curenton, 2007). In addition to the frequency of book reading, a child's amount of engagement was also associated with their learning. Researchers have discovered that dialogical reading, which necessitates a higher level of contact among children, positively influences the language skills of children from low-income homes (Zevenbergen, Whitehurst & Zevenbergen, 2003).

Shared book reading, whether at home or at school, entails an adult reading aloud to a child or a group of youngsters (Hindman, Skibbe, & Foster, 2014; Gormley & Ruhl, 2005). The literature identifies two primary forms of cooperative book reading: "monologic (traditional)" and "dialogic." Gormley and Ruhl (2005) characterized monologic reading as "a verbatim reading of the text with no pausing for questions or verbal interaction between adult and child." Conversely, dialogic reading entails the alteration of roles between adults and children during the reading process.

Whitehurst and his colleagues (1988) came up with the idea of dialogic reading. The fundamental idea behind dialogic reading is to teach kids how to tell stories instead of just listening to them. During dialogic reading, the adult acts as an active listener by asking questions, offering additional information, and encouraging the child to provide more detailed descriptions of the picture book (Lonigan & Whitehurst, 1998). To promote meaningful interaction, the PEER and CROWD strategies are often used (Whitehurst et al., 1994). The PEER sequence involves prompting the child with a question, evaluating the response, expanding on it by rephrasing or adding information, and then repeating the prompt to reinforce learning. Similarly, the CROWD strategy incorporates five types of prompts: completion prompts, which require the child to fill in missing information; recall prompts, which ask the child to remember details from the story; open-ended prompts, which encourage the child to discuss the book in their own words; wh-prompts, which involve questions such as what, where, or why; and distancing prompts, which help the child relate the story to real-life experiences (Zevenbergen et al., 2003).

Literature Review

Numerous experimental investigations have investigated the impacts of dialogic reading, consistently indicating its beneficial impact on children's language development. Arnold, Lonigan, Whitehurst, and Epstein (1994) executed a one-month, home-based intervention, revealing that children's linguistic skills enhanced more significantly than through the reading of an equivalent number of standard picture books. In the same way, dialogic reading programs at home and at school have been good for kids from low-income households (Whitehurst et al., 1994). More recently, Lonigan, Purpura, Wilson, Walker, and Clancy-Menchetti (2013) found that kids who did small group dialogic reading, phonological awareness, or letter knowledge exercises made more progress in their development than kids who only followed the conventional school curriculum. Researchers have also looked into how well dialogic reading works

in different cultures and languages. Opel, Ameer, and Aboud (2009) implemented a four-week intervention with rural Bangladeshi preschoolers, yielding a significant enhancement in expressive vocabulary, increasing from 26% to 54%. Elmonayer (2013) found that phonological awareness improved in Egypt after a dialogic reading program. Akoglu, Ergul, and Duman (2013) found that orphanage children in Turkey had big improvements in both receptive and expressive language skills after a four-week intervention.

Teaching through Dialogue

Dialogic teaching is a method of teaching that focuses on how to utilize conversation to help kids learn and grow. Based on the research of Nystrand et al. (1997), Wells (1999), Alexander (2008), Resnick et al. (2015), and Mercer (1995), dialogic education stresses that knowledge is built through interaction, not just by the teacher telling the student what to do. This approach promotes authentic communication between educators and learners, transcending the conventional Initiation-Response-Evaluation (IRE) framework.

In a comparative study of classroom discourse across countries, Alexander (2001) noted that Russian classrooms frequently utilized dialogic exchanges to enhance student cognition. Inspired by Bakhtin's (1986) claim that "if an answer does not give rise to a new question from itself, it falls out of the dialogue," Alexander (2008) created a paradigm for dialogic education that seeks to enhance student comprehension through intentional conversation. His latest study (Alexander, 2018), a randomized control trial, showed that dialogic teaching works: after 20 weeks, students whose teachers had been trained in dialogic teaching did better than their peers in English, Math, and Science by the equivalent of two months' progress.

