

Exploring the Implementation of Dialogic Reading Strategies: A Comprehensive Bibliometric and Systematic Literature Analysis

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ABSTRACT:

This study delves into the application of dialogic reading as a transformative strategy to enhance early literacy and cognitive development among young learners. Using a dual-method approach combining bibliometric analysis and a systematic literature review (SLR), this research provides a comprehensive exploration of dialogic reading's global landscape and its practical applications in education. The bibliometric analysis identified leading countries, institutions, journals, and authors, revealing the United States as the dominant contributor, supported by strong educational infrastructures and research funding. The SLR critically examined 10 selected studies, uncovering prevalent learning theories such as Dialogic Reading Theory and Vygotsky's Sociocultural Theory, diverse research methodologies, and the extensive use of storybooks as the primary medium. Key findings highlight the adaptability of dialogic reading across cultural and educational contexts, the pivotal role of parent-child and educator interactions, and the importance of tailoring interventions to individual learner needs. Notably, the reviewed studies underscore significant research gaps, including the need for longitudinal studies, integration with emerging educational trends, and development of culturally relevant materials. Future research must also prioritize expanding sample diversity and enhancing training programs for educators and parents. This study offers a robust framework for implementing dialogic reading strategies, emphasizing its potential to revolutionize early childhood education by fostering interactive, inclusive, and effective learning environments.

Keywords: dialogic reading; early literacy; bibliometric analysis; systematic literature review; educational strategies

1. Introduction

The establishment of early literacy skills in preschool is a key determinant of later academic success. These are the foundational skills, early language development, phonemic awareness, vocabulary acquisition, and print awareness, that are necessary to establish a strong reading and learning capacity. The literature base has repeatedly reported that children's early literacy skills are highly predictive of their later emergent literacy outcomes, implying that instruction during the developmental period is critical (Snow et al., 1998). Despite its importance, there are many preschoolers, especially in Saudi Arabia, who struggle in gaining these skills. Rote learning and rote drills associated with traditional teaching methods have been implicated as a major cause of these difficulties. These approaches often do not inspire young learners to participate in meaningful language learning activities, thus, reducing their chances of developing authentic literacy life (Al-Qaryouti et al., 2016; Alshumaimeri, 2019; Mohamed & Barakat, 2023). Practices such as these highlight the vital importance of evidence-based, innovative teaching methods appropriate for the developmental stage of young children (Roskos et al., 2003; Neuman & Dickinson, 2011)

One promising strategy is dialogic reading, an interactive approach to teaching that promotes back-and-forth interaction between adults and young children. Unlike the way most of us are taught to read in this country, dialogic reading (or interactive reading) encourages conversation in an organized fashion so that children learn language and early literacy skills. The possible benefits of early use with respect to literacy development are well documented such as enhancement of vocabulary, story-telling skills and comprehension (Whitehurst et al., 1994; Mol et al., 2009). But there has, however, been little research on its use in a variety of educational settings, especially in the Middle East. This gap needs to be filled by in-depth analysis of dialogic reading practices, its theoretical underpinning and practical implications for early childhood.

The present study attempts to fill this gap by offering a close examination of dialogic reading instruction as a proven educational practice. Using a qualitative and a quantitative method (bibliometrics and SLR), this study aims to explore the intellectual structure of dialogic reading in education and its applications. The bibliometric review reveals the key players in the field (e.g., leading countries, institutions, journals, authors, and keywords), which provides an integrated view of dialogic reading research at a global level. The SLR, on the other hand, provides a critical investigation of a number of selected related articles to detect predominant learning theories, research methodology, media type, sample characteristics, and future research avenues.

The end goal is to improve early literacy in preschool-aged children that can increase the probability of academic success for these children in the future, as well as to help efforts to transform teaching practices in preschool education more generally. This study highlights the potential of dialogic reading as a transformative tool in the development of interactive and significant learning, that will in turn, inform future education enhancements.

For the first phase of the review (a bibliometric analysis), the following questions are addressed:

Which countries, educational institutions, journals, authors, and keywords are leading in the field of dialogic reading?

For the second phase of the review (SLR), the following questions are addressed:

- (1) What are the most commonly used learning theories in the field of dialogic reading?
- (2) Which research methodology is most frequently employed in the field of dialogic reading?
- (3) What types of media are utilized in the field of dialogic reading?
- (4) What sample populations are commonly studied in the field of dialogic reading?
- (5) What are the future agendas or recommendations for advancing the field of dialogic reading?

2. Methodology

To investigate and clarify the application of the dialogic reading strategy in educational literature, this study utilizes an extensive Systematic Literature Review (SLR) supported by bibliometric analysis.

Research Design

This study employs a dual-method research design, integrating bibliometric analysis and a Systematic Literature Review (SLR). The bibliometric component provides a quantitative macro-level view of the research landscape, while the SLR component offers a qualitative micro-level synthesis of specific methodologies and findings. This mixed-design allows for a holistic understanding of the research domain,

combining quantitative data on publication trends with qualitative synthesis of study findings. The SLR was executed according to the PRISMA methodology, a recognized standard for performing systematic reviews (Page et al., 2021).

