IMPACT OF DIALOGIC READING INTERVENTION ON STUDENT VOCABULARY DEVELOPMENT

by

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CERTIFICATION OF THESIS/CAPSTONE PROJECT WORK

We, the undersigned, certify that this project entitled IMPACT OF DIALOGIC READING INTERVENTION ON STUDENT LANGUAGE DEVELOPMENT by ALDYN CARLSON, Candidate of the Degree of Master of Science in Education, Literacy, is acceptable in form and content and demonstrated a satisfactory knowledge of the field covered by this project.

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ABSTRACT

The language learning gap between students has become greater as students enter school. It was also noticed that parental involvement seems to be lacking. To address these problems a research question was created to be studied which included "Does using a dialogic reading intervention have an effect on early childhood language development?" To answer this question, literature was collected that fell into four different themes. These themes were then analyzed and coded for commonalities and two new themes derived from the research in which included teacher shared book reading and parent shared book reading. Four findings were collected from the synthesis of the data. The first finding included that elaborating on vocabulary words increased students vocabulary knowledge. The second finding concluded that asking questions that were connected to the text increased students comprehension of the text. The third finding inferred that expanding on the student's response to the questions being asked by a teacher or parent showed to have a major impact on student comprehension of the text. The fourth finding indicated that students learned vocabulary words when parents asked yes/no questions. These findings were used in the creation of the professional development project in-person training to educate teachers on how to efficiently implement reading techniques supported by research. These techniques were used to increase student vocabulary knowledge.

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Chapter 1: Introduction

Statement of the Problem

There are five components of literacy which include phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension (Wansgard, 2014). When referring to vocabulary development specifically, Justice, Meier, and Walpole (2005) advocated that children learned new vocabulary words through incidental exposures such as when they heard new words from conversations, television shows, or from books being read to them. Researchers (Filiatrault-Veilleux, Bouchard, Trudeau, & Desmarais, 2016; Justice et al., 2005) also inferred that vocabulary development was a gradual process in which the quality of responses as well as vocabulary words used by children increased as they get older. The researchers also indicated that when children first learned words they incorrectly used representation of words and displayed difficulties correctly using new words in their responses to books read to them.

Several researchers (Westerveld, Gillon, van Bysterveldt, & Boyd, 2015; Mol, Bus, de Jong, & Smeets, 2008) have found when parents read to their child at an early age, it showed to have positive effects on their child's performance in the different literacy areas. Hunter, Elswick, Perkins, Heroux, and Harte (2017) have also explained that it was important that families learned how to use interventions while being at home which in turn helped assist their child in using different literacy skills.

A few researchers (LaCour, McDonald, Tissington, & Thomason, 2017) have also indicated that dialogic reading intervention increased parental self perceptions of reading to their child more confidently as well as more regularly than prior to implementing the strategy which

in turn can have a positive effect on the children's vocabulary development. Mol et al. (2008) noted that dialogic reading intervention in particular was an effective means of developing vocabulary through shared reading. They described how parents followed sequences as they read to their child which included prompts that engaged the child in conversation during reading, as well as, asked questions to build on vocabulary and promote talking to their parents while the parents read to them.

The problem related to this intervention has been a lack of parental involvement resulting in home learning not being present and an increase in the learning gap of language development. The research question was as follows "does using a dialogic reading intervention have an effect on early childhood language development?" One way to acknowledge this problem was to create a professional development resource for teachers to use to promote parental involvement as well as language development for the student. This will allow for educators in addition to parents to gain a deeper understanding of the impacts that dialogic reading intervention has along with promote effective parental involvement to increase student vocabulary development.

Background

Being in the Literacy Birth through Grade 12 graduate program at Fredonia, I have been gaining a deeper understanding of the way that students learn and how important it is to expose students to reading at a young age so that they can gain the skills needed to succeed in school. Some of the areas that I commonly noticed that were a struggle for students was related to reading as well as using vocabulary words to describe what is being read to them. I have chosen this topic because I wanted to find a reading intervention that can be used at home with families that would build on student vocabulary usage. I researched reading interventions that would

increase student vocabulary and found the dialogic reading intervention. I wanted to see if this intervention would be effective for promoting parental involvement and increase student vocabulary development.

Terminology

For the purpose of the study there were terms used that are specified for clarification. The first term included "dialogic reading intervention" which can be described as a reading intervention used to promote conversations between the child and their parent (LaCour et al., 2017). When this term was used, it referred to the parent reading a book to their child as well as ask questions to build on literacy skills of language development and vocabulary. The next key term consisted of "emergent literacy skills." The dialogic reading intervention is used to build on emergent literacy skills needed when first learning to read and write. Emergent literacy skills referred to the basic skills students have as they are just starting to learn how to read and write that progressively improve as the child practices their skills and experiment with the use of language. The last key term, "language development" can be described as a progressive skill that takes time to gain which includes correctly using vocabulary words when describing what the key details of the story were.

