APPENDIKS 2. Oversigt over alle inkluderede studier (på engelsk)

Bleses, D., Højen, A., Jensen, P., Dybdal, L. & Andersen, P. L. Metaanalyse af pædagogiske indsatser til at styrke det sproglige læringsmiljø for 0-5-årige

**Tabel A2.1 Oversigt over alle inkluderede studier (se forklaring under tabel)**

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| Study | # | Mean age (range)¹ | DLL and/or social risk | Country (languages) | Instructional approach | Target domain | Setting | Duration² | Sample size | Design | Outcome measures |
| Albarran & Reich (2014) | 1 | Birth | Subpart of sample is DLL; Mixed social risk | USA (English) | 1.1 Parent-based dialogical reading | Vocabulary, Other oral language | Home | 51-100 | 111 | Randomized | Language composite |
| Anthony et al. (2014) | 2 | 54 (37-69) | Subpart of sample is DLL; Social risk | USA (English) | Non | Vocabulary, Other oral language | Home, Preschool | Unclear | 298-315  399-419 | Cluster-randomized | Vocabulary, Grammar, Print awareness, Other |
| Aram & Besser (2009) | 2+3 | 47 (36-60) | Social risk | Israel (Hebrew) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary, Print awareness + Other domains  Vocabulary, Print awareness + Phonological awareness, Print awareness + Vocabulary, Phonological awareness, Print awareness. | Preschool | 21-50 | 60 + 59  78 + 79 + 81 | Cluster-randomized | Vocabulary, Writing composite, Language composite, Phonological awareness  Vocabulary, Grammar, Print awareness, Other |
| Aram & Biron (2004) | 2 | 45 (36-60) | Subpart of sample is DLL; Mixed social risk | Israel (Hebrew) | 2.2 Researcher-based focused stimulation | Vocabulary, Print awareness, Other domains  Vocabulary, Phonological awareness, Print awareness | Preschool | 21-50 | 60  59 | Cluster-randomized | Comprehension, Print awareness, Phonological awareness, Writing composite |
| Aram (2006) | 3 | 46/47 (36-60) | Subpart of sample is DLL; Mixed social risk | Israel (Hebrew) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary, Print awareness | Preschool | 21-50 | 78  79  81 | Cluster-randomized | Vocabulary, Print awareness, Phonological awareness, Writing composite |
| Aram et al. (2013) | 1 | 53 (40-65) | Social risk | Israel (Hebrew) | 1.1 Parent-based dialogical reading | Vocabulary, Other oral language | Home | <5 | 58 | Randomized | Narratives/storytelling, Other |
| Ard & Beverly (2004) | 1 | 47 (36-59) |  | USA (English) | 2.2 Researcher-based focused stimulation | Vocabulary | Preschool | <5 | 40 | Matched-group | Vocabulary |
| Arnold et al. (1994) | 2 | 28 (24-34) |  | USA (English) | 1.1 Parent-based dialogical reading | Vocabulary, Other oral language | Home | <5 | 41  37 | Randomized | Language composite, Vocabulary |
| Assel et al. (2007) | 4 | 55 | Subpart of sample is DLL; Mixed social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books  2.5 Curriculum-based professional development | Vocabulary, Other oral language, Phonological awareness, Print awareness | Preschool | 21-50 | 64-108  28-48  19-34  24-34 | Cluster-randomized | Vocabulary, Comprehension, Phonological awareness |
| Bailet et al. (2009) | 1 | 54 | Subpart of sample is DLL; Mixed social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Phonological awareness, Print awareness | Preschool | 6-10 | 220 | Cluster-randomized | Phonological awareness, Reading/Literacy composite |
| Bailet et al. (2013) | 2 | 52 | Subpart of sample is DLL; Mixed social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Phonological awareness, Print awareness | Preschool | 6-10 | 252-266  369-374 | Cluster-randomized | Vocabulary, Print awareness, Phonological awareness, Reading/Literacy composite |
| Baker et al. (1998) | 1 | 55 | Subpart of sample is DLL; Mixed social risk | USA (English) | 3.2. Parent-based based comprehensive stimulation (school readiness) | Vocabulary, Phonological awareness | Home | 51-100 | 182 | Randomized | Reading/Literacy composite |
| Barnett et al. (2008) | 1 | 42 (36-48) | Subpart of sample is DLL; Mixed social risk | USA (English + Spanish) | 3.1 Educator-based comprehensive simulation (school readiness) | Vocabulary, Other oral language, Phonological awareness, Print awareness, Other domains | Preschool | 21-50 | 210 | Randomized | Vocabulary, Reading/Literacy composite |
| Beech et al. (1994) | 2 | 64/65 (49-75) |  | UK (English) | 2.1 Researcher-based phonological awareness training | Print awareness | Preschool | <5 | 24  24 | Matched-group | Print awareness |