Working Group

In the context of this review study, the "working group" refers to the dataset of articles selected for analysis. The initial search on the Scopus database yielded 1,019 records. Following a rigorous screening process based on inclusion and exclusion criteria (Table 1), a final working group of 10 peer-reviewed articles was selected for the in-depth Systematic Literature Review. These articles represent the core sample from which qualitative data regarding learning theories, methodologies, and media were extracted.

Table 1. The exclusion and inclusion criteria

Inclusion	Exclusion
Key words: dialogic reading	Any other keywords were excluded
2013 – 2023 research period were included	Any research earlier than 2013 was excluded due to the updated nature of this research area. Also, 2024 was excluded due to the fact that this year is not over yet.
Subject area: social science and humans and arts	Any other subject areas were excluded
Articles written in English only were included	Any other languages were excluded
Only articles were included	Thesis, conferences papers, book chapters and any other format were excluded

Data Collection Tools

The primary tool for data collection was the Scopus database, chosen for its extensive coverage of educational literature. The search was conducted on January 9, 2025.

Search Query: TITLE-ABS-KEY (dialogic AND reading)

Filters: Timeframe (2013–2023), Language (English only), Document Type (Articles), and Subject Area (Social Sciences; Arts and Humanities).

Bibliometric Tool: VOSviewer software was used to extract and visualize metadata from the initial 1,019 records, specifically for mapping co-authorship, citation networks, and keyword co-occurrences.

Screening Tool: The PRISMA 2020 flow diagram was used to document the screening and selection process transparently.

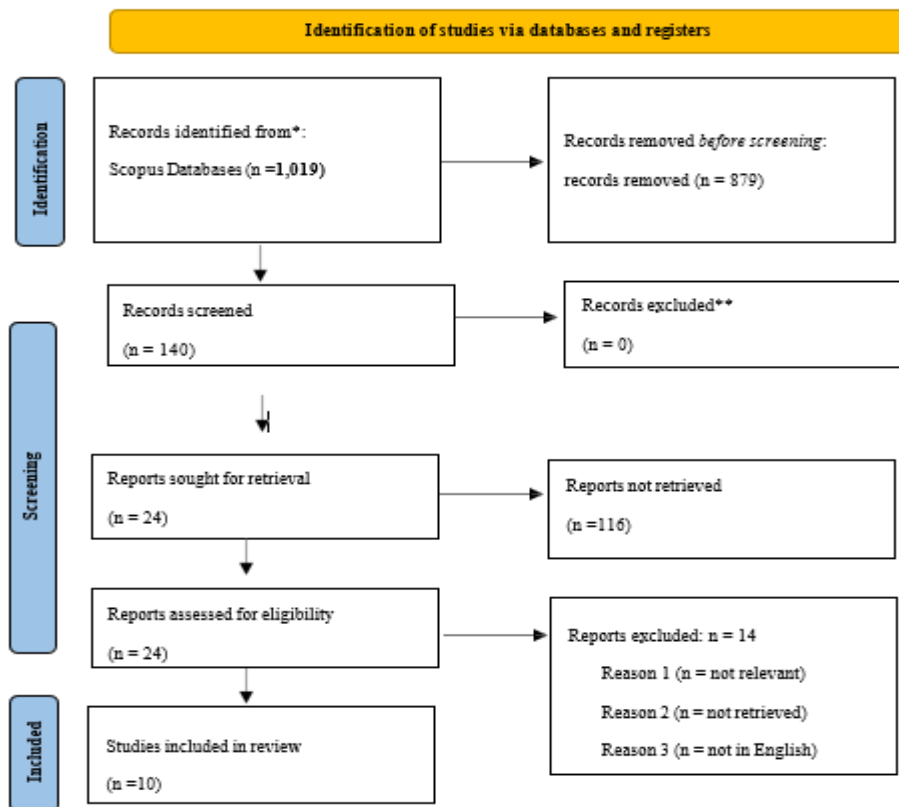


Figure 1. The PRISMA framework

Data Analysis

The data analysis was conducted in two phases. First, the Bibliometric Analysis analyzed metadata from the 1,019 identified records using VOSviewer to visualize network maps of leading countries, institutions, and keywords. Second, the Thematic Analysis was applied to the final 10 selected articles. A coding scheme was developed to extract specific data points: learning theories, research methodologies, media utilized, and sample characteristics. These data were synthesized to identify common themes and research gaps.

3. Results

The bibliometric analysis pinpointed important contributors to the area in terms of countries, institutions, journals, authors and keywords, underlining the global and interdisciplinary character of the scientific community around dialogic reading. The SLR also conducted a critical review of 10 papers included based on

PRISMA (Page et al., 2021). These studies were reviewed regarding their implications to learning theory, methodology, media use, sample characteristics, and future suggestions for dialogic reading. This dual-strategy approach not only showcases dialogic reading as an instructional practice, but also demonstrates where research is lacking and invites future research. The macro-level bibliometric analysis and micro-level SLR evidence together establish a comprehensive set of evidences to appreciate and promote dialogic reading in the field of education. The full list of papers reviewed is presented in Appendix A.

The First Phase (Bibliometric Analysis):

The Top Leading Countries in The Field of Dialogic Reading:

Figure 2 highlights the top countries contributing to research on dialogic reading, showcasing their levels of academic engagement in this field. The analysis identifies nations with the highest

volume of publications, reflecting their leadership in exploring and advancing the dialogic reading strategy within educational contexts.