Theoretical Stance

The dialogic reading intervention can be related to the Emergent Literacy Theory. This theory has been described by Stickland and Morrow (1990) as a theory used when students first learned to read. The authors described how students' knowledge of the world as well as print concepts related to aspects around them helped them gain a deeper understanding of how to read and write. Students were engaged in reading and writing opportunities provided to them by a

teacher or another adult such as a parent. Using this theory exposed the children to material that is new to them, as well as offered opportunities for the students to explore the material while they learned to read and write. This connected to the dialogic reading intervention because when the parents read to their child, they exposed them to new information in order to build on their child's literacy skills. A problem related to implementing the dialogic reading intervention is parental involvement. By connecting the emergent literacy theory to more parental involvement, the parents were taught the intervention with a guide provided to them. This offered them the opportunity to become familiar with the intervention to feel more comfortable when they used it at home.

The proposed research synthesis was also connected to the International Reading Association standards. First standard 1: foundational knowledge "candidate understands the theoretical and evidence-based foundations of reading and writing process and instruction", was used because dialogic reading intervention was explained on how it's connected to the Emergent Literacy Theory. Standard 2: Curriculum and Instruction "candidates use instructional approaches, materials, and integrated, comprehensive, balanced curriculum to support student learning in reading and writing" was addressed as the dialogic reading intervention was explained throughout the study and material was provided to teachers and explained for their purpose. Standard 4: Diversity "candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and valuing of differences in our society" was addressed by the use of providing diverse early childhood books that could be used by teachers to supply to families to read at home. Standard 5: Literate Environment "Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge,

instructional practices, approaches and methods, curriculum materials, and appropriate use of assessments" was implemented in the study when the reading intervention was explained for its purpose. Standard 6: Professional Learning and Leadership, "candidates recognize the importance of, demonstrate and facilitate professional learning and leadership as a career-long effort and responsibility" was shown throughout the study as professionalism was expressed when resources for the literature review were collected.

Rationale

Several researchers (Lever & Sénéchal, 2011; Mol et al., 2008; Whitehurts et al., 1994) have concluded that the dialogic reading intervention was most beneficial when parents facilitated learning skills when they used techniques provided in the intervention that encouraged conversation such as when they asked questions while they read to their child. They also indicated that when the parents used prompts to assist them, it created a learning environment that promotes language development. LaCour et al. (2017) inferred that the implementation of dialogic reading intervention has shown to increase language skills as well as student motivation toward reading. This research is important to understand the skills needed for students to development vocabulary skills. This can also lead to acknowledging if dialogic reading intervention is effective to use in the classroom to promote self-efficacy and enhance vocabulary development, which in turn can help decrease the learning gap.

Chapter 2: Literature Review

Introduction

Preliminary research was found that relates to the research problem in order to create a literature of review. The databases that were used to find supporting research included ERIC, PsycARTICLES and PsychINFO from the Fredonia Library website. Four advanced searches were completed using the key words: dialogic reading, parental involvement, emergent literacy, vocabulary development, and early intervention. All searches included "AND" early childhood to filter the results. Only peer reviewed studies were selected and collected for the purpose of this literature review. The articles used were narrowed down by the process of elimination which included reading the abstract of the article and then viewing the article for its contents related to parental involvement, emergent literacy, or the use of dialogic reading intervention. The research needed to include information either related to parental involvement and the effects it has on student success, the aspects of at home emergent literacy as well as the effects of dialogic reading intervention in order to be collected for the purpose of supporting the problem statement.

After analyzing the articles that were collected, there were central themes displayed throughout the findings. These themes included: the effects of parental involvement in emergent literacy, language development, early intervention and dialogic reading intervention.

Parental Involvement in Emergent Literacy

Researchers (Chen & Dote-Kwan, 2018; Terrell & Watson, 2018; Haggard, 2014) have indicated that it is important to acknowledge the different skills that students have as they enter school so that the best practices can be provided. The studies collected data or held conferences with families to obtain information on the child in which determined students skills (Chen &

Dote-Kwan, 2018; Terrell & Watson, 2018). Trainin, Wessels, Nelson, & Vadasy (2017)

advocated that a child's family and home environment were the first means of learning and

played a critical part in the skills the child developed. Multiple studies have shown that shared

reading promoted the development of early emergent literacy skills such as vocabulary

knowledge (Chen & Dote-Kwan, 2018; Terrell & Watson, 2018; Hudson et al., 2017; Goldstein

et al., 2016; Irwin, Moore, Tornatore, & Fowler, 2012).

  Several researchers (Filiatrault-Veilleux et al., 2016; Lever & Sénéchal, 2011; Mol et al.,

2008; Justice et al., 2005) have found that children's vocabulary development increased when

the readers elaborated on words used in shared reading. They advocated for parents to be actively

involved in their child's development. Researchers (Filiatrault-Veilleux et al., 2016; Mol et al.,

2008) inferred that when parents elaborated on conversations between their child, they were able

to make gains in their language development. These authors also suggested that the way to

enhance language development was by having conversations about the reading as well as posing

questions to their child as they read to engage the child in using their words about the text. Mol

et al. (2008) meta analysis of 16 studies concluded that by using a reading intervention

implemented by parents, children's vocabulary development increased as well as other literacy

skills when parents talked to their child while reading, specifically when they used open-ended

questions.

  Niklas, Cohressen and Tayler (2016), as well as**,** Hunter et al. (2017) also examined the

effects of parental involvement. These authors suggested that parents would benefit from

learning how to implement interventions at home so that they could help their child learn and

build on literacy skills. It has been stated by researchers (LaCour et al., 2017; Pillinger & Wood,

2014) that parents confidence increased as they used reading interventions that they were

comfortable using. As previously stated, children's language development increased as the

parents were an active role in their child's learning, it is also important that they focused on

interventions that parents were able to use efficiently.

Vocabulary Development

Researchers (Filiatrault-Veilleux et al., 2016; Justice, et al., 2005) concluded that

vocabulary development was a gradual process in which the quality of responses and vocabulary

words used by children increased as they get older. This makes it important that skills are being

practiced at home and in the school so that children can make progress in the areas needed for

reading. Using researched-based interventions had been seen to decrease the language gap

(Neugebauer, Coyne, McCoach, & Ware, 2017; Hilbert & Eis, 2014). One way that vocabulary

development was increased during reading activities happened when teachers and or adults

expanded on the vocabulary being learned as well as taught the vocabulary in context as they

read the books or supplied visuals of the words being learned (Breit-Smith et al., 2017; Vadasy

& Sanders, 2015; Hassinger-Das et al., 2016; Giroir et al., 2015; Wasik & Hindman, 2014;

Christ & Wang, 2011). It was also important was how often the books were read and why the

material was chosen (Aram & Aviram, 2009). When students were asked open-ended questions,

it offered another way that increased vocabulary knowledge (Breit-Smith et al., 2017; Vadasy &

Sanders, 2015) where as Tompkins, Bengochea, Nicol, & Justice (2017) indicated that

open-ended questions did not see much improvement but yes/no questions did. Correa et al.

(2015) in particular inferred that vocabulary and language skills such as retelling of the story,

using better structured sentences, as well as using vocabulary in discussions of the reading had

increased.

Early Intervention

Many researches have concluded that early reading intervention has shown to increase literacy skills of students (Coyne et al., 2018; Lovett et al., 2017; Lennon, & Slesinski, 1999). In particular**,** researchers (Coyne et al, 2018; Terrell, & Watson, 2018; Musti-Rao, & Cartledge, 2007) advocated for the explicit teaching of interventions to students which lead to the increase of students skills due to the reading interventions. Coyne et al. (2018), as well as, Musti-Rao and Cartledge (2007) explained that intensive instruction with consistency improved students reading skills. The skills were increased from interventions when they were individualized and based on the students needs (Coyne et al., 2018; Vernon-Feagans et al., 2012).

Dialogic Reading Intervention

One of the earliest studies on dialogic reading intervention was conducted by Whitehurts et al. (1994). The researchers indicated that for the dialogic intervention to be implemented, teachers attended a training in dialogic reading intervention and then taught parents how to use it. The intervention required parents to fill out daily logs when reading and record the books read to their child. Results from this study inferred that the dialogic reading intervention can make a significant impact on preschool students' language development such as learning new vocabulary words after only a few weeks of using the intervention. They concluded that there were positive effects on student language development when small groups were used as well as when daycare teachers and low-income parents read to the child.

Many researchers (LaCour et al., 2017; Correa et al., 2015; Pillinger & Wood, 2014; Mol

et al., 2008) found similar results that indicated dialogic reading intervention had an impact on students' motivations toward being read to. The researchers inferred that using dialogic reading intervention had promoted language development as well as increased students interest in wanting to be read to, an increase in the amount of time read being read to, and an increase in the amount of parental involvement. Some authors (Flack, Field, & Horst, 2018; Correa et al., 2015) also noted that students increased their amount of spoken words used after the implementation of dialogic reading. A reason explained why more vocabulary words were used was because of the books being elaborated while read to the child.

Niklas et al. (2016) and Mol et al. (2008) noted that when dialogic reading intervention was used it was implemented by parents that had varying skills and they benefited from using the intervention at home. The authors also indicated that the intervention was most effective when parent were provided prompts and questions that they used to ask their children while they were using the intervention at home. Similarly (Breit-Smith et al., 2017; Hindman, Wasik, & Snell, 2016) have inferred adults and teachers may need assistance when implementing strategies to use to promote conversations and language development from students to expand on the students' knowledge. Meng (2015) also mentioned that providing activities for families is critical for children that do not have positive thoughts about learning or high motivation to learn.

Summary

The themes that were used included parental involvement in emergent literacy skills, vocabulary development, early intervention, and dialogic reading intervention. Researchers have noted that vocabulary development often can be a gradual process as students learn early literacy skills (Filiatrault-Veilleux et al., 2016; Justice, et al., 2005).

Parental Involvement. Researchers indicated that in order to acknowledge the skills that students have, they must be evaluated (Chen & Dote-Kwan, 2018; Terrell & Watson, 2018; Haggard, 2014). Trainin et al. (2017) explained that students first learned their skills from their home environments. In order for families to be involved, it is noted that there needs to be ample opportunities for them to be provided reading interventions to use at home as well as practice the skills needed to work on literacy to help build on their child's skills (Hunter et al. 2017; Mol et al., 2008).