| Bekman et al. (2011) | 1 | 72 | Social risk | Turkey (Turkish) | Non | Vocabulary, Other oral language, Other domains | Preschool | 6-10 | 185 | Randomized | Vocabulary, Grammar, Comprehension, Reading/Literacy composite, Other |
| Bierman et al. (2008) | 1 | 48 | Subpart of sample is DLL; Social risk | USA (English) | 3.1 Educator-based comprehensive simulation (school readiness) | Vocabulary, Other oral language, Phonological awareness, Print awareness | Preschool | 21-50 | 356 | Randomized | Vocabulary, Grammar, Print awareness, Phonological awareness |
| Bierman et al. (2014) | 1 | 55 (46-69) | Subpart of sample is DLL; Social risk | USA (English) | 3.1 Educator-based comprehensive simulation (school readiness) | Vocabulary, Phonological awareness, Print awareness | Preschool | 21-50 | 356 | Randomized | Vocabulary, Phonological awareness, Reading Decoding, Other |
| Blewitt et al. (2009) | 1 | 42 (34-49) |  | USA (English) | 2.2 Researcher-based focused stimulation | Vocabulary | Preschool | 6-10 | 58 | Randomized | Vocabulary |
| Borzekowski & Henry (2011) | 2 | 58 (36-72) | Social risk | Asia (Other Asian language) | Non | Other domains | Preschool | 11-20 | 102  112 | Randomized | Print awareness |
| Boyce et al. (2010) | 1 | 41 (22-60) | Whole sample is DLL; Social risk | USA (Spanish) | Non | Other oral language, Other domains | Home | Not given | 75 | Randomized | Vocabulary |
| Boyer & Ehri (2011) | 1 | 58 (49-69) |  | USA (English) | 2.1 Researcher-based phonological awareness training | Phonological awareness | Preschool | Unclear | 40  40 | Randomized | Phonological awareness, Reading/Literacy composite, Writing composite, Other |
| Buschmann et al. (2009) | 1 | 24 (24-27) |  | Other European countries (German) | 1.1 Parent-based dialogical reading | Vocabulary, Other oral language | Home | 11-20 | 94 | Randomized | Vocabulary, Phonological awareness |
| Buysse et al. (2010) | 1 | 54 (38-70) | Whole sample is DLL; Social risk | USA (English + Spanish) | 2.5 Curriculum-based professional development | Vocabulary, Phonological awareness, Print awareness | Preschool | 21-50 | 193 | Cluster-randomized | Language composite, Vocabulary, Print awareness, Phonological awareness |
| Byrne & Fielding-Barnsley (1991) | 1 | 55 |  | Australia (English) | 2.1 Researcher-based phonological awareness training | Phonological awareness | Preschool | 11-20 | 128 | Matched-group | Phonological awareness |
| Byrne & Fielding-Barnsley (1993) | 1 | 72 |  | Australia (English) | 2.1 Researcher-based phonological awareness training | Phonological awareness | Preschool | 11-20 | 128 | Matched-group | Reading Decoding, Print awareness, Phonological awareness, Writing composite |
| Byrne et al. (2000) | 1 | 132 |  | Australia (English) | 2.1 Researcher-based phonological awareness training | Phonological awareness, Reading | Preschool | 11-20 | 128 | Matched-group | Reading Decoding, Writing composite, Reading/Literacy composite, Other |
| Cabell et al. (2011) | 1 | 52 (40-66) | Subpart of sample is DLL | USA (English) | 1.2 Educator-based general stimulation | Vocabulary, Other oral language, Other domains | Preschool | 21-50 | 330 | Cluster-randomized | Vocabulary, Grammar, Print awareness, Phonological awareness, Other |
| Cary & Verhaeghe (1994) | 2 | 65 (59-70) | Social risk | Portugal (Portugeese) | 2.1 Researcher-based phonological awareness training | Phonological awareness | Preschool | 6-10 | 30  31 | Matched-group | Phonological awareness |
| Chao et al. (2006) | 1 | 49 (36-60) | Subpart of sample is DLL | USA (English) | 3.2. Parent-based based comprehensive stimulation (school readiness) | Vocabulary, Other oral language | Home | Not given | 41 | Randomized | Language composite |
| Chera & Wood (2003) | 1 | 49 (36-72) |  | UK (English) | 2.4 Individual computer-based stimulation | Phonological awareness | Preschool | <5 | 30 | Matched-group | Phonological awareness, Reading/Literacy composite, Print awareness |
| Chow & McBride-Chang (2003) | 1 | 63 (57-71) |  | Asia (Chinese languages ) | 1.1 Parent-based dialogical reading | Vocabulary, Other domains | Home | 6-10 | 57 | Randomized | Vocabulary, Reading/Literacy composite |
| Cohen-Mimran et al. (2014) | 1 | 47 (36-60) | Mixed social risk | Israel (Hebrew) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary, Other oral language | Preschool | 21-50 | 220 | Matched-group | Vocabulary, Grammar, Narratives/storytelling |
| Collins (2010) | 1 | 54 (48-64) | Subpart of sample is DLL; Social risk | USA (English + Other European Language) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary | Preschool | <5 | 80 | Randomized | Vocabulary |