Theoretical and Practical Aspects of Dialogic Learning

Dialogic teaching focuses on dialogue in the classroom, while dialogic learning looks at dialogue as a way to change things in a wider range of social and educational settings. Flecha (2000) has significantly contributed to the theoretical framework and empirical evidence about the effects of dialogic learning, especially for students from varied cultural and socioeconomic contexts. His approach is based on seven principles of dialogic learning. These ideas are used as conceptual tools to promote fair and inclusive teaching methods that improve cognitive growth through conversation.

One practical implementation of these ideals is the Dialogic Literary Gatherings (DLGs), where participants—including children, adults, and volunteers—engage in collaborative conversations on great literary texts. These meetings follow egalitarian rules: everyone has the same right to speak, and contributions are judged by how well they make sense, not by who they are. This method not only encourages deep understanding, but it also helps students share what they've learned with their families and communities, which leads to bigger changes in society (Soler, 2015). Flecha's impact transcends theoretical boundaries. He was in charge of the sole EU-funded research project in the Socioeconomic Sciences and Humanities in 2006. It was one of the European Commission's top 10 success stories (European Commission, 2011). This research looked at Successful Educational Actions (SEAs) all around Europe. These are evidence-based methods based on dialogic learning. SEAs have demonstrated efficacy across diverse global contexts, facilitating students from all backgrounds to attain academic achievement and surmount systemic obstacles (Flecha, 2015).

Dialogic Space and Digital Contexts

Other viewpoints on dialogic education stress the social settings that make meaningful discussion possible. For example, Wegerif (2011) talks about how projects that focus on collaboration inevitably

lead to conversation, not just as a way to finish assignments but as a main purpose of education. He created the idea of the "dialogic space," which is a shared, dynamic social activity where students think and act together, sharing their points of view to build knowledge together (Mercer et al., 2010; Wegerif, 2011). This concept is especially pertinent in digital learning contexts, where interactive tools may cultivate these dialogic spaces.

Wegerif (2007, 2011) asserts that thinking is intrinsically dialogic. In daily existence, humans perpetually participate in dialogues—both internal and external—that influence their reasoning and decision-making processes. Consequently, education must deliberately cultivate dialogic environments that educate students for these cognitive and social interactions, providing them with the competencies essential for both academic success and flourishing in larger life situations.

Advancing Dialogic Education: Research and Collaboration

The Cambridge Educational Dialogue Research Group (CEDiR) was formed in 2015 at the University of Cambridge, drawing from these theoretical and empirical foundations. Sara Hennessy and Rupert Wegerif co-lead CEDiR, which does research across fields to learn more about educational conversation and how it affects teaching, learning, and policy. The group's goal is to close the gap between theory and practice by fostering dialogic techniques that make education fair and relevant for all students.

Problem Statement

Language development in early life is essential for influencing children's cognitive, intellectual, and social development. Reading books together is a well-known way to help preschoolers learn language, read, and talk to each other. But typical monologic reading methods often inhibit kids from being active participants and understanding things more deeply. On the other hand, dialogic reading, which involves asking and talking about questions that are interactive and focused on the child, has been proven to improve both expressive and receptive language development, especially in kids from low-income and linguistically diverse households.

Even though there is more and more proof that dialogic reading works, it is still not used consistently in schools. Many parents and teachers don't know about powerful dialogic tactics like the PEER and CROWD strategies. Furthermore, although dialogic education has shown considerable influence on student learning across various disciplines via collaborative discourse, its incorporation into conventional classroom instruction is still restricted. With worldwide educational inequities and the move toward digital learning settings, there is an urgent need for teaching methods that focus on conversation.

Moreover, the notion of dialogic space, which conceptualizes learning as a socially created and communal endeavor, is insufficiently examined in early childhood education, especially within multilingual and multicultural settings. If parents and teachers don't make a point of encouraging dialogic interaction at home and at school, kids could miss important chances to master basic reading and writing skills and become active participants in their own learning.