Vocabulary Development. It was stated by Filiatrault-Veilleux et al. (2016) and Justice et al. (2005) that students at a young age cannot fully comprehend texts so it was important to recognize that they needed to practice using their skills at home so that they gained a deeper understanding of the components of reading. Researchers (Flack et al., 2018; Correa et al., 2015) have also concluded that students vocabulary increased when teachers elaborated on the stories that were being read to the child. Another way that vocabulary development increased was from the expansion of vocabulary knowledge as well as vocabulary words being taught in context by teachers or adults as they read the books (Breit-Smith et al. 2017; Vadasy & Sanders, 2017; Hassinger-Das et al. 2016; Giroir et al. 2015; Wasik & Hindman, 2014; Christ & Wang, 2011). When open-ended questions were asked, it also increased vocabulary development (Breit-Smith et al., 2017; Vadasy, & Sanders, 2015).

Early Intervention. Explicit instruction of reading interventions was seen to increase literacy skills of students (Coyne et al., 2018; Terrell & Watson, 2018; Musti-Rao & Cartledge, 2007) as well as intensifying the instruction (Coyne et al., 2018; Musti-Rao & Cartledge, 2007). Also important was to individualize instruction so that the students needs are met and instruction

was focused on the skills that students lacked or needed instructional support (Coyne et al., 2018; Vernon- Feagans et al., 2012).

   Dialogic Reading Intervention. Several researchers (LaCour et al., 2017; Pillinger & Wood, 2014; Mol et al., 2008) have noted that parents perception have increased with the implementation of dialogic reading intervention. This resulted in the parents feeling more comfortable reading to their child and practicing literacy skills at home once they had learned how to use the intervention. The researchers also concluded that dialogic reading intervention had increased the amount of time parents spent on reading as well as student motivation toward.

Chapter 3: Methodology

Introduction

Whitehurts et al. (1994) indicated that the researchers were unable to answer why the training of using the dialogic intervention was successful because they did not address interactional or cognitive processes that were used. To address the research question as to whether the dialogic reading intervention has an impact on student vocabulary development, literature were reviewed that contained the effects that the dialogic reading intervention had on student literacy skills. An in-depth analysis took place to compare how younger students develop vocabulary and the effects that the dialogic reading intervention had in order to answer the research question. The information that was collected in which explained how students increase their vocabulary, as well as, the effects of the dialogic reading intervention was further analyzed in order to answer the research question. With further in-depth analysis, the research data collected on the dialogic reading intervention was compared to how vocabulary is developed for younger students to answer whether it has an impact on student vocabulary development.

Data Collection

The first step in the research study consisted of collecting 34 empirical studies that were found using the databases ERIC, PsycARTICLES and PsychINFO from the Fredonia Library website. The key words that were used in each search included parental involvement, vocabulary development, early intervention and dialogic reading intervention. Each study was found by adding "AND" early childhood in the search engine to filter the results to collect studies that were related to younger students. These topics were chosen based on finding information to be able to answer the research question.

Data Analysis

The studies used were coded for common themes in the data to create categories for the research articles. These research articles were then placed in four themes based on their topic. The four themes that emerged from the literature were parental involvement in emergent literacy, vocabulary development, early intervention and dialogic reading intervention. After the four themes were created, a deeper analysis took place of common patterns that were found from the original themes to create new themes in which included *teacher shared reading* and *parent shared reading*.

Parental Involvement in Emergent Literacy. Five studies (Terrell & Watson, 2018; Filiatrault-Veilleux et al., 2016; Haggard, 2014; Irwin, et al., 2012; Justice et al., 2005) focused on the important aspects of *teacher shared book reading*. These studies concluded that the techniques needed in *teacher shared book reading* included asking the child to expand on their thoughts about the book that was read as well elaborating vocabulary words used in context. They also inffered that referring families, teachers and other professionals information on how to use different techniques was needed to increase vocabulary development for students.

Three studies (Trainin et al., 2017; Haggard, 2014; Pillinger & Wood, 2014) focused on *parent shared reading* techniques used to increase vocabulary development. The researches indicated that it was important for families to show excitement when reading to increase student motivation, as well as have teachers provide families materials so that they are able to implement interventions at home to promote their child's development with shared book reading. The changes seen from these aspects being included increased parents time spent reading to their child, it also increased the number of books read by the parents. The range of books being read

changed from the beginning to the end of implementing the shared book reading techniques.

Vocabulary development. Six studies (Neugebauer et al., 2017, Hassinger-Das et al.,

2017; Correa et al., 2015; Vadasy & Sanders, 2015; Wasik & Hindman, 2014; Justice et al.,

2005) were directed toward *teacher shared book reading* and the effects that it had on students

vocabulary development. The studies included reading intervention techniques that focused on

the elaboration of vocabulary words and teaching the students the definitions of the words in

context to the story book that they were reading. Two studies (Neugebauer et al., 2017;

Hassinger-Das et al., 2016) also focused on review games used for *teacher shared reading.*

Justice et al. (2005) included questions being embedded in the reading during *teacher shared*

reading.

Two studies (Tompkins et al., 2017; Aram & Aviram, 2009) focused on *parent shared*

book reading in which it was indicated that when parents asked yes/no questions it increased

students vocabulary knowledge. The researchers also concluded that the amount of times the

books were read by the parent as well as connecting the books to the child's experiences played a

role in increasing students vocabulary knowledge.

Early Intervention. There were two studies (Vernon-Feagans et al., 2012; Lennon &

Slesinski, 1999) that were collected that focused on *teacher shared reading.* The studies

advocated for teachers to individualize instruction when using *teacher shared reading*, in which

improved students reading skills. Vernon-Feagans et al. (2012) specifically inferred that teachers

had students reread the text, use word work and other techniques to enhance the comprehension

of the text that was read.

Dialogic Reading Intervention. Two studies (Flack et al., 2018; Correa et al., 2015) were

related to *teacher shared reading*. The researches indicated that when dialogic reading

intervention was used it increased student vocabulary knowledge. Flack et al. (2018)

incorporated a vocabulary game as well as story prompts that were used by the teacher. All of the

strategies used were seen to improve vocabulary development of students as the intervention was

used in *teacher shared book reading.*

Four studies (LaCour et al., 2017; Niklas et al., 2016; Pillinger & Wood, 2014; Mol et al.,

2008) were connected to *parent shared reading*. Researchers concluded that using dialogic

reading the parents expanded on the child's response to the readings, as well as used open-ended

questions. Using these techniques increased motivation of the parent and child to want to read.

The parents owned more books after using the intervention and they read more to their child.

Table 1
Comparison of Teacher vs Parent Shared Book Reading

Themes	Teacher	Parent
Parent Involvement in Emergent Literacy	5	3
Vocabulary Development	6	2
Early Intervention	2	0
Dialogic Reading Intervention	2	4

Synthesis

The studies were synthesised from each original themes to derive to more intensive

research in order to determine how the techniques used by teachers and parents affected students

vocabulary development. Studies are indicated below that include teacher shared book reading or

parent shared book reading as well as the overarching new theme of *comprehension*.

Table 2
Comparison of Teacher vs Parent Shared Book Reading on Comprehension

Themes	Teacher	Parent
Parent Involvement in Emergent Literacy	-Terrell & Watson, (2018) -Filiatrault-Veilleux et al.,(2016) -Haggard, (2014) -Irwin, et al., (2012) -Justice et al.,(2005) *Comprehension*	-Haggard, (2014) *Comprehension* Trainin et al., (2017) Pillinger & Wood, (2014)
Vocabulary Development	-Neugebauer et al., (2017) -Hassinger-Das et al., (2017) -Correa et al., (2015) -Vadasy & Sanders, (2015) -Wasik & Hindman, (2014) -Justice et al., (2005) *Comprehension*	-Tompkins et al., (2017) -Aram & Aviram, (2009) *Comprehension*
Early Intervention	-Vernon-Feagans et al., (2012) *Comprehension* Lennon & Slesinski, (1999)	
Dialogic Reading Intervention	-Flack et al., (2018) -Correa et al., (2015) *Comprehension*	-Niklas et al., (2016) -Mol et al., (2008) *Comprehension* LaCour et al., (2017) Pillinger & Wood, (2014)

The synthesis of the data showed that shared book reading used by teachers as well as parents had an effect on student *comprehension* of texts. Several researchers indicated that using techniques in shared book reading that focused on students vocabulary knowledge also impacted their *comprehension* of the texts. The in-depth analysis was related to the strategies used in which created the new theme of *comprehension.*

Parental Involvement in Emergent Literacy. Five studies (Terrell & Watson, 2018; Filiatrault-Veilleux et al., 2016; Haggard, 2014; Irwin, et al., 2012; Justice et al., 2005) focused

on the important aspects of teacher shared book reading whereas one study (Haggard, 2014) was related to parent shared book reading. All researchers indicated when teachers or parents elaborated on vocabulary words and allowed for students to use the words in context related to the text, it showed to have an impact on their *comprehension.* This was shown as the students needed to use information from the text to show that they knew the vocabulary words. In teacher shared book reading (Terrell & Watson, 2018; Filiatrault-Veilleux et al., 2016; Haggard, 2014; Irwin, et al., 2012; Justice et al., 2005), the researchers focused on teachers expansion of student responses to questions asked the them to build on their *comprehension.*

      Vocabulary Development. Six studies (Neugebauer et. al., 2017; Hassinger-Das et al., 2017; Correa et al., 2015; Vadasy & Sanders, 2015; Wasik & Hindman, 2014; Justice et al., 2005) related to teacher shared book reading and two studies (Tompkins et al., 2017; Aram & Aviram, 2009) were based on parent shared book reading. Researchers (Neugebauer et. al., 2017; Hassinger-Das et al., 2017; Correa et al., 2015; Vadasy & Sanders, 2015; Wasik & Hindman, 2014; Justice et al., 2005) focused on teacher shared book reading, they emphasized the importance of teachers expanding on students responses as well as elaborating on vocabulary words which showed to have an impact on the students' *comprehension* of the books being read to them. This happened when teachers talked about the vocabulary words and asked the students questions about the words in which they supplied answers that used information form the text. With parent shared book reading (Tompkins et al., 2017; Aram & Aviram, 2009), concluded that the amount of time students heard the book as well as the use of yes/no questions by the parent impacted the students *comprehension* abilities of using their vocabulary knowledge when answering questions about the books read to them.

