

# Dialogic Reading and Expressive Vocabulary Size from 6 to 36 Months: Longitudinal Evidence from Taiwanese Children

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## Introduction

- Dialogic reading (DR) is an interactive way of reading a book with a child, which has been shown to facilitate children's language development.
- Parents naturally use DR when reading with children (Chang et al., 2023).
- Parents' use of questions during reading is influenced by children's verbal ability (Kuchirko et al., 2016).
- Most studies focused on children between 3 and 6 years when studying the effect of DR on language development, yet, it is also important to understand the relationship between parents' DR practice and children's linguistic skills from infancy to toddlerhood.

## Research question

- To investigate the relationship between parents' DR practice and children's linguistic skills from infancy to toddlerhood

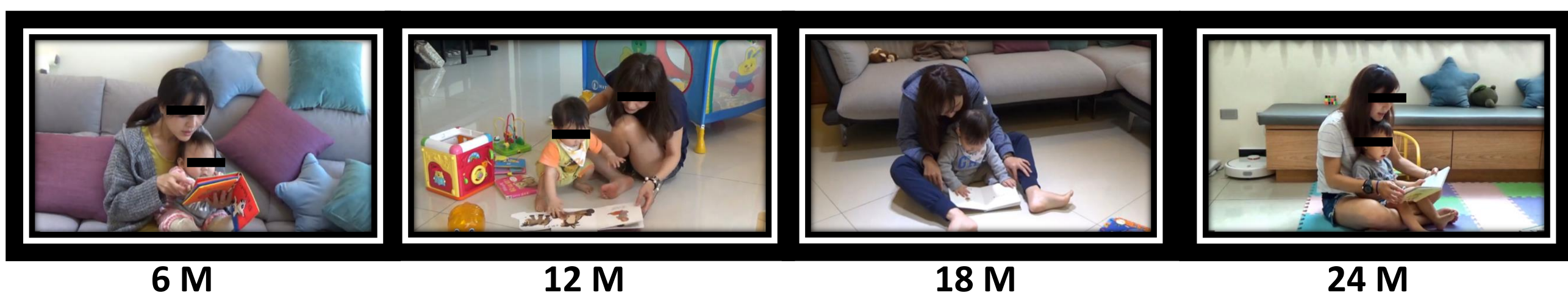
## Methods

- 66 Taiwanese parent-child dyads (26 girls, 40 boys)
- Longitudinal study

	6	12	18	24	36
Shared reading	✓	✓	✓	✓	
Vocabulary		✓	✓	✓	✓

## Shared reading:

- Video recorded (5 minutes)
- Coded for PEER (as an index of DR)
  - Prompt: induce children to talk about the book's content
  - Evaluate: praise or correct children's verbal response
  - Expand: elaborate on children's utterance
  - Repeat: ask children to repeat certain phrases or words



- Books read at:

(a) 6 months      (b) 12 months      (c) 18 & 24 months

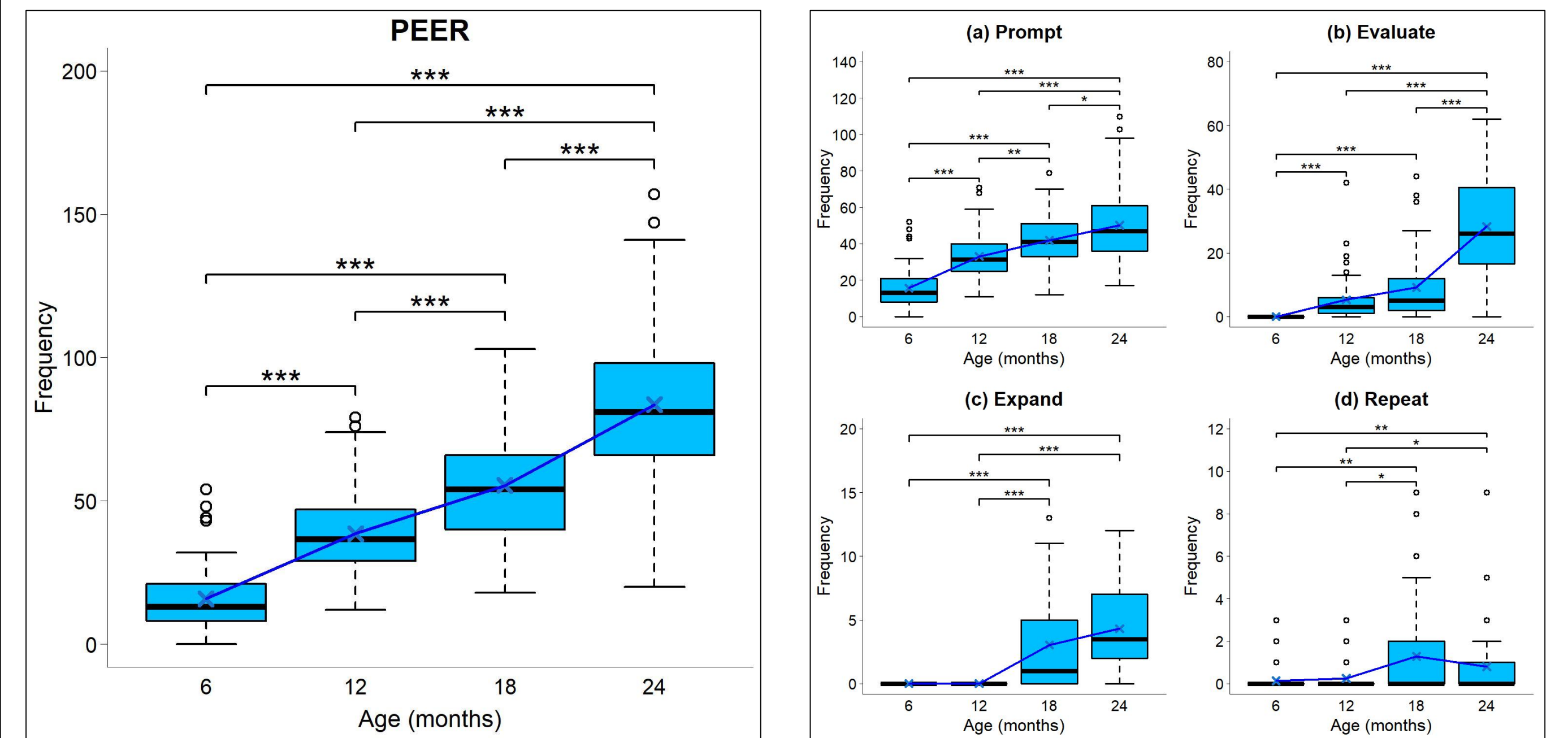


## Expressive vocabulary

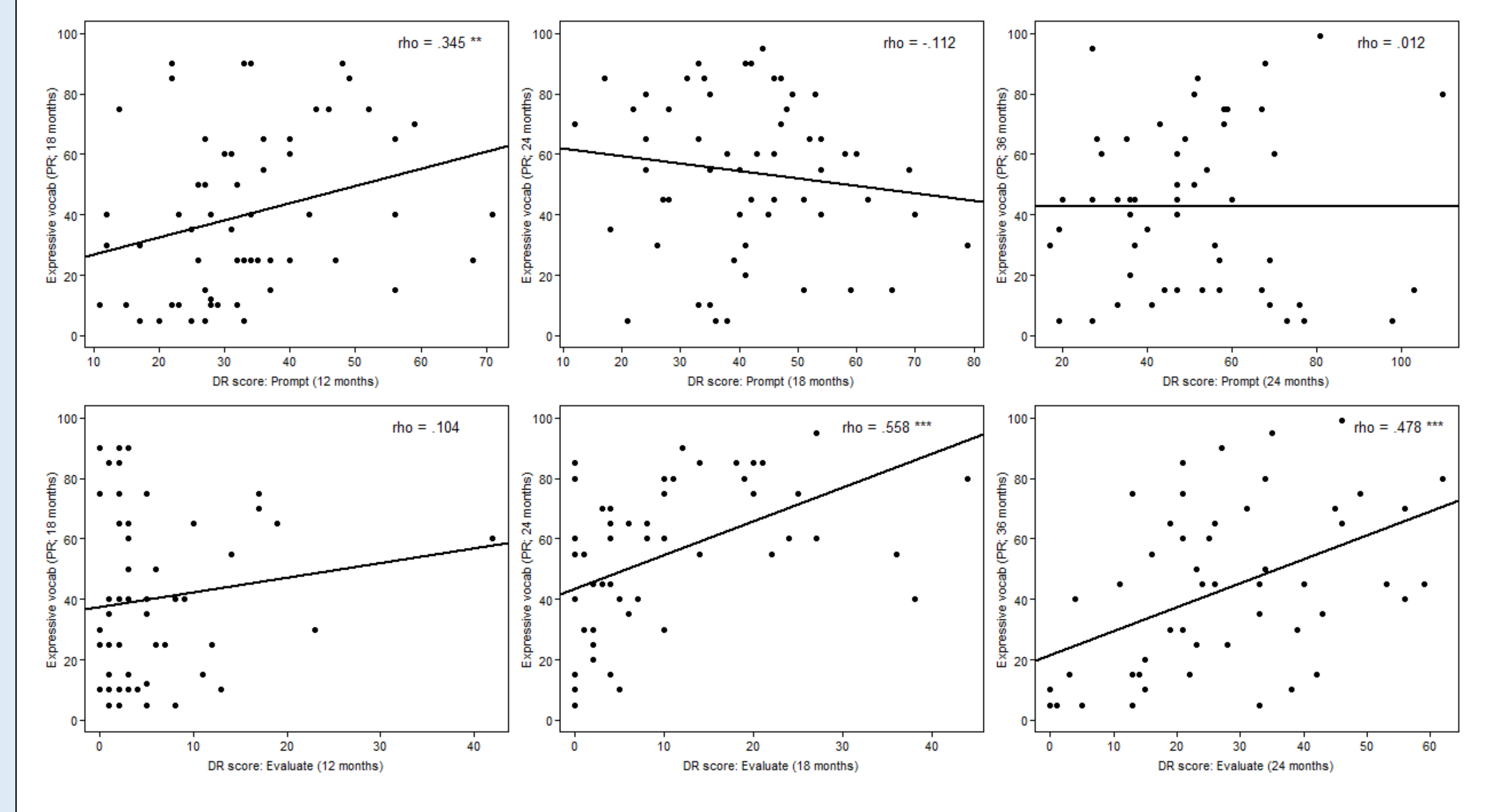
- Mandarin-Chinese Communicative Development Inventory (Taiwan) (MCDI-T)

## Results

- Parents used PEER increasingly as children aged.



- *Prompt* at 12 months (but not older) is positively linked to children's vocabulary 6 months later.
- *Evaluate* and *expand* at 18 months (but not younger) is positively linked to children's vocabulary 6 months later.



## Discussion

### 1. Parents' use of DR strategies occurs naturally

- In accordance with previous studies, Taiwanese parents are sensitive to children's ability.
- Their reliance on DR strategies increases with children's age.

### 2. DR strategies affect expressive vocabulary differentially

- Prompting children to speak is beneficial when children are still largely non-verbal.
- Correcting and elaborating on children's utterances is important when children have already started talking.

### 3. Our findings can be used as a basis for future intervention studies.

## References

- Chang, C. S., Hsieh, F.-J., Chen, T.-Y., Wu, S. C., Tzeng, O. J., & Wang, S. (2023). Revisiting dialogic reading strategies with 12-month-old infants. *Early Childhood Education Journal*, 51(8), 1413-1426. <https://doi.org/10.1007/s10643-022-01385-4>
- Kuchirko, Y., Tamis-LeMonda, C. S., Luo, R., & Liang, E. (2016). 'What happened next?': Developmental changes in mothers' questions to children. *Journal of Early Childhood Literacy*, 16(4), 498-521. <https://doi.org/10.1177/1468798415598822>

