

Abstract (English)

The present study investigated the effects of a special interactive dialogical reading method created by Whitehurst et al. (1988) on hearing-impaired children (HI) in Hong Kong. Dialogical reading encourages the active participation of children under parents' scaffolding. Twenty-eight HI from kindergarten and Primary 1 and 2 were pretested on the Preschool and Primary Chinese Literacy Scale (PPCLS) and a Chinese Translation of the Peabody Picture Vocabulary Test – Third Edition (PPVT-III). They were then randomly assigned into one of three conditions: dialogical reading intervention, normal reading intervention and control. Storybooks were given to the children in the former two groups during the eight-week intervention. Parents were taught dialogical reading skills in the dialogical group and picture cards were given to facilitate maximum parent-child interactions. All children were posttested after eight weeks. A significant interaction effect was found using repeated measure analysis, which indicated that the dialogical reading group had a significantly greater improvement on PPVT-III scores than did the other two groups. Parent-child interactions of high quality and the use of pictorial materials are believed to be key factors in the program. The educational value of this intervention is also discussed.