Early intervention. One study (Vernon-Feagans et al., 2012) focused on teacher shared book reading. The researchers indicated that when teachers elaborated on words in context to the texts it had an impact of the students *comprehension.* Students practiced their skills by hearing the vocabulary words from the teacher and were asked questions to indicate their knowledge of the words and book.

Dialogic Reading Intervention. Two studies (Flack et al., 2018; Correa et al., 2015) indicated techniques used in teacher shared reading and two studies (Niklas et al., 2016; Mol et al., 2008) were related to parent shared book reading that had an impact on student *comprehension* of the books being read to them. The researchers (Flack et al., 2018; Correa et al., 2015) indicated when vocabulary words were described to the students and questions were asked to the students they were able to expand on the student responses. For parent shared book reading (Niklas et al., 2016; Mol et al., 2008) also inferred that asking questions and talking to the child about the book being read increased their vocabulary knowledge. All of the techniques used by teachers or parents showed to have an impact on the *comprehension* abilities of the students as the students had to supply information about the text in which indicated their understanding of the text.

The synthesis concluded that elaborating on vocabulary words as well as when questions were asked related to the text and student responses were expanded on by either a teacher or parent showed to have a major impact on student *comprehension* of the text.

Chapter 4: Results and Application

Results of the Review

After analyzing and synthesizing the data from the literature review there were four key findings found. The first finding was that when elaborating on vocabulary words for both parent shared book reading or teacher shared book reading, it helped increase students vocabulary knowledge in being able to answering comprehension questions about a text. Second finding was when questions during parent shared book reading or teacher shared book reading were asked related to the text, students were able to increase their vocabulary knowledge by using vocabulary words from the text to answer the questions. The third finding included teachers and parents expanded on the students responses to questions about the text it during teacher shared book reading or parent shared book reading it allowed for their vocabulary to increase. The fourth finding included that when parents read books multiple times and asked yes/no questions rather than open-ended questions, it allowed for students to better comprehend the text.

Application of the Results to a Professional Development Project

The findings indicated from the research was useful for general education classroom teachers of Early Childhood Education, grades pre-kindergarten (four year olds) to first grade as well as literacy specialist. The findings allowed for the teachers and parents to know what lead students to increase their vocabulary development. The findings was implemented into the classroom with a professional development in-person training in which they teachers used their knowledge learned from the training to implement the dialogic reading intervention as well as help assist families in using correct techniques when reading with their child.

Design of the Professional Development Project

The design of the professional development project was an in-person training. The training was used for classroom teachers grades pre-kindergarten (four year olds) through first grade in addition to the school literacy specialist. The training was held by the primary investigator. A kahoot was used for the teachers to determine their knowledge of techniques used for students to learn vocabulary words. The teachers' were provided resources and a powerpoint slide was used to display the information including how to effectively implement techniques used to increase students vocabulary development. The resources provided to the teachers included a packet that described the researched findings indicating the techniques that are used to increase student's vocabulary knowledge. The findings described to the participants included that elaborating on vocabulary words, asking questions about the text when reading as well as expanding on students responses to questions being asked to them all helped increase student knowledge of vocabulary. The participants analyzed a training video that taught them how to use the dialogic reading intervention. They were asked to compare the way that they teach vocabulary to the findings that were presented in order to recognize how to make changes to their instruction. To ensure that they have mastered the dialogic reading intervention, the teachers were asked to send a video of themselves implementing the dialogic reading intervention in their instruction while also filling out reading logs of students progress after using the intervention.

Literacy Coaching Project Goals and Objectives. The goal of this professional development in-person training was to provide teachers the necessary tools to implement the dialogic reading intervention in their class to improve students vocabulary knowledge. The first

objective of the in-person training was that the teachers analyzed the way that they implement

reading techniques to the ones provided from the training by participating in a discussion after

playing a game of Kahoot. The next learning objective was that the teachers worked with other

professionals on increasing their skills related to dialogic reading intervention by being evaluated

by anecdotal notes collected by primary investigator. The final objective of the training was that

the teachers involved in the training are able to show that they have mastered the implementation

of the training by recording a video of themselves using the intervention as well as filling out

reading logs to show students progress.

Proposed Audience and Location. The professional development project in-person

training was intended for general education teachers grades pre-kindergarten (four year olds) to

first grade as well as school literacy specialists. The in-person training was located in a room that

had a projector so that the material was displayed to the participants. The room had adequate

spacing for teachers to participate in the stimulation while learning how to implement the

dialogic reading intervention. The teachers involved received resources that indicate the aspects

of the dialogic reading intervention that they can keep as a reference that they can refer to when

needed after the training has concluded.