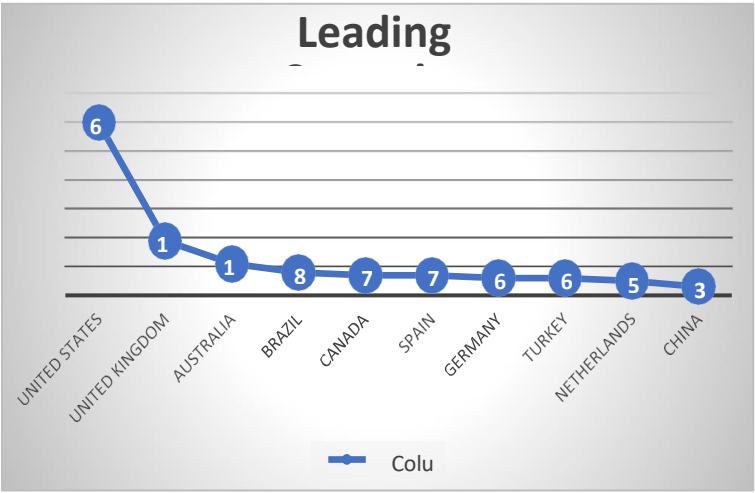


Figure 2. Leading countries in the field of dialogic reading research

The Top Educational Institutions in The Field of Dialogic Reading Research

Table 2 presents the leading educational institutions globally in dialogic reading research,

ranked by the number of publications (TP*) they have contributed to this field. These institutions represent key contributors to advancing dialogic reading strategies, reflecting their influence on shaping educational practices and policies.

Table 2. Top 10 educational institutions in the field of dialogic reading research

Affiliation	Country	TP*
Purdue University	USA	6
University of Melbourne	Australia	5
Florida State University	USA	4
University of Washington	USA	4
University of Cambridge	UK	4
Melbourne Graduate School of Education	Australia	4
Universitat de Barcelona	Spain	3
Université McGill	Canada	3
Vanderbilt University	USA	3
La Trobe University	Australia	3

The Top Authors in The Field of Dialogic Reading Research

Table 3 showcases the leading authors contributing to dialogic reading research, ranked based on metrics such as total publications (TP*),

h-index, and total citations (TC*). These authors have significantly influenced the field through their research, shaping the discourse and advancing understanding of dialogic reading strategies.

Table 3. Top 10 authors in the field of dialogic reading research

#	Authors	TP*	H-index	TC*	Most cited paper	Time cited	Country
1	Niklas, Frank	68	23	1,641	Parents supporting learning: a non-intensive intervention supporting literacy and numeracy in the home learning environment.	52	Germany
2	Cohrssen, Caroline	54	15	655	Parents supporting learning: a non-intensive intervention supporting literacy and numeracy in the home learning environment.	52	Hong Kong
3	Tayler, Collette	71	22	1,292	Parents supporting learning: a non-intensive intervention supporting literacy and numeracy in the home learning environment	52	Australia
4	Abarca, Diana L.	10	4	86	Dialogic Reading in Early Childhood Settings: A Summary of the Evidence Base	60	United States
5	Berenst, Jan	15	7	121	Children's discussions about texts: Integrating and evaluating practices	3	Netherlands
6	Fleury, Veronica P.	22	10	1430	A Modified Dialogic Reading Intervention for Preschool Children With Autism Spectrum Disorder	75	United States
7	Koole, Tom	49	13	737	Children's discussions about texts: Integrating and evaluating practices	3	Netherlands
8	Pulles, Maaike	3	3	9	Children's discussions about texts: Integrating and evaluating practices	3	Netherlands
9	Serry, Tanya Anne	50	12	587	The development and psychometric properties of a shared book reading observational tool: The Emergent Literacy and Language Early Childhood Checklist for Teachers (ELLECCCT)	12	Australia
10	Snow, Pamela Claire	125	38	5678	The development and psychometric properties of a shared book reading observational tool: The Emergent Literacy and Language Early Childhood Checklist for Teachers (ELLECCCT)	12	Australia

TP= Total publications, TC*=Total Citation*

The Top Journals in The Field of Dialogic Reading Research

Figure 3 highlights the leading academic journals that have significantly contributed to the body of

research on dialogic reading. These journals serve as key platforms for disseminating findings and fostering discourse on the development and application of dialogic reading strategies in various educational contexts.