Consequently, there exists an urgent necessity to examine the efficacy of dialogic reading and pedagogical practices in promoting early literacy, equitable engagement, and inclusive educational results. This study aims to fill these gaps by investigating the implementation of dialogic practices across various contexts to facilitate children's language development and ensure long-term academic achievement

Research Questions

1. What ways does dialogic reading affect preschoolers' language development and early literacy skills?

2. What are the relative impacts of dialogic and monologic reading practices on children from various socioeconomic backgrounds?

3. How do dialogic teaching practices in the classroom affect how interested students are and how well they do in school?

4. How might dialogic spaces, encompassing digital environments, facilitate inclusive and transformative learning experiences for children?

Objectives

1. To investigate the effects of dialogic reading treatments on preschool children's vocabulary acquisition and literacy development.

2. To compare the educational results of children who were read to in both dialogic and monologic ways in different cultural and economic settings.

3. To investigate the efficacy of dialogic teaching methodologies in improving academic achievement and cognitive involvement in elementary school.

4. To examine the role of dialogic settings, both physical and digital, in promoting collaborative learning and equitable educational engagement.

Methodology

Design and Procedure

This experimental study aimed to investigate the impact of dialogic reading on children's language development within a public school context in Lahore, Punjab. A pre–post assessment methodology featuring experimental and control groups was utilized to evaluate the efficacy of two reading methodologies—Dialogic Reading (DR) and Monologic Reading (MR).

The study included two groups:

Experimental group: Got DR intervention.

The control group had MR intervention.

Pretest-Posttest Control Group Design
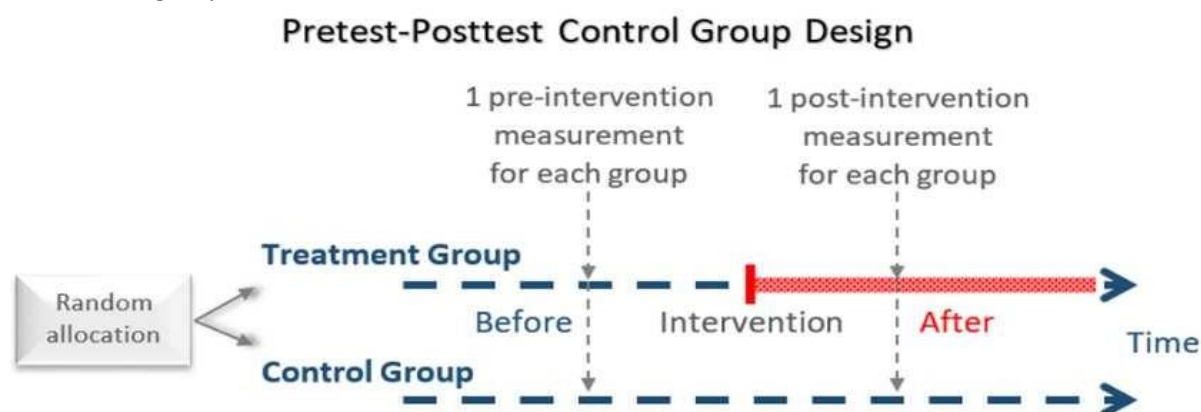
Before the interventions, all participants took pre-tests alone in a quiet room on school grounds. Eight picture storybooks, each with 11 to 14 pages of text and full-page images, were chosen for both groups to utilize.

The experimental group created DR activities utilizing the PEER and CROWD methods. The researcher went to the classroom twice a week and led 20-minute DR sessions with groups of 7 to 9 kids.

The classroom instructor in the control group was given the same eight books and used them for four weeks during regular language exercises, just like she always did, without any DR methods.

Both groups took post-tests after four weeks of implementation, and the conditions were the same as the pre-tests.

Population

The participants consisted of 60 five-year-old children from low-income families who were enrolled in the public kindergarten department of a government school in Lahore, Punjab. The Punjab School Education Department gave permission for the study to take place, and parents gave their informed consent.