Proposed Project Format and Activities. The professional development in-person

training format included a powerpoint being used by the principal investigator as well as a

simulation (Appendix A). The participants played a game of Kahoot to indicate what they

already know about reading techniques used to increase students vocabulary knowledge. The

powerpoint then displayed the research findings as it described the aspects needed for students to

learn vocabulary. The next slide included the dialogic reading intervention and what it entails.

This included the techniques used in dialogic reading intervention in which consisted of the prompts used and how they are implemented. The primary investigator presented the findings from the research that described the important factors that played a role in students developing vocabulary. The participants were then trained in using the dialogic reading intervention and how they can use it in their classroom. They then discusses similarities and differences in the techniques they use to the ones presented from the training. The teachers participated in a simulation in which they played a role as an educator using the dialogic reading intervention practicing the skills and techniques by reading to another participant. The teachers received a sample multicultural book in which they practiced using the sequences in the dialogic reading intervention with the other participant. The teachers switched roles then continued practicing using the skills for the dialogic reading intervention. This allowed for the participants to complete the simulation by working with other teachers to enhance their skills of shared book reading by using the techniques to help develop the students vocabulary knowledge. The teachers recorded themselves when they implement the dialogic reading intervention in their classroom. They were asked to fill out a reading log in which they indicated the students progress after the implementation of the dialogic reading intervention.

      Proposed Resources for Project. The resources for this professional development included a smart-board projection technology to display the powerpoint as well as the training video created for the in-person training. The powerpoint created for the participants to refer to when the training video on how to use the dialogic reading intervention was played. Another resource included a packet of guided sheets from the training. One of the guided sheets included all of the aspects of the dialogic reading intervention including why it is used and how it helps

increase students vocabulary development. Another sheet included how the dialogic reading intervention can be implemented with the different sequences explicitly explained with examples provided with how to use them. A sample children's book in which the participants used during the stimulation that had prompts included in the book to learn how to use the dialogic reading intervention, were included in the resources.

      Proposed Evaluation. In order to evaluate the effectiveness of this in-person training and whether or not the objectives were met, there was a survey (Appendix B) provided to all participants at the end of the training that was filled out. The teachers were asked to indicate their level of understanding of the techniques needed for students to learn vocabulary as well as how to apply them through the dialogic reading intervention. The survey was also used to indicate if the training was useful and if the teachers are able to implement the intervention in their class as well as inform parents on how to use the intervention at home. The participants also were asked how they will apply the knowledge that they have learned from the training. They were also asked to submit a video of them implementing the dialogic reading intervention in their class as well as a reading log to determine the effectiveness.

Project Ties to Professional Standards

      The professional development ties to three of the International Literacy Association Standards (ILA). The first standard that it connected to is Standard 1: "candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction", teachers will learn the findings that were derived from intensive research that is provided throughout the professional in-person training. The second standard is Standard 4: "candidates create and engage their students in literacy practices that develop awareness, understanding,

respect, and valuing of differences in out society", the teachers were provided reading material

that they can implement in their classroom in which also connects to the different cultures of the

students in the class. The next standard is Standard 6: "Candidates recognize the importance of,

demonstrate, and facilitate professional learning and leadership as a career-long effort and

responsibility" the teachers worked with other participants during the professional development.

While working with other to gain a deeper understanding of the way that students develop

vocabulary knowledge, they will apply the researched-based techniques in their classroom as

well as educate parents in using the techniques as well.

       This professional development also ties to the New York State Common Core Learning

Standards (CCLS). The first two standards that it connected to were, RI.K.1 "with prompting and

support, ask and answer questions about key details in a text" as well as RI.K.2 "with prompting

and support, ask and answer questions about unknown words in a text." These standards were

related to the professional development as the teachers were learning ways to ask the students

question in regards to the reading and the information that it contains to build on their

comprehension skills. The next standards that it ties to were the first grade standards which

included RI.1.4 "ssk and answer question to help determine or clarify the meaning of words and

phrases in a text" and RI.1.6 "distinguish between information provided by pictures or other

illustrations and information provided by the words in a text." These were focused on while the

teachers were learning how to implement the dialogic reading intervention. Other standards used

include RI.1.7 "Use the illustrations and details in a text to describe its key ideas" and RI. K.10

"Actively engage in group reading activities with purpose and understanding". These standards

were tied to the professional development as the teachers are trained to use the dialogic reading

intervention and expand on students responses to the text.

Chapter 5: Discussion and Conclusion

Overview of Study and Findings

LaCour et al. (2017) noted that dialogic reading intervention was effective in developing vocabulary through shared book reading by parents. Researchers (Westerveld, Gillon, van Bysterveldt, & Boyd, 2015; Mol, Bus, de Jong, & Smeets, 2008) have found that students literacy performances were positively affected when parents read to their child. The problem related to dialogic reading intervention was the lack of parental involvement meaning that children might not get read to at home and their skills could be hindered. The research question was as follows "does using a dialogic reading intervention have an effect on early childhood language development?" The synthesis concluded four key findings from the data collected in the literature review. The first finding indicated that elaborating on vocabulary words helped increase students vocabulary knowledge. The second finding concluded that when parents and or teachers asked children questions that were related to what the text entailed, it helped increase the children's vocabulary knowledge. The third finding consisted of expanding on the student's response to the questions being asked by a teacher or parent showed to have a major impact on student comprehension of the text. The provided professional development addressed the research question as the teachers implemented the dialogic reading intervention to indicate progress made by the students after using the dialogic reading intervention. It was found that expanding on students responses and asking questions about the book can improve vocabulary development in which is an aspect that the teachers were taught in the professional development using the dialogic reading intervention.