| Connor-Kuntz & Dummer (1996) | 1 | 54 (48-72) | Subpart of sample is DLL; Mixed social risk | USA (English) | Non | Vocabulary, Other oral language | Preschool | 6-10 | 72 | Randomized | Other |
| Cooper et al. (2014) | 1 | 15 (14-18) | Social risk | African countries (Xhosa) | 1.1 Parent-based dialogical reading | Vocabulary, Other oral language | Home | 6-10 | 30 | Randomized | Vocabulary, Comprehension |
| Coulter & Gallagher (2001) | 1 | 45 (40-50) |  | Country not given (Language not given) | 1.2 Educator-based general stimulation | Vocabulary, Other oral language | Daycare | 11-20 | 104 | Randomized | Language composite |
| Cronan et al. (1996) | 1 | 28 (12-36) | Subpart of sample is DLL; Social risk | USA (English + Spanish) | 1.1 Parent-based dialogical reading | Vocabulary, Other oral language | Home | 11-20 | 41-179 | Randomized | Language composite, Comprehension |
| Cronan et al. (1999) | 1 | 20 (12-36) | Subpart of sample is DLL; Social risk | USA (English) | 1.1 Parent-based dialogical reading | Vocabulary, Other oral language, Other domains | Home | 11-20 | 57-97 | Randomized | Language composite, Vocabulary, Grammar |
| DeBaryshe & Gorecki (2007) | 1 | 47 (31-56) | Social risk | USA (English) | 2.6 Parent- and educator-aligned stimulation | Vocabulary, Phonological awareness, Print awareness, Other domains | Home, Preschool | 21-50 | 126 | Cluster-randomized | Vocabulary, Reading/Literacy composite, Phonological awareness, Writing composite |
| Derri et al. (2010) | 1 | 69 (48-72) |  | Other European countries (Other European Language) | Non | Vocabulary, Other oral language, Other domains | Preschool | <5 | 67 | Randomized | Narratives/storytelling, Writing composite |
| Dockrell et al. (2010) | 2 | 43 | Subpart of sample is DLL; Social risk | UK (English) | 2.3 Educator (curriculum) based focused stimulation using books  Non | Vocabulary, Other oral language | Preschool | 11-20 | 101  89 | Matched-group | Vocabulary, Narratives/storytelling, Reading comprehension, Other |
| Drotar et al. (2009) | 1 | Birth | Mixed social risk | USA (English) | 3.2. Parent-based based comprehensive stimulation (school readiness) | Vocabulary, Other oral language | Home | >101 | 459 | Randomized | Language composite, Reading/Literacy composite |
| Drouin (2009) | 2 | 43 (36-55) | Mixed social risk | UK (English) | 2.1 Researcher-based phonological awareness training  Non | Phonological awareness, Print awareness | Preschool | <5 | 59  47 | Matched-group | Phonological awareness, Reading Decoding, Print awareness, Phonological awareness |
| Farver et al. (2009) | 2 | 54 (45-62) | Whole sample is DLL; Social risk | USA (English)  USA (Spanish) | 2.1 Researcher-based phonological awareness training | Phonological awareness, Print awareness | Preschool | 21-50 | 63  63 | Randomized | Vocabulary, Print awareness, Phonological awareness, Other |
| Fischel et al. (2007) | 2 | 52 (45-60) | Subpart of sample is DLL; Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books  2.4 Individual computer-based stimulation | Vocabulary, Other oral language, Phonological awareness, Print awareness  Phonological awareness, Print awareness | Preschool | 21-50 | 335  322 | Cluster-randomized | Vocabulary, Reading/Literacy composite, Reading Decoding, Writing composite, Comprehension, Print awareness, Other |
| Flowers et al. (2007) | 1 | 48 (18-67) |  | Canada (English) | 1.2 Educator-based general stimulation | Other oral language, Print awareness | Daycare, Preschool | 11-20 | 60 | Randomized | Comprehension |
| Ford et al. (2003) | 1 | 39 (33-46) | Mixed social risk | UK (English) | 3.2. Parent-based based comprehensive stimulation (school readiness) | Phonological awareness, Print awareness | Home | 6-10 | 128 | Matched-group | Phonological awareness, Reading Decoding, Other |
| Ford et al. (2009) | 1 | 36 | Social risk | UK (English) | 3.2. Parent-based based comprehensive stimulation (school readiness) | Phonological awareness, Print awareness | Home | 21-50 | 60 | Matched-group | Vocabulary, Language composite, Reading/Literacy composite, Writing composite, Other |
| Foster et al. (1994) | 1 | 64 (57-94) |  | USA (English) | 2.4 Individual computer-based stimulation | Phonological awareness | Daycare | Not given | 96 | Randomized | Phonological awareness |
| Gettinger & Stoiber (2008) | 1 | 48 | Subpart of sample is DLL; Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Other domains | Preschool | 21-50 | 342 | Matched-group | Vocabulary, Print awareness, Reading/Literacy composite, Language composite |