The experimental and control groups were randomly assigned to two classrooms:

There were 30 kids in the control group (50% girls and 50% boys), and they were between 60 and 71 months old (M = 65.69, SD = 3.03).

Experimental group: 30 children (50% girls, 59% boys), aged 60–71 months (M = 66.75, SD = 3.29).

Results

The Test of Early Language Development – Third Edition (TELD-3), created by Hresko, Reid, and Hammill in 1999, was used to measure how well children were learning to speak. The TELD-3 is a standardized, valid, and reliable instrument intended to assess receptive and expressive oral language abilities in children aged 2 years 0 months to 7 years 11 months.

This test is commonly utilized for diagnosing early language disorders, assessing strengths and weaknesses in language development, tracking progress, and facilitating research. The Turkish adaption, TELD-3: Turkish Version (TELD-3:T), was modified for this study with translations and cultural changes that were appropriate for the Punjabi/Urdu environment.

The TELD-3 was given twice: once before the intervention as a pre-test and once after four weeks as a post-test. This was done to see how DR and MR activities affected language development.

Table1. Comparisons of pre and posttest of children's receptive language scores

Tests	Groups	N	Mean	Std. Deviation	t	Df	P
Pre-test	C.G.	30	2.67	1.15	0-.42	53	0.69
	E.G.	30	2.79	1.02			
Post-test 2	C.G.	30	8.54	1.28	2.84	53	0.00
	E.G.	30	7.61	1.28			

Table 1 shows the difference in expressive language scores between the control group (C.G.) and the experimental group (E.G.) before and after the test. Before the intervention, the control group (N = 30) had an average expressive language score of 2.67 with a standard deviation (SD) of 1.15. The experimental group (N = 30) had an average score of 2.79 with an SD of 1.02. The independent samples t-test produced a t-value of -0.42 with 53 degrees of freedom (df) and a p-value of 0.69, signifying no statistically significant difference between the two groups prior to the intervention. This indicates that both groups commenced with a similar level of expressive language proficiency, so allowing any future variations in post-test results to be more reliably ascribed to the instructional interventions rather than pre-existing variances. However, the post-test findings show significant differences after the intervention period. The control group had an average score of 8.54 (SD = 1.28), and the experimental group had an average score of 7.61 (SD = 1.28). The t-value of 2.84, df = 53, and p-value of 0.00 (p < 0.001) show that the difference between groups at the post-test stage was statistically significant. This means that the chance of the observed difference happening by chance is very low. Interestingly, the results indicate that the control group, which participated in monoligic reading (MR) sessions, surpassed the experimental group, which engaged in dialogic reading (DR) activities utilizing PEER and CROWD

methodologies. This result is different from what most research says about dialogic reading, which often points out how it might help improve expressive language abilities because it is participatory and conversational. There are a number of reasons why this happened that weren't predicted. The structure and delivery of TR in this context may have more effectively reinforced vocabulary recall and sentence construction, or the teacher's established methods may have been more compatible with the learners' previous experiences. Cultural and linguistic elements within the school environment may have also impacted children's receptiveness to the two educational approaches. Moreover, differences in levels of engagement, children's familiarity with the material, and the dynamics of the classroom may have had a role in the control group's greater gains. Overall, the intervention was meant to see how well dialogic reading worked, but the fact that the control group did much better on the post-test shows how important it is to think about the context, how the lesson fits in with other lessons, and any needs for adaptation when using interactive reading strategies in a certain school setting.

Discussion

The results of this study reveal an unforeseen outcome: the control group, which participated in traditional monologic reading (MR), exhibited superior enhancement in expressive language scores relative to the experimental group that underwent dialogic reading (DR) intervention utilizing the PEER and CROWD frameworks. This finding contradicts the prevailing literature, which uniformly indicates that dialogic reading (DR) fosters more substantial improvements in expressive language owing to its participatory, child-centric, and conversational methodology. There are a few possible reasons why the findings were not what were expected.