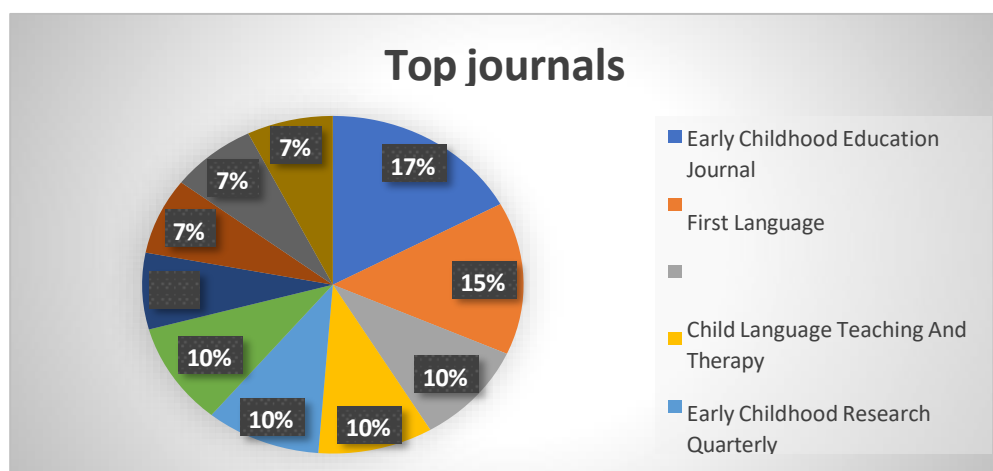
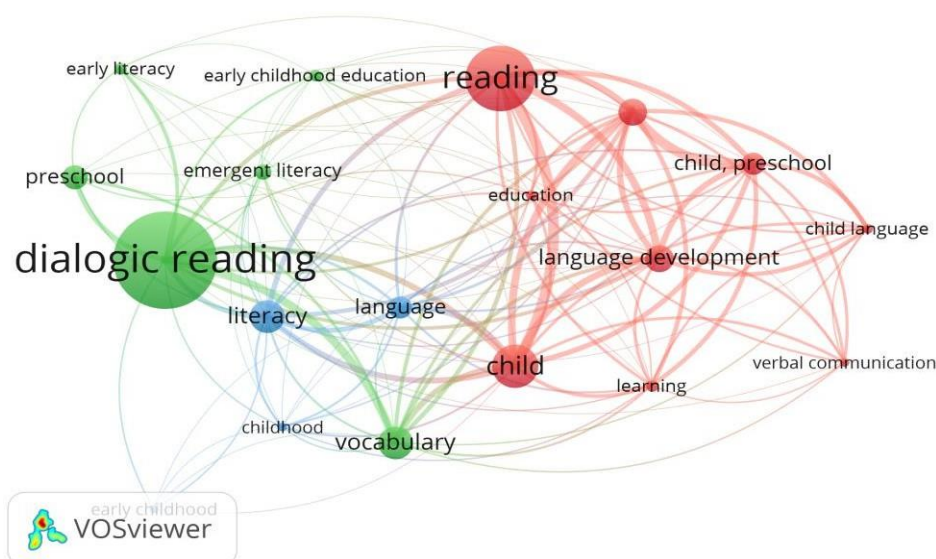


Figure 3. Top journals in the field of dialogic reading

The Top Keywords Used in Publication in The Field of Dialogic Reading Research

Figure 4 illustrates the network of co-occurring keywords in dialogic reading research, generated

using VOSviewer software. The visualization identifies the most frequently used terms and their relationships, offering insights into the thematic focus areas within the field.



+Figure 4. Keywords co- occurrences related to dialogic reading

The Second Phase: The Systematic Literature Review (SLR)

The second part of this study is a systematic literature review (SLR) that aims to deepen the comprehension of dialogic reading in education. This phase is also an attempt to contextualize and consolidate the findings from a process that involves extensive reading of selected studies to identify central theoretical perspectives, types of

media, types of sample populations, research approaches and future suggestions. The SLR seeks to critically review the field of research with published literature to identify emerging gaps in knowledge in order to reflect the breadth of dialogic reading's utility and influence. This systematization of the field guarantees a thorough review of the field, fills knowledge gaps and provides actionable information for educators, researchers and policy makers.

Learning theories

Table 4. A summary of the commonly used learning theories in dialogic reading research

Authors	Learning Theory	Elaboration
Flores et al. (2014); Vargas-García et al. (2020); Olszewski & Hood (2023); Weadman et al. (2022)	Dialogic Reading Theory	Emphasizes the use of structured dialogue between adults and children to promote active engagement and language acquisition.
Müller et al. (2023); Omar et al. (2023); Petrie et al. (2023); Weadman et al. (2023)	Sociocultural Theory by Vygotsky	Highlights the Zone of Proximal Development (ZPD) and scaffolding as critical for fostering cognitive and social development in dialogic reading.
Vollebregt et al. (2021)	Simple View of Reading (SVR)	Focuses on decoding and comprehension as foundational components of early literacy, particularly relevant in dialogic reading interventions.
López et al. (2023)	Constructivist Learning Theory	Advocates for learner-driven knowledge construction, emphasizing dialogic interactions as tools for deepening understanding and fostering critical thinking.

Table 4 summarizes the range of theoretical frameworks employed in dialogic reading studies. The theories discussed in the reviewed papers also highlight an active role of adult-involvement and as the importance of adult-child interaction to support learning through both adults led, structured interactions and ‘cognitive scaffolding’. Dialogic reading theory, heavily juxtaposed with principles of social constructivism, serves as the primary theoretical framework for much of this work (e.g., Flores et al., 2014; Olszewski & Hood, 2023; Vargas-García et al., 2020; Weadman et al., 2022). This emphasis of exploring meaning-making through interaction rather than by static observation emphasizes the value of an interactive dialogue as a necessary condition for meaningful learning. Furthermore, the Sociocultural Theory of Vygotsky, with its focus on the Zone of Proximal Development (ZPD) and Scaffolding, highlights the contribution of dialogic reading to cognitive and social development (e.g., Müller et al., 2023; Omar et al., 2023; Petrie et al., 2023; Weadman et

al., 2023). Other models and theories such as the Simple View of Reading (SVR) and Constructivist Learning Theory contribute various perspectives to the conversation. For example, the Simple view of reading stresses decoding and comprehension as components of gaining reading literacy, and constructivist approaches highlight the role of the learner in the construction of meaning through purposeful engagement (e.g., López et al., 2023; Vollebregt et al., 2021).

Research Methodology

The methodological approaches employed in dialogic reading research vary widely, reflecting the field's diverse objectives and contexts. These methodologies offer valuable insights into the effectiveness, adaptability, and implementation of dialogic reading strategies across different educational settings. Table 5 summarizes the research methodologies used in the reviewed studies.

Table 5. A summary of the research methodologies used in the reviewed studies

Authors	Methodology \ Approaches	Elaboration
Flores et al. (2014)	Single-subject experimental design	Focused on detailed observations and interventions tailored to individual subjects, providing precise insights into dialogic reading.
Vargas-García et al. (2020)	Quasi-experimental design with a pretest-posttest control group	Evaluated the effectiveness of dialogic reading by comparing intervention and control groups before and after the intervention.
Vollebregt et al. (2021)	Program evaluation design	Assessed the implementation and outcomes of specific dialogic reading programs to determine their overall effectiveness.
Weadman et al. (2022), (2023)	Qualitative and quantitative methods	Combined statistical analyses with qualitative insights to provide a holistic understanding of dialogic reading's impact.
Olszewski & Hood (2023)	Observational methodology	Focused on observational techniques to evaluate parent- child interactions using children's books like Giraffes Can't Dance.
López et al. (2023)	Illustrated books	Used illustrated books as tools for analyzing dialogic reading interventions and their impact on literacy development.
Omar et al. (2023)	Interactive picture books	Explored the use of culturally relevant folktales in dialogic reading, highlighting their role in promoting engagement and learning.
Müller et al. (2023)	Storybooks	Investigated dialogic reading with traditional storybooks to analyze their impact on language acquisition and cognitive skills.
Petrie et al. (2023)	Narrative storybooks (wordless and with text)	Examined the differences in engagement and outcomes between wordless storybooks and text-based storybooks.

The variety of the methods used in dialogic reading studies is shown in Table 5. Experimental and quasi-experimental methods, which are employed in the article by Flores et al. (2014) and Vargas-García et al. (2020) offer compelling evidence that the intervention works. Likewise, programme evaluation designs such as that seen in Vollebregt et al. (2021), provide insights into how dialogic reading strategies are applied in practice. The qualitative and quantitative methods used by Weadman et al. (2022), (2023), promote the importance of an evenhanded interpretation that combines statistical information with qualitative analysis. In comparison to works such as Olszewski and Hood (2023) and López et al. (2023) apply more targeted observational methods, with respect to particular materials like picture and children's books. And guides while embedded (i.e., the there

is also evidence that the use of culturally customized methods such as interactive picture books by Omar et al. (2023) highlight the flexibility of dialogic reading across different cultures. The different focus on storybooks when compared to Müller et al. (2023) and Petrie et al. (2023), demonstrates the range of media that can be successfully integrated in dialogic reading interventions.

Types of media

The selection of media in dialogic reading research significantly influences its effectiveness and adaptability in various educational settings. The studies reviewed highlight a range of media formats, with storybooks being the most prominent. Table 6 summaries of the media types utilized in the analyzed studies.

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Table 6. A summary of the media types utilized in the analyzed studies.

Authors	Media	Elaboration
Flores et al. (2014)	Children's novels (e.g., <i>Minha mãe é uma Pirata</i>)	Used engaging narratives to captivate children's attention and foster active participation in dialogic reading interventions.
Vargas-García et al. (2020)	Picture books and mobile applications	Combined traditional picture books with digital tools to enhance accessibility and interactivity for learners.
Weadman et al. (2022), (2023); Müller et al. (2023); Vollebregt et al. (2021)	Storybooks	Highlighted as the most widely used medium, enabling interactive storytelling, language development, and cognitive growth.
Omar et al. (2023)	Interactive picture books	Leveraged culturally relevant folktales in the form of interactive picture books to promote engagement and enhance learning outcomes.
Petrie et al. (2023)	Narrative storybooks (wordless and with text)	Examined the impact of visual-only versus text-supported storybooks on engagement and literacy development.

Table 6 illustrated the importance of StoryBooks in dialogic reading, as indicated in the Weadman et al. studies (2022), (2023), Müller et al. (2023) and Vollebregt et al. (2021). These studies demonstrate the potential of the media in promoting literacy, comprehension, and cognitive skills via interactive storytelling. Apart from storybook readings, some research, such as that of Vargas-García et al. (2020) have broadened the range of dialogic reading to include picture books together with mobile apps and have demonstrated the possibility of mixing older and contemporaneous media. Similarly, Omar et al. (2023)'s implementation of culture-specific interactive picture books indicate the possibility of dialogic reading to be applied across various cultural settings. Novel solutions, such as those of Flores et al. (2014)'s children's books on

the one hand and Petrie et al. (2023)'s examination of wordless and text storybooks, also illustrate the variety of media that can be used to support dialogic reading interventions. These results underscore the significance of media choice in promoting the benefits of DR in various educational contexts.

Samples Utilized

The studies on dialogic reading reviewed in this research demonstrate the diverse sample groups involved in exploring the strategy's effectiveness. The samples range from children and parent-child dyads to early childhood educators, highlighting the broad applicability of dialogic reading across different educational and familial contexts. Table 7 summarizes the samples utilized in the analyzed studies.

Table 7. summary the samples utilized in the analyzed studies.

Authors	Samples	Elaboration
Flores et al. (2014); Vargas-García et al. (2020); Vollebregt et al. (2021)	Children (3, 34, and 90, respectively)	Focused on children to evaluate the effectiveness of dialogic reading in enhancing language and literacy skills in various group sizes.
Weadman et al. (2022), (2023); Omar et al. (2023)	Early childhood teachers (32 teachers from 26 preschools; 98 teachers including interviews and questionnaires)	Explored the perspectives and practices of educators to understand dialogic reading's implementation and effectiveness in classroom settings.

Olszewski & Hood (2023); López et al. (2023); Petrie et al. (2023)	Parent-child dyads (27, 664, and 36 dyads, respectively)	Investigated the dynamics of dialogic reading in family settings, focusing on parent-child interaction and literacy development outcomes.
Müller et al. (2023)	Two caregiver-child dyads	Conducted in-depth, focused studies to evaluate dialogic reading in highly individualized contexts.

Table 7 highlights the diversity of samples utilized in dialogic reading research. Studies involving children, such as those by Flores et al. (2014) and Vargas-García et al. (2020), focus on understanding how young learners directly benefit from dialogic reading interventions. Larger child samples, like the 90 grade 1 children in Vollebregt et al. (2021), provide a broader perspective on the effectiveness of dialogic reading in structured educational settings. The inclusion of parent-child dyads, as seen in Olszewski and Hood (2023) and López et al. (2023), emphasizes the role of family interactions in fostering early literacy. López et al. (2023) analyzed a large-scale sample combining 664 .

Future Agendas and Recommendations

The studies reviewed offer valuable recommendations for advancing dialogic reading research and practice. These recommendations

dyads giving insights into the generalizability of dialogic reading. Works such as Weadman et al. (2022), (2023) and Omar et al. (2023) shift focus from the implementation and teacher perspectives of dialogic reading to educators. These studies emphasize the role of teacher professional development and instructional strategies for the successful implementation of the approach. The variety across groups of participants is evidence of the adaptability of dialogic reading to different classroom or home environments, which is of interest as to this program’s generalizability and potential for scaling

highlight areas for future exploration, including expanding sample sizes, enhancing teacher and parent training, and exploring long-term impacts. Table 8 summarizes the future agendas and recommendations proposed by the authors.

Table 8. A summary of the future agendas and recommendations proposed by the authors.

Authors	Future Agendas / Recommendations	Elaboration
Flores et al. (2014); Vargas-García et al. (2020)	Expand sample size, increase session duration, and analyze diverse genres. Tailor interventions to individual differences in cognitive and linguistic abilities.	Emphasizes refining intervention methods and understanding the impact of individual components to maximize effectiveness.
Vollebregt et al. (2021)	Explore long-term effects, isolate program components, and test collaborative delivery models.	Highlights the importance of scalability and evaluating interventions in diverse educational contexts.
Weadman et al. (2022), (2023)	Validate tools with larger samples, control factors like book features and group size, and enhance teacher training.	Focuses on refining tools and training methodologies to improve literacy outcomes and professional practices.
Olszewski & Hood (2023)	Conduct longitudinal studies, explore text characteristics, and train parents in dialogic reading strategies.	Aims to enhance the understanding of parent- led vocabulary instruction and the role of text in influencing reading strategies.

López et al. (2023)	Use randomized trials, assess implementation fidelity, and adapt methods for diverse contexts.	Prioritizes scalability and real-world application of dialogic reading programs to ensure effectiveness in varied settings.
Omar et al. (2023)	Enhance teacher training, integrate storytelling with STEM, and conduct broader field trials.	Suggests innovative approaches like combining storytelling with STEM and validates models in culturally diverse educational systems.
Müller et al. (2023); Petrie et al. (2023)	Conduct longitudinal studies, focus on cultural adaptations, and expand research to diverse populations.	Stresses inclusivity and long-term impact assessments to understand the broader applicability of dialogic reading strategies.

4. Discussion

This study examined dialogic reading through a dual-method approach, integrating bibliometric analysis and a systematic literature review (SLR) to address the research questions comprehensively. The discussion reflects on the findings, offering justifications and reasoning to contextualize the results and their implications for future research and practice.

Leading Contributors and Trends in Dialogic Reading

Bibliometric results showed that the US, UK, and Australia were the most prolific in dialogic reading research. The educational institutions Purdue University and the University of Melbourne were large contributors, indicating they were major contributors to early childhood literacy research. The level of interest in dialogic reading across interdisciplinary lines is reflected in journals such as *Early Childhood Education Journal* and *First Language*, which critique it as an important educational methodology. This geographic and institutional centrality has to do with the overinvestment in research infrastructures, the greater availability of funding, and the prioritization of early childhood education in these areas. However, the scant inclusion of other regions, especially within developing countries, may reflect challenges such as access to research funding or lack of attention from institutions to early literacy strategies. Developing more international collaborative research and funding in these areas might result in enriching perspectives and deepen global insights into dialogic reading.

Theoretical Foundations

Dialogic reading theory and Vygotsky’s Sociocultural Theory were identified as the often used theoretical frameworks. Dialogic reading theory focuses on the interactive dimension of shared reading leading to active interaction between adult and child (Flores et al., 2014; Olszewski & Hood, 2023). The mediation of Vygotsky’s concepts (such as ZPD and scaffolding) emphasized the role of social interaction in cognitive development (Omar et al., 2023; Weadman et al., 2023). The use of other conceptual frameworks, such as the Simple View of Reading (Vollebregt et al., 2021) and Constructivist Learning Theory (López et al., 2023), points to the deep theoretical resources of dialogic reading. These models offer different ways of viewing the way in which dialogic reading contributes to literacy, cognitive development, and critical thinking.

Research Methodologies

The reviewed articles used a wide range of study design, such as studies with experimental design (Flores et al., 2014), quasi-experimental designs (Vargas-García et al., 2020) and mixed method designs (Weadman et al., 2022, 2023). This approach is driven by the mandatory nature to capture both numeric performance and the qualitative experience. The emphasis on quasi-experimental and mixed-methods methodologies also points to an applied and integrated focus in the field. For example, López et al. (2023) used RCTs to assess intervention fidelity, and so did Omar et al. (2023) combined qualitative

interviews with quantitative surveys to investigate teachers’ views.

Media Utilized

Storybooks were the most frequently used material, underlining their usefulness for promoting language and literacy skills (Weadman et al., 2022, 2023; Vollebregt et al., 2021). Other studies included new media, such as animated picture books (Omar et al., 2023) and digital technologies such as applications (Vargas-García et al., 2020). The use of storybooks reflects their flexibility and availability. But bringing digital tools into the mix serves to underscore the fact that dialogic reading is only as good as we make it, and especially in cases where technology can bolster engagement and interactivity.

Sample Populations

The samples were varied and comprised children, parent–child dyads, and teachers. These smaller series, such as those by Flores et al. (2014) and Müller et al. (2023) focused on detailed samples of single or dyadic interactions, to larger-scale analyses like López et al. (2023) studied 664 parent-offspring pairs. The addition of early childhood teachers (Weadman et al., 2022; Omar et al., 2023) emphasizes the need for context-based analysis of how dialogic shared reading is realized in institutional contexts. These diverse

samples guarantee that the results are applicable to both the home and the school environment.

Recommendations and Future Agendas

The common themes emerging from the reviewed studies all echoed the need to increase sample sizes and diversity to improve the generalizability of results (Flores et al., 2014; López et al., 2023). Long-term studies were required to investigate the lasting impact of dialogic reading on literacy and cognitive development (Omar et al., 2023; Vollebregt et al., 2021). Innovative ways to combine dialogic reading with other educational domains including STEM (Omar et al., 2023) and to create culturally compelling materials (Müller et al., 2023) are possibilities for the future. A further need was identified for both teachers and parents to receive training, acknowledging that the facilitator of dialogic reading plays an instrumental role in achieving optimal outcomes (Olszewski & Hood, 2023; Weadman et al., 2023).

Future Directions and Research Gaps

Based on the findings and recommendations from the 10 reviewed studies, several future directions and research gaps have been identified. These directions are closely linked to the insights provided by the studies, highlighting areas where dialogic reading research can advance.

Table 9. Future Directions and Research Gaps based on the 10 Studies reviewed

Future Direction / Research Gap	Studies	Insights		Recommendations
		Development of Culturally Relevant Materials	Omar et al. (2023); Müller et al. (2023)	
Expanding Sample Sizes and Diversity	Flores et al. (2014); Müller et al. (2023); López et al. (2023)	Emphasized the need to include larger and more diverse participant groups, such as varied cultural, linguistic, and socioeconomic backgrounds, to improve generalizability and applicability of findings.	Woadman et al. (2022), Olszewski & Hood (2023)	Stressed training professionals to proficient
Longitudinal Studies	Omar et al. (2023); Vollebregt et al. (2021)	Highlighted the importance of assessing long-term impacts on specific components of language and social skills to understand the sustained benefits of dialogic reading over time.	Flores et al. (2014); Petrie et al. (2023)	Suggested such as p optimize i evolution
Integration with Emerging Educational Trends	Vargas-García et al. (2020); Omar et al. (2023)	Proposed leveraging digital tools like mobile applications and integrating dialogic reading with STEM education to enhance cognitive, science, and interdisciplinary applications.	Woadman et al. (2022)	Propos ELLEC identify t insights

5. Limitations

This research examined dialogic reading with a full bibliometric and content analysis with Scopus being used as the main source for obtaining the data. Although the research offers valuable contributions, some limitations should be considered to interpret the findings and future studies. Not all of the retrieved articles were available to be read completely and considered for analysis. While 1,019 citations were identified via the initial search, the majority were inaccessible and only 10 articles were deemed accessible for detailed analysis. This restricted scope may have affected the inclusiveness of the findings, missing important contributions from inaccessible studies.

Secondly, the study was limited by language restriction. It was limited to publications in English language only that might have eliminated relevant research of other languages. Some non-English articles with English abstracts were found, however, as they were not fully translated, they could not be included. This limitation might have resulted in insufficiency, especially regarding perspectives from areas in which dialogic reading research is carried out in languages other than English.