| Gettinger & Stoiber (2012) | 1 | 46 (36-58) | Subpart of sample is DLL; Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary, Other oral language, Print awareness | Preschool | 21-50 | 124 | Cluster-randomized | Vocabulary, Print awareness, Phonological awareness, Reading/Literacy composite |
| Girolametto & Pearce (1996) | 1 | 28 (23-33) |  | Canada (English) | Non | Vocabulary | Home | 11-20 | 25 | Randomized | Vocabulary, Narratives/storytelling, Other |
| Girolametto et al. (1997) | 1 | 28 (23-33) |  | Canada (English) | Non | Vocabulary, Other oral language, Phonological awareness | Home | 11-20 | 25 | Randomized | Phonological awareness |
| Girolametto et al. (2003) | 1 | 38 (18-72) |  | Canada (English) | 1.2 Educator-based general stimulation | Vocabulary, Other oral language | Preschool | 11-20 | 64 | Cluster-randomized | Grammar |
| Girolametto et al. (2007) | 1 | 38 (36-72) | Subpart of sample is DLL | Canada (English) | 1.2 Educator-based general stimulation | Vocabulary, Other oral language, Phonological awareness, Print awareness | Preschool | <5 | 64 | Randomized | Grammar, Other |
| Girolametto et al. (2012) | 1 | 54 (23-58) | Subpart of sample is DLL; Social risk | Canada (English) | 1.2 Educator-based general stimulation | Phonological awareness, Print awareness | Daycare | Not given | 76 | Randomized | Grammar, Other |
| Goodwyn et al. (2000) | 1 | 11 |  | USA (English) | Non | Vocabulary, Other oral language | Home | >101 | 103 | Matched-group | Language composite, Vocabulary, Grammar |
| Gray (2007) | 1 | 53 | Subpart of sample is DLL; Social risk | USA (English) | 2.5 Curriculum-based professional development | Vocabulary, Other oral language, Other domains | Preschool | 21-50 | 120 | Matched-group | Vocabulary, Print awareness, Phonological awareness, Other |
| Hall et al. (2014) | 1 | 48 (36-60) | Subpart of sample is DLL; Social risk | USA (English) | 2.1 Researcher-based phonological awareness training | Phonological awareness, Print awareness | Preschool | 11-20 | 73 | Randomized | Print awareness |
| Hargrave & Sénéchal (2000) | 1 | 49 (36-60) | Social risk | Canada (English) | 2.6 Parent- and educator-aligned stimulation | Vocabulary | Home, Daycare | <5 | 36 | Matched-group | Vocabulary |
| Hindman & Wasik (2012) | 1 | 3 (36-48) | Subpart of sample is DLL; Social risk | USA (English) | 2.5 Curriculum-based professional development | Vocabulary, Phonological awareness, Print awareness | Preschool | >101 | 983 | Cluster-randomized | Vocabulary, Print awareness, Phonological awareness |
| Hindman et al. (2012) | 1 | 3 (36-48) | Social risk | USA (English) | 2.5 Curriculum-based professional development | Vocabulary | Preschool | 21-50 | 541 | Cluster-randomized | Vocabulary |
| Howell et al. (1990) | 3 | 56 (50-64) | Subpart of sample is DLL; Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary, Phonological awareness, Print awareness  Vocabulary  Vocabulary, Other oral language | Preschool | 21-50 | 76 | Randomized | Language composite |
| Huebner (2000) | 1 | 28 (24-35) | Mixed social risk | USA (English) | 1.1 Parent-based dialogical reading | Vocabulary, Other oral language | Home, Other | 6-10 | 131 | Randomized | Language composite, Vocabulary |
| Huffstetter et al. (2010) | 1 | 60 (48-60) | Social risk | USA (English) | 2.4 Individual computer-based stimulation | Vocabulary, Other oral language, Reading | Preschool | 6-10 | 62 | Randomized | Language composite, Reading/Literacy composite |
| Johnson & Walker (1991) | 1 | 12 | Subpart of sample is DLL; Social risk | USA (English) | 3.2. Parent-based based comprehensive stimulation (school readiness) | Vocabulary, Other oral language | Home | >101 | 115-139 | Randomized | Language composite, Vocabulary, Reading/Literacy composite, Writing composite |
| Justice & Ezell (2000) | 1 | 54 (47-62) | Mixed social risk | USA (English) | Non | Print awareness | Home | <5 | 28 | Matched-group | Print awareness, Phonological awareness, Other |
| Justice & Ezell (2002) | 1 | 53 (41-62) | Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Print awareness | Preschool | 6-10 | 30 | Randomized | Print awareness |
| Justice et al. (2008) | 1 | 4 (48-59) | Subpart of sample is DLL; Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary, Other oral language | Preschool | 21-50 | 196 | Cluster-randomized | Grammar |
| Justice et al. (2009) | 1 | 52 | Subpart of sample is DLL; Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Print awareness | Preschool | 21-50 | 106 | Randomized | Vocabulary, Grammar, Print awareness |
