



Studies selected for this critical review were included if they investigated the impact of television watching and the effect on some aspect of expressive language in preschool children ages 2-5.

Results of the above literature search provided 5 articles that met the selection criteria. Two articles were longitudