

articles. Reference lists of relevant articles were searched to find subsequent articles of interest.

Selection Criteria

Wood (2005) conducted a mixed group design study to evaluate two outcomes: 1) whether a phonic-based 'talking book' (e-book) was more effective in improving early readers' phonological awareness skills than one-to-one adult reading instruction using a print book and 2) whether the use of 'talking books' impacted children's reading strategies.

A total of 80 participants aged 5 and 6 were recruited from the same school in the United Kingdom. Group assignment was staged in two phases. Participants were first subdivided into 2 age groups: 40 five year olds and 40 six year olds. In the second phase, each of the age groups were further split into 2 groups of 20: 1) the 'talking book' intervention and 2) the comparison group who received one-to-one reading support from an adult using print books. Children in the talking book intervention group were matched to children in the comparison group on age, gender, rhyme detection and alliteration detection, however a broad range of phonological awareness and word reading skills was demonstrated by each group.

The comparison group was assessed and treated first. Once post-testing was completed, the 'talking book' intervention group was assessed and treated. All participants, regardless of group assignment, were assessed during pre and posttests using the Phonological Assessment Battery (PhAB) and Neale Analysis of Reading Ability: Revised (NARA II). The PhAB was used to obtain scores on phonological

group which received the regular kindergarten program. Twenty-five children from each SES group were assigned to both experimental intervention conditions, while 14 were assigned to the control condition. Gender was controlled for in all conditions and between SES levels, and all children in the study had familiarity with computers because of curriculum expectations.

Pretest and post-test measures were used to determine changes in emergent literacy outcome measures, which included word recognition, vocabulary and phonological awareness. However, a fourth measure,

answers to questions regarding concepts such as writing, page, line, direction of reading etc.

Experimental intervention conditions occurred over four book-reading sessions which each lasted on average about 15-20 minutes.

search, coding features employed to all studies and fully described how data was analyzed.

A limitation of this systematic review is that the analysis of the studies included in the narrative review