| Justice et al. (2010a) | 1 | 51 (39-66) | Subpart of sample is DLL; Mixed social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary, Other oral language, Phonological awareness, Print awareness | Preschool | 21-50 | 137 | Matched-group | Vocabulary, Grammar, Print awareness, Phonological awareness |
| Justice et al. (2010b) | 1 | 51 (41-60) | Subpart of sample is DLL; Mixed social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Print awareness | Preschool | 21-50 | 379 | Cluster-randomized | Language composite, Print awareness |
| Kirk et al. (2014) | 1 | 45 | Social risk | USA (English) | Non | Vocabulary, Phonological awareness | Preschool | 21-50 | 72 | Cluster-randomized | Phonological awareness, Reading/Literacy composite |
| Klein & Alony (1993) | 1 | 12 | Subpart of sample is DLL; Social risk | Israel (Hebrew) | Non | Vocabulary, Other oral language, Other domains | Home | 21-50 | 68 | Randomized | Vocabulary |
| Korat (2009) | 1 | 65 (63-76) | Social risk | Israel (Hebrew) | 2.4 Individual computer-based stimulation | Vocabulary, Phonological awareness, Reading | Preschool, Kindergarten | Not given | 214 | Randomized | Vocabulary, Phonological awareness, Reading Decoding |
| Kotaman (2008) | 1 | 46 (38-60) |  | Turkey (Turkish) | 1.1 Parent-based dialogical reading | Vocabulary | Home | 6-10 | 40 | Randomized | Vocabulary, Other |
| Landry et al. (2009) | 1 | 51 (36-60) | Subpart of sample is DLL; Social risk | USA (English + Spanish) | 2.5 Curriculum-based professional development | Vocabulary, Other oral language, Phonological awareness, Print awareness | Preschool | 21-50 | 1607 | Cluster-randomized | Phonological awareness |
| Landry et al. (2011) | 1 | 52 | Subpart of sample is DLL; Social risk | USA (English + Spanish) | 3.1 Educator-based comprehensive simulation (school readiness) | Vocabulary, Other oral language, Phonological awareness, Print awareness | Preschool | 21-50 / 51-100 | 2592 | Cluster-randomized | Vocabulary, Print awareness |
| Landry et al. (2014) | 1 | 34 (24-36) | Subpart of sample is DLL; Social risk | USA (English) | 3.1 Educator-based comprehensive simulation (school readiness) | Vocabulary, Other oral language, Phonological awareness, Print awareness | Daycare | 21-50 | 65 | Cluster-randomized | Language composite, Vocabulary, Print awareness |
| Lane et al. (2014) | 2 | 58 (48-60) | Subpart of sample is DLL; Social risk | USA (English) | 2.5 Curriculum-based professional development  Non | Vocabulary, Other oral language, Phonological awareness, Print awareness  Other domains | Preschool | 21-50 | 86  83 | Matched-group | Reading/Literacy composite |
| Leung (2008) | 2 | 48 (35-61) | Mixed social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books  2.2 Researcher-based focused stimulation | Vocabulary | Preschool | 11-20 | 32  32 | Randomized | Vocabulary, Other |
| Leung et al. (2011) | 1 | 55 | Whole sample is DLL; Mixed social risk | Hong Kong (Chinese languages ) | 3.2. Parent-based based comprehensive stimulation (school readiness) | Vocabulary | Home, Preschool | 21-50 | 120 | Cluster-randomized | Vocabulary |
| Lonigan & Whitehurst (1998) | 3 | 44 (33-60) | Mixed social risk | USA (English) | Non  1.1 Parent-based dialogical reading  2.6 Parent- and educator-aligned stimulation | Vocabulary, Other oral language | Daycare  Home  Home, Daycare | 6-10 | 58  44  43 | Randomized | Language composite, Vocabulary |
| Lonigan et al. (1999) | 2 | 45 (25-64) | Social risk | USA (English) | Non | Vocabulary, Phonological awareness | Daycare | 6-10 | 28-63  29-66 | Randomized | Language composite, Vocabulary, Comprehension, Phonological awareness |
| Lonigan et al. (2003) | 1 | 55 (44-64) | Social risk | USA (English) | 2.4 Individual computer-based stimulation | Phonological awareness | Preschool | 6-10 | 45 | Randomized | Phonological awareness |
| Lonigan et al. (2011) | 2 | 50 (36-69) | Subpart of sample is DLL; Social risk | USA (English) | 2.5 Curriculum-based professional development | Vocabulary, Other oral language, Phonological awareness, Print awareness | Preschool | 21-50 | 455  526 | Cluster-randomized | Language composite, Print awareness, Phonological awareness |
| Lonigan et al. (2013) | 3 | 54 (38-74) | Social risk | USA (English) | 2.2 Researcher-based focused stimulation | Phonological awareness  Vocabulary  Phonological awareness, Print awareness | Preschool | 21-50 | 317 | Randomized | Vocabulary, Print awareness, Phonological awareness |
| Lunkenheimer et al. (2008) | 1 | 29 | Subpart of sample is DLL; Social risk | USA (English) | 3.2. Parent-based based comprehensive stimulation (school readiness) | Vocabulary, Other oral language | Home | Unclear | 731 | Randomized | Language composite |
| Macaruso & Rodman (2011) | 1 | 59 | Social risk | USA (English) | 2.4 Individual computer-based stimulation | Phonological awareness | Preschool, Kindergarten | 11-20 / 21-50 | 104 | Cluster-randomized | Vocabulary, Comprehension, Phonological awareness |
| Mashburn et al. (2010) | 1 | PreK | Subpart of sample is DLL; Social risk | USA (English) | 2.5 Curriculum-based professional development | Vocabulary, Other oral language, Phonological awareness, Print awareness | Preschool | 21-50 | 1165 | Randomized | Vocabulary, Print awareness, Phonological awareness, Reading/Literacy composite |
| Mason et al. (1990) | 1 | 48 | Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary, Print awareness | Preschool | 21-50 | 232 | Cluster-randomized | Other |
| Massetti (2009) | 1 | 53 | Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Other domains | Preschool | 21-50 | 116 | Cluster-randomized | Print awareness, Phonological awareness, Writing composite |
| McCabe et al. (2009) | 1 | 57 | Subpart of sample is DLL; Social risk | USA (English) | Non | Vocabulary, Other oral language | Preschool | 21-50 | 96 | Matched-group | Language composite, Vocabulary, Narratives/storytelling, Reading/Literacy composite, Writing composite |
| McIntosh et al. (2007) | 1 | 59 | Social risk | Australia (English) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary, Phonological awareness | Preschool | 6-10 | 227 | Matched-group | Vocabulary, Phonological awareness |
| Murray et al. (1996) | 1 | 54 | Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Phonological awareness, Print awareness | Preschool | <5 | 42 | Matched-group | Print awareness, Phonological awareness |
| Myant et al. (2008) | 2 | 50 |  | UK (English) | Non | Other domains | Daycare | 21-50 | 59 | Matched-group | Phonological awareness, Reading/Literacy composite, Print awareness |
| Nelson et al. (2010) | 1 | 4 | Subpart of sample is DLL; Social risk | USA (English) | Non | Other domains | Preschool | 6-10 | 88 | Cluster-randomized | Vocabulary, Print awareness, Phonological awareness |
| Neuman & Roskos (1993) | 1 | 50 (40-62) | Subpart of sample is DLL; Social risk | USA (English) | Non | Print awareness | Preschool | 11-20 | 177 | Cluster-randomized | Print awareness, Reading Decoding |
| Neuman (1999) | 1 | 47 (24-60) | Mixed social risk | USA (English) | Non | Other domains | Daycare | 21-50 | 128 | Randomized | Narratives/storytelling, Writing composite |
| Neuman et al. (2011) | 1 | 47 (36-48) | Subpart of sample is DLL; Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary, Phonological awareness, Print awareness | Preschool | 21-50 | 604 | Cluster-randomized | Vocabulary |
| Neuman et al. (2014) | 1 | 14 (10-18) | Subpart of sample is DLL | USA (English) | 2.4 Individual computer-based stimulation | Phonological awareness, Print awareness, Other domains | Home | 21-50 | 117 | Randomized | Vocabulary, Language composite, Print awareness |
| Neumann (2014) | 1 | 48 (38-56) | Mixed social risk | Australia (English) | Non | Print awareness | Preschool | <5 | 50 | Randomized | Print awareness, Phonological awareness, Reading/Literacy composite, Writing composite, Other |
| Neumann et al. (2013) | 1 | 4 (42-57) | Mixed social risk | Australia (English) | 2.2 Researcher-based focused stimulation | Print awareness | Preschool | 6-10 | 73 | Randomized | Print awareness, Reading/Literacy composite, Other |
| Opie et al. (2004) | 1 | 10 (8-21) | Social risk | UK (English) | Non | Vocabulary, Other oral language | Home | Not given | 62 | Matched-group | Other |
| Penuel et al. (2012) | 1 | 56 | Subpart of sample is DLL; Mixed social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Phonological awareness, Print awareness | Preschool | 6-10 | 396 | Cluster-randomized | Print awareness, Phonological awareness |
| Piasta et al. (2010) | 2 | 45 (36-48) | Mixed social risk | USA (English) | 2.1 Researcher-based phonological awareness training | Print awareness  Vocabulary, Other oral language | Daycare | 6-10 | 38  38 | Randomized | Phonological awareness, Reading Decoding, Writing composite, Language composite, Print awareness, Reading/Literacy composite, Other |
| Piasta et al. (2012) | 1 | 52 (40-60) | Mixed social risk | USA (English) | 1.2 Educator-based general stimulation | Vocabulary, Other oral language | Preschool | 21-50 | 37 | Cluster-randomized | Grammar |
| Piasta et al. (2012b) | 2 | 52 | Mixed social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books  1.2 Educator-based general stimulation | Other domains  Print awareness | Preschool | 21-50 | 351-398 | Cluster-randomized | Vocabulary, Comprehension, Reading Decoding, Writing composite |
| Podhajski & Nathan (2005) | 1 | 49 (36-60) | Mixed social risk | USA (English) | 1.2 Educator-based general stimulation | Vocabulary, Phonological awareness, Print awareness | Daycare | 21-50 | 101 | Matched-group | Reading/Literacy composite |
| Pollard-Durodola et al. (2011) | 1 | 54 (48-63) | Subpart of sample is DLL; Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary | Preschool | 11-20 | 125 | Cluster-randomized | Vocabulary |
| Powell et al. (2010) | 2 | 54  52 | Subpart of sample is DLL; Social risk  Mixed social risk | USA (English) | 1.2 Educator-based general stimulation | Vocabulary, Other oral language, Phonological awareness, Print awareness  Other domains | Preschool | 21-50 | 568 | Cluster-randomized | Language composite, Vocabulary, Print awareness, Phonological awareness, Writing composite |
| Roskos & Burstein (2011) | 1 | 54 | Subpart of sample is DLL; Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary | Preschool | 11-20 | 74 | Matched-group | Vocabulary |
| Ruston & Schwanenflugel (2010) | 1 | 52 | Mixed social risk | USA (English) | 2.2 Researcher-based focused stimulation | Vocabulary | Preschool | 6-10 | 73 | Randomized | Vocabulary |
| Schwanenflugel et al. (2010) | 4 | 54 | Mixed social risk | USA (English) | 1.2 Educator-based general stimulation | Vocabulary, Phonological awareness, Print awareness | Preschool | 51-100 | 121  109  109  176 | Matched-group | Vocabulary, Phonological awareness, Print awareness, Reading Decoding |
| Sheridan et al. (2011) | 1 | 43 (35-52) | Subpart of sample is DLL; Mixed social risk | USA (English + Spanish) | Non | Other oral language, Other domains | Home | 51-100 | 217 | Cluster-randomized | Language composite, Reading/Literacy composite, Writing composite |
| Silva & Martins (2003) | 1 | 66 (61-71) |  | Portugal (Portugese) | 2.1 Researcher-based phonological awareness training | Phonological awareness | Preschool | <5 | 30 | Randomized | Phonological awareness |
| Silverman et al. (2013) | 2 | 53 | Subpart of sample is DLL; Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books  Non | Vocabulary | Preschool | 11-20 | 179  173 | Cluster-randomized | Vocabulary |
| Sim et al. (2014) | 2 | 66 (59-75) | Subpart of sample is DLL; Mixed social risk | Australia (English) | 1.1 Parent-based dialogical reading  Non | Vocabulary, Phonological awareness, Other domains  Vocabulary, Phonological awareness, Print awareness | Home | 6-10 | 49  51 | Randomized | Vocabulary, Print awareness, Phonological awareness |
| St. Pierre & Ricciuti (2005) | 1 | 40 (0-96) | Subpart of sample is DLL; Social risk | USA (English + Spanish) | 3.2. Parent-based based comprehensive stimulation (school readiness) | Vocabulary, Phonological awareness, Print awareness | Home, Preschool | >101 | 376 | Randomized | Language composite, Vocabulary, Phonological awareness, Reading Decoding, Writing composite, Print awareness |
| Stockard (2010) | 1 | 48 | Subpart of sample is DLL; Social risk | USA (English) | 2.4 Individual computer-based stimulation | Phonological awareness, Print awareness, Reading | Preschool | 21-50 | 37 | Matched-group | Language composite, Phonological awareness, Reading/Literacy composite, Reading Decoding |
| Strouse et al. (2013) | 3 | 42 (36-48) | Mixed social risk | USA (English) | 1.1 Parent-based dialogical reading | Vocabulary | Home | <5 | 40  41  40 | Matched-group | Vocabulary, Comprehension, Other |
| Stuart (1999) | 1 | 60 | Subpart of sample is DLL | UK (English + Sylheti ) | 2.3 Educator (curriculum) based focused stimulation using books | Phonological awareness | Preschool | 11-20 | 112 | Matched-group | Language composite, Reading/Literacy composite, Reading comprehension, Writing composite, Print awareness, Phonological awareness |
| Talley et al. (1997) | 1 | 48 | Mixed social risk | USA (English) | 2.4 Individual computer-based stimulation | Print awareness | Preschool | 6-10 | 73 | Matched-group | Print awareness, Other |
| van den Berg & Bus (2014) | 1 | 8 | Subpart of sample is DLL; Social risk | The Nederland (Dutch) | 1.1 Parent-based dialogical reading | Vocabulary, Other oral language | Home | 21-50 | 584 | Randomized | Language composite |
| van Kleeck et al. (2006) | 1 | 50 (46-60) | Social risk | USA (English) | 2.2 Researcher-based focused stimulation | Vocabulary, Other oral language | Preschool | <5 | 30 | Randomized | Vocabulary, Pragmatics |
| Van Tuijl et al. (2001) | 1 | 56 (48-62) | Whole sample is DLL; Social risk | the Netherlands (Dutch + Turkish + Morroccan) | 3.2. Parent-based based comprehensive stimulation (school readiness) | Vocabulary, Other oral language, Phonological awareness, Print awareness | Home | 51-100 | 319 | Matched-group | Vocabulary |
| Verhallen & Bus (2010) | 2 | 67 | Whole sample is DLL; Social risk | Netherlands (Dutch) | 2.4 Individual computer-based stimulation | Vocabulary | School | <5 | 63  58 | Randomized | Vocabulary |
| Vuattoux et al. (2013) | 1 | 51 | Subpart of sample is DLL; Mixed social risk | Canada (French) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary | Preschool | 11-20 | 222 | Cluster-randomized | Vocabulary |
| Wake et al. (2011) | 1 | 12 | Subpart of sample is DLL; Mixed social risk | Australia (English) | Non | Vocabulary, Other oral language | Home | 6-10 | 257 | Randomized | Language composite, Vocabulary, Comprehension |
| Waldron-Soler et al. (2002) | 1 | 48 (36-60) | - | USA (English) | 2.2 Researcher-based focused stimulation | Vocabulary, Other domains | Preschool | 11-20 | 36 | Matched-group | Vocabulary |
| Wasik & Bond (2001) | 1 | 51 (47-55) | Social risk | USA (English) | 2.3 Educator (curriculum) based focused stimulation using books | Vocabulary | Preschool | 11-20 | 127 | Matched-group | Vocabulary |
| Wasik & Hindman (2011) | 1 | 41 (36-48) | Subpart of sample is DLL; Social risk | USA (English) | 2.5 Curriculum-based professional development | Vocabulary, Phonological awareness, Print awareness | Preschool | 21-50 | 541 | Cluster-randomized | Vocabulary, Print awareness, Phonological awareness |
| Wasik & Hindman (2014) | 1 | 41 (36-48) | Social risk | USA (English) | 2.5 Curriculum-based professional development | Vocabulary | Preschool | 21-50 | 455 | Matched-group | Vocabulary |
| Wasik et al. (2006) | 1 | 46 (32-58) | Social risk | USA (English) | 1.2 Educator-based general stimulation | Vocabulary, Other oral language | Preschool | 21-50 | 207 | Matched-group | Vocabulary, Print awareness |
| Weiland & Yoshikawa (2013) | 1 | 48 (48-60) | Subpart of sample is DLL; Mixed social risk | USA (English) | 3.1 Educator-based comprehensive simulation (school readiness) | Vocabulary, Other oral language, Phonological awareness, Print awareness | Preschool | 21-50 | 2018 | Matched-group | Vocabulary, Reading Decoding |
| Whitehurst, Epstein et al. (1994) | 1 | 48 | Subpart of sample is DLL; Social risk | USA (English) | 2.6 Parent- and educator-aligned stimulation | Vocabulary, Phonological awareness, Print awareness | Home, Preschool | 21-50 | 207 | Matched-group | Print awareness, Phonological awareness, Writing composite |
| Whitehurst, Arnold et al. (1994) | 2 | 41 | Subpart of sample is DLL; Social risk | USA (English) | 2.6 Parent- and educator-aligned stimulation  1.1 Parent-based dialogical reading | Vocabulary, Other oral language | Home, Daycare  Preschool | 6-10 | 48  41 | Matched-group | Language composite, Vocabulary |
| Whitehurst et al. (1999) | 1 | 48 | Subpart of sample is DLL; Social risk | USA (English) | 2.6 Parent- and educator-aligned stimulation | Vocabulary, Phonological awareness, Print awareness | Preschool | 21-50 | 280 | Matched-group | Language composite, Vocabulary, Print awareness, Writing composite |
| Wilson (2004) | 2 | 54 (36-62) | Social risk | USA (English) | 2.6 Parent- and educator-aligned stimulation  2.2 Researcher-based focused stimulation | Vocabulary | Preschool | 6-10 | 37  36 | Matched-group | Language composite |
| Yazejian & Peisner-Feinberg (2009) | 1 | 52 (40-59) | Social risk | USA (English) | Non | Vocabulary, Other oral language, Phonological awareness | Preschool | 21-50 | 207 | Matched-group | Language composite, Phonological awareness |
| Zevenbergen et al. (2003) | 1 | 52 | Subpart of sample is DLL; Social risk | USA (English) | 2.6 Parent- and educator-aligned stimulation | Other oral language | Home, Preschool | 21-50 | 123 | Matched-group | Vocabulary, Narratives/storytelling |
| Note. DLL = Dual Language Learner. N = sample size. # is describing the number of interventions included from the study. Age is describing the mean age of the children participants at beginning of study or pretest depending on information in study. Country describes in which country the intervention took part, while language explains the languages of the children participants. Intervention description, target domain, setting and duration explain details about the intervention(s) in the study. Sample size is for pre-post testing. Outcome measure describes what kind of outcomes are included in the study both standardized and non-standardized. ¹ Age and range are in months. ² Intervention duration is in weeks. | | | | | | | | | | | |