First, the teacher's experience with different teaching styles may have been a deciding factor. The teacher in the control group used her usual MR methods, which were probably well-practiced, organized, and in line with how she likes to teach. This familiarity may have enabled a more seamless delivery of lessons and enhanced engagement, hence promoting improved vocabulary reinforcement and sentence formation. The researcher used the DR strategy, which was different from the other ways. Even though the researcher followed normal procedures, they may not have fit in as well with the children's existing learning habits. Studies in educational psychology frequently emphasize that consistency, regularity, and relational familiarity can improve student engagement and learning results, especially in early childhood education.

Second, the effectiveness of DR in this environment may have been affected by cultural and language factors. The TELD-3: Turkish Version was modified with suitable translations for Punjabi/Urdu; nonetheless, variations in conversational styles, question-answer dynamics, and culturally favored teacher-student interactions may have influenced the receptivity of DR prompts. In many South Asian schools, teachers still conduct most of the teaching, so kids may not be used to asking questions or telling stories together. This may have made DR's main methods, such urging, expanding, and encouraging elaboration, less effective.

Third, the groups may have had different levels of involvement and different amounts of experience with reading strategies. Even while the MR Sessions weren't as participatory, they might have shown more directly how to use complicated sentence structures and terminology in a clear, steady narrative flow. Kids from low-income families who may not have many opportunities to read and write at home may have benefited more from straightforward, controlled language modeling than from conversations that required them to think and speak in more complex ways.

The length and frequency of the interventions is another thing to think about. Both groups had sessions for four weeks, although DR is usually better for long-term use since it gives kids more chances to practice interactive storytelling and slowly learn the rules of conversation. The extremely brief

intervention time in this study may have benefitted MR, as benefits are more rapid due to constant, repetitive exposure to story language without necessitating additional cognitive demands.

Finally, the way things worked in the classroom, like how students interacted with each other, how many students were in a group, and where they sat, could have also affected the results. The DR group's small-group sessions (7–9 kids) may have let each child participate on their own, but they also made it harder for kids to take turns, pay attention, and be influenced by their peers. However, the MR Sessions that were part of normal classroom activities may have made the learning environment more coherent. These results indicate how important it is to adapt teaching approaches to the context when using methods that have been proven to work in other cultural or linguistic settings. Even while DR is still a promising technique, it may not work as well in other situations, such when teachers are comfortable with it, when it fits with the culture, and when it is used in conjunction with other classroom practices.

Conclusion

This study aimed to assess the relative efficacy of dialogic reading (DR) against monologic reading (MR) in promoting expressive language development among five-year-old children in a public school context in Lahore, Punjab. Contrary to predictions and the current scientific consensus, the control group that participated in MR Sessions exhibited greater post-test gains than the experimental group participating in DR activities.

The pre-test findings showed that there was no statistically significant difference in expressive language skills between the two groups. This means that both groups started from the same level. After four weeks of intervention, the control group surpassed the experimental group, with statistical analysis validating that the difference was significant ($p < 0.001$). This result contradicts the presumption regarding the universal efficacy of Direct Instruction as a superior language development approach in early childhood education.

The findings indicate that instructional strategies cannot be utilized independently of the overarching socio-cultural and educational context. In this study, MR seemed to fit better with what the kids had learned before, how the teacher taught, and maybe even what their parents expected. The consistent and unbroken narrative structure of MR may have offered youngsters a more reliable linguistic framework, which they could easily replicate and integrate into their own expressive language.

The results also suggest that the benefits of DR may take longer to show up, especially in places where both teachers and students are new to interactive reading practices. In these situations, kids can need some time to become used to the active participation that DR requires of them, and instructors might need training to make DR work in a way that keeps kids interested and leads to the best language outcomes.