Third, the peptide search in this review was performed only through the Scopus database, which might have led to this review having narrow coverage. Scopus is a comprehensive and credible database, yet also consulting other databases such as Web of Science, or Google Scholar would have enlarged the dataset,

representing a more diversified selection of studies and empirical settings.

Last, in concentrating on a limited number of studies, although beneficial for in-depth analysis, the findings may not generalize. It may also be that including more publications of different study designs in the review would lead to broader appreciation for the ability of dialogic reading to impact reading-related outcomes. Notwithstanding these constraints, the study has elicited useful lessons and has enabled a peer learning process that is worthy of further investigation. These dueling interplays in subsequent works like expanding the number of varied databases, widening language encompassment, and increased access to full text articles, could continue to deepen the knowledge of dialogic reading as a powerful educational intervention.

6. Conclusions

The results of this study highlight the potential for dialogic reading to be an empowering intervention for early literacy and cognitive development in varied settings. Through considering its theoretical, methodological and applied aspects, the study lays the groundwork for the international development of dialogic reading practices. Future directions should focus on building demographic diversity, examining long-term effects, and incorporating new media to maximize the strategy's scalability and effectiveness.

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8. Appendices

Appendix A: The List of the review articles.

Label	Authors	Learning theories	Research methodology	Media	Samples	Future agenda\ Recommendations
A1	Flores et al.	dialogic reading, social constructivism principles.	single-subject experimental design	children's novels as the primary medium for its intervention. Specifically, it uses the book "Minha mãe é uma Pirata"	three children	The study recommends expanding the sample size and diversity, increasing the number of dialogic reading sessions, and exploring its effects across different text genres. It also suggests analyzing the specific components of dialogic reading, such as prompts and feedback, and tailoring interventions based on individual differences in cognitive and linguistic abilities to optimize outcomes.
A2	Vargas-García et al.	dialogic reading theory	quasi-experimental design with a pretest-posttest control group	picture books and mobile application	34 children	Future research should extend the duration of dialogic reading interventions, focus on specific developmental domains like memory and behavior, and employ smaller group sizes to enhance interactivity. Studies should include more diverse participants, expand parent and teacher training, and integrate dialogic reading into early childhood education curricula.
A3	Vollebregt et al.	Simple View of Reading (SVR)	program evaluation design	storybooks	90 grade 1 children	The study recommends future research to explore the long-term effects of reading interventions, include diverse demographics, and isolate program components to understand their unique impacts. It emphasizes the need for examining collaborative delivery models between educators and SLPs, utilizing comprehensive assessment tools, and testing the programs in varied educational contexts to ensure

Label	Authors	Learning theories	Research methodology	Media	Samples	Future agenda\ Recommendations
						scalability and effectiveness.
A4	Weadman et al.	dialogic reading theory	qualitative and quantitative	storybooks	32 early childhood teachers (ECTs) working in 26 government-funded preschools	The study recommends future research to validate the ELLECCT with larger, diverse samples, improve reliability in areas like vocabulary promotion, and compare it with other shared reading tools. It suggests using the tool for training early childhood teachers, examining its long-term impact on children's literacy, and controlling factors like group size, book features, and reading duration to refine its application.
A5	Weadman et al.	Sociocultural Theory by Vygotsky, emphasizing the Zone of Proximal Development (ZPD) and scaffolding.	Quantitative and qualitative	storybooks	32 early childhood teachers (ECTs) from 26 government-funded preschools	The study recommends future research with larger, more diverse samples, controlling for factors like children's characteristics and teachers' training. It suggests exploring the impact of professional development on shared reading practices, using standardized texts for comparability, conducting multiple teacher observations, and focusing on strategies to enhance phonological awareness and print knowledge during shared book reading.
A6	Olszewski & Hood	Dialogic Reading Theory	Children's book Giraffes Can't Dance	descriptive observational methodology	27 parent-child dyads	The study recommends conducting research with larger and more diverse samples, using multiple books to explore how text characteristics influence parent strategies, and performing longitudinal studies to assess the long-term effects of parent-led vocabulary instruction. It also highlights the need for parent training

Label	Authors	Learning theories	Research methodology	Media	Samples	Future agenda\ Recommendations
						programs on dialogic reading, particularly focusing on tier 2 vocabulary, and emphasizes the importance.
A7	López et al.	constructivist learning theory	illustrated books	pre-experimental design	664 parent-child pairs (dyads)	The study recommends using randomized trials, assessing parental impacts, tracking implementation fidelity, and exploring long-term and broader outcomes. It also emphasizes adapting the program to diverse contexts and refining methods for real-world application to enhance its effectiveness and scalability.
A8	Omar et al.	Vygotskian principles of social learning	Chinese children's folktales as the primary medium, presented in the form of interactive picture books	qualitative and quantitative methods	98 preschool teachers. For qualitative analysis, 9 teachers participated in interviews, while 89 teachers completed questionnaires for quantitative data collection	The study recommends enhancing teacher training in dialogic reading, expanding culturally relevant teaching materials, and conducting broader field trials to validate the model. It also suggests integrating storytelling with STEM education and conducting longitudinal studies to assess the long-term impact of the interventions on students' cognitive and linguistic development.