Significance of the Findings

Researchers (Breit-Smith et al., 2017; Hindman, Wasik, & Snell, 2016) have indicated that adults and teachers may need assistance when implementing strategies to use to help promote conversations and language development. Several researchers (Neugebauer et. al., 2017; Hassinger-Das et al., 2017; Correa et al., 2015; Vadasy & Sanders, 2015; Wasik & Hindman, 2014; Justice et al., 2005) concluded that expanding on students responses as well as elaborating on vocabulary words by providing definitions and examples of words helped increase students vocabulary knowledge. Filiatrault-Veilleux et al. (2016) and Justice et al. (2005) explained that young children need more exposure along with practice learning new words. In line with this research, a professional development in-person training taught the teachers how to use techniques based on students skills. The findings were also significant because the participants used the information that they gained from the research from the in-person training when they implement the dialogic reading intervention in their classroom. The findings are important to help educators decrease the learning gap that children have in school with vocabulary development as they use the techniques.

Limitations of the Findings

There are some limitations to take into consideration from the research provided. The first limitation is that most of the studies collected focused on teachers or researchers being the participant, even though there were studies that consisted of parents, majority of the studies did not in which limited the synthesis. In addition, the studies collected focused on dialogic reading intervention and did not include a variety of other shared book reading interventions in which

limited the literature review and the synthesis.

Conclusion: Answer to the Research Question

The research question was "does using a dialogic reading intervention have an effect on early childhood language development." After synthesising data collected for the purpose of the research study, there were four findings in which included that elaborating on vocabulary words, asking questions related to the text being read, expanding on students responses and parents asking yes/no questions all showed to have a major impact on student comprehension of the text. The findings answered the research question in which dialogic reading intervention does impact on early childhood language development because the dialogic reading intervention includes all of the aspects that increase students vocabulary development and comprehension. The professional development, in-person training was used to educate teachers on the techniques that are used to increase student vocabulary knowledge. The teachers were taught the techniques and then participated in a simulation in which they practiced the skills used in the dialogic reading intervention to help increase students vocabulary. The teachers then sent in a video of the implementation of the dialogic reading intervention as well as students progress while using it to indicate their increased knowledge.

Recommendations for Future Research

It would first be recommended that further research take place in which includes using a variety of reading interventions that used shared book reading to compare them to the dialogic reading intervention. The second recommendation would be to use a larger range of parent participants of varying ages and ethnicities. The third recommendation would be to interview parents to collect data on what their parental involvement includes when reading to their child.

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Appendix A: Format of Professional Development

<u>Powerpoint used for in-person training</u>

Slide One: Participants play a game of kahoot in which determines what they know about reading techniques used to teach student vocabulary.

Slide Two: Summary of findings, important techniques needed for vocabulary development. Participants discuss the techniques they used and compared them to the findings presented.

Slide Three: Aspects of dialogic reading are explained to the participants with the materials in their packets.

Slide Four: Demonstration video of the dialogic reading intervention, the participants will analyze the video and discuss what they know about the techniques used in the intervention. They can ask/answer any questions regarding how to use the intervention.

<u>Simulation</u>

Part One: Look over prompts used in the sample children's book.

Part Two: Participants are paired up to work with other participants to practice using the prompts when reading the book.

Part Three: Switch roles and have the other participant read the book and use the prompts.

Part Four: Ask/answer questions needed when implementing the dialogic reading intervention.

<u>Assessment</u>

Participants will record themselves implementing the dialogic reading intervention to ensure that they have mastered the skills need to help increase student vocabulary development.

Appendix B: Evaluation of Professional Development

This survey is used in order to determine the effectiveness of the in-person professional development. After using the dialogic reading intervention in your classroom and recording yourself using the intervention, please provide your honest opinion of the training with examples to support your reasoning.

1. What are the important aspects related to how students develop vocabulary?

   _____
   _____
   _____

2. What made this professional development useful in gaining a deeper understanding of the techniques used in developing students vocabulary knowledge?

   _____
   _____
   _____

3. How did you implement the dialogic reading intervention in your class?

   _____
   _____
   _____

4. Were the resources provided in the training useful in helping you implement the dialogic reading intervention in your classroom?

   _____
   _____
   _____

5. Is there anything that you would change from the training that would help you better understand how to use the dialogic reading intervention?

   _____
   _____
   _____

6. What changes have you seen in your students vocabulary after implementing the dialogic reading intervention?

   _____
   _____
   _____

7. Will you continue to use the dialogic reading intervention in your classroom. Explain
    why or why not.

    _____
    _____
    _____