In the end, this study shows that DR has a lot of theoretical and empirical backing in many situations, but it only works well in certain situations if the instructor is ready, the students are familiar with it, and the culture is compatible. The surprising dominance of MR in this setting does not lessen the usefulness of DR as an instructional tool, but rather underscores the necessity of customizing pedagogical tactics to the particular qualities of learners and their environments. Future interventions should contemplate a more progressive implementation of DR, alongside professional development for educators, to guarantee both methodological integrity and contextual applicability.

Recommendations

This study's results lead to a number of suggestions for teachers, legislators, and researchers who want to increase expressive language development in early childhood education in comparable situations.

Before putting DR techniques into action, teacher training should come first. Teachers need a lot of professional development to learn how to use the PEER and CROWD approaches, make them fit with the local language and culture, and use them in their everyday lessons without any problems. If you don't prepare well, you might not be able to fully use DR's interactive features.

Second, DR should be introduced slowly so that students may get used to the interactive approach and the way questions and answers work. In the beginning, sessions might mix MR and DR cues, and as the

kids get more comfortable speaking and joining in on discussions, the level of involvement could slowly go up.

Third, future research and educational initiatives ought to prolong the duration of DR interventions beyond four weeks to facilitate the emergence of significant gains. A longer exposure period may facilitate the internalization of new vocabulary, story frameworks, and conversational conventions in youngsters, so more successfully strengthening expressive language.

Fourth, changes to DR should take into account the cultural and linguistic reality. In the Punjabi/Urdu setting, prompts and expansions ought to be articulated in manners that align with indigenous storytelling customs, idiomatic expressions, and child-rearing methodologies. This connection can improve understanding and engagement.

Finally, more study should look into how classroom dynamics, home literacy environments, and student engagement patterns work with different reading methods. Mixed-method approaches that combine qualitative observations with quantitative assessments could yield more comprehensive insights into the reasons behind the success or failure of particular strategies in specific contexts.

By taking these things into account, future implementations can make the most of DR's potential while making sure that teaching methods stay relevant, sustainable, and effective in the local school system.

References

Akoglu, G., Ergul, C., & Duman, Y. (2013). The effects of dialogic reading on the receptive and expressive language skills of children in an orphanage. *Educational Sciences: Theory & Practice, 13(3),* 1355–1360.

https://doi.org/10.12738/estp.2013.3.1550

Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Blackwell.

Alexander, R. J. (2008). Towards dialogic teaching: Rethinking classroom talk (4th ed.). Dialogos.

Alexander, R. J. (2018). Developing dialogic teaching: Genesis, process, trial. *Research Papers in Education, 33(5), 561–598.*

https://doi.org/10.1080/02671522.2018.1481140

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. *Journal of Educational Psychology, 86(2)*, 235–243. https://doi.org/10.1037/0022-0663.86.2.235

Bakhtin, M. M. (1986). Speech genres and other late essays (V. W. McGee, Trans.; C. Emerson & M. Holquist, Eds.). University of Texas Press.

Berk, L. E. (2013). Child development (9th ed.). Pearson Higher Education.

Brock, A., & Rankin, C. (2008). Communication, language and literacy from birth to five. SAGE.

Bus, A. G., van IJzendoorn, M. H., & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research, 65(1),* 1–21.

https://doi.org/10.3102/00346543065001001

Elmonayer, R. A. (2013). Promoting phonological awareness skills of Egyptian kindergarteners through dialogic reading. Early Child Development and Care, 183(9), 1229–1241.https://doi.org/10.1080/03004430.2012.718814

European Commission. (2011). Empowering people, driving change: Social innovation in the European Union. Publications Office of the European Union.

Flecha, R. (2000). Sharing words: Theory and practice of dialogic learning. Rowman & Littlefield.

