

Apply the research to practice

Objective(s)

Learners describe the relevance of a research summary to a dilemma presented earlier in the module.

Description

In this activity, learners apply information from a research summary on dialogic reading to a specific context.

Required Materials/Resources

Learner Materials

- [Handout 6.1: Research Summary on Dialogic Reading](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide learners with Handout 6.1.
2. Ask learners to respond to the questions:
 - (1) In the research syntheses, what were the effects of dialogic reading on (i) preschoolers' oral language, and (ii) the communication and language competencies of preschoolers with disabilities?
 - (2) How relevant are the research findings to the context portrayed in the dilemma?
 - (3) What does Dr. Lonigan say happens when children are exposed to dialogic reading?
3. Provide feedback.

Suggested Assessment

- (1) The first research synthesis found that dialogic reading had positive effects on oral language (and no discernible effects on phonological processing). The second found that dialogic reading has potential effects on the communication and language competencies of children with disabilities.
- (2) The first synthesis looked at dialogic reading practices in studies with over 300 preschool children, which are the same practices with the same age group as the children in Tenisha's class. The majority of the children in the studies were from economically disadvantaged families which is similar to some of the children in Tenisha's class. The second synthesis included 2 studies with 52 children with language delays, from ages 3-6.
- (3) Dr. Lonigan says that when children are exposed to dialogic reading, they develop greater levels of vocabulary, and more language skills than children who are not exposed to dialogic reading.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method

Discovery

Level

Intermediate

Estimated Time Needed

7-8 minutes for instructor preparation

30-45 minutes for learner activity

Learner Form

[Activity 6.3a](#)

Hint provided to learner: (1) Looking at the first page of the research summary, what does it say about the effectiveness of dialogic reading? (2) Think about the specific reading practice the research summary discusses and what does it say about the age of the children and their backgrounds? (3) Think about what Dr. Lonigan says about children who are exposed to dialogic reading compared to those children who are not exposed to dialogic reading practices.

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

- [Activity Guide 6.3b](#): Use family-friendly language to describe research
- [Activity Guide 6.3c](#): Connecting to the research

Credits

The CONNECT Content Team