

Abstract

Previous studies have indicated that parent-child interactive reading method, called dialogic reading, could significantly enhance children's language and literacy development. Improvement was also found on language delayed children in language use and expressive language level. Twenty Cantonese speaking children with language delay participated in this experimental study, assessed by pretest and posttest scores on a Cantonese grammar test. A five-minute story reading of parent-child dyads was taped in both the pretest and posttest to collect language sample data measured by mean length of utterance, total utterance and response rate. Parent-child dyads of experiment group read 8 books over 8 weeks using dialogic method and the subjects of control group read the same set of books as they usually did. Comparison of the test scores over groups and time failed to find significant intervention effects. However, correlation between test scores and factors related to dialogic reading skills indicated that dialogic reading method did have an influence on children's language level. Reasons behind the failure of experiment effect was discussed.