Flecha, R. (2015). Successful educational actions for inclusion and social cohesion in Europe. Springer.https://doi.org/10.1007/978-3-319-11176-6

Gormley, K., & Ruhl, K. (2005). Dialogic and shared book reading: Two effective strategies for promoting early literacy. Intervention in School and Clinic, 40(4), 181–187.

https://doi.org/10.1177/10534512050400030801

Hindman, A. H., Skibbe, L. E., & Foster, T. D. (2014). Exploring the variety of talk in preschool classrooms: Implications for vocabulary development. Early Childhood Research Quarterly, 29(4), 528–544.

https://doi.org/10.1016/j.ecresq.2014.06.002

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.Early Childhood Research Quarterly, 13(2), 263–290.

[https://doi.org/10.1016/S0885-2006(99)80038-6](https://doi.org/10.1016/S0885-2006%2899%2980038-6)

Lonigan, C. J., Purpura, D. J., Wilson, S. B., Walker, P. M., & Clancy-Menchetti, J. (2013). Evaluating the components of an emergent literacy intervention for preschool children at risk for reading difficulties. *Journal of Experimental Child Psychology, 114(1),* 111–130. https://doi.org/10.1016/j.jecp.2012.08.010

Mercer, N., Dawes, L., Wegerif, R., & Sams, C. (2010). Reasoning as a scientist: Ways of helping children to use language to learn science. *British Educational Research Journal, 30(3),* 359–377.

https://doi.org/10.1080/01411920410001689689

Nystrand, M., Gamoran, A., Kachur, R., & Prendergast, C. (1997). Opening dialogue: Understanding the dynamics of language and learning in the English classroom. Teachers College Press.

Opel, A., Ameer, S. S., & Aboud, F. E. (2009). The effect of preschool dialogic reading on vocabulary among rural Bangladeshi children. *International Journal of Educational Research, 48(1),* 12–20.

https://doi.org/10.1016/j.ijer.2009.02.008

Powell, D. R., Diamond, K. E., Burchinal, M. R., & Koehler, M. J. (2010). Effects of an early literacy professional development intervention on Head Start teachers and children. *Journal of Educational Psychology, 102(2)*, 299–312.

https://doi.org/10.1037/a0017763

Resnick, L. B., Asterhan, C. S. C., & Clarke, S. N. (2015). Socializing intelligence through academic talk and dialogue. American Educational Research Association.

https://doi.org/10.3102/978-0-935302-43-1

Sim, S. S., & Berthelsen, D. (2014). Shared book reading by parents with young children: Evidence-based practice. *Australasian Journal of Early Childhood, 39(1)*, 50–55. https://doi.org/10.1177/183693911403900107

Soler, M. (2015). Achieving social impact: Dialogic literary gatherings transferred to all contexts of society. *Harvard Educational Review, 85(2),* 198–222.

https://doi.org/10.17763/0017-8055.85.2.198

Sutton, A., Sofka, A., Bojczyk, K. E., & Curenton, S. M. (2007). Picture book reading and preschoolers' social understanding. Early Education and Development, 18(2), 221–244. https://doi.org/10.1080/10409280701282960

Wegerif, R. (2007). Dialogic education and technology: Expanding the space of learning. *Springer*.

Wegerif, R. (2011). Towards a dialogic theory of how children learn to think. Thinking Skills and Creativity, 6(3), 179

190https://doi.org/10.1016/j.tsc.2011.08.002

Whitehurst, G. J., Arnold, D. S., Epstein, J. N., Angell, A. L., Smith, M., & Fischel, J. E. (1994). A picture book reading intervention in day care and home for children from low- income families. Developmental Psychology, 30(5), 679–689.

[https://doi.org/10.1037/00121649.30.5.679](https://doi.org/10.1037/0012-1649.30.5.679)

Zevenbergen, A. A., Whitehurst, G. J., & Zevenbergen, J. A. (2003). Effects of a shared-reading intervention on the inclusion of evaluative devices in narratives of children from low-income families. *Journal of Applied Developmental Psychology, 24(1)*, 1–15. [https://doi.org/10.1016/S0193-3973(03)00021-2](https://doi.org/10.1016/S0193-3973%2803%2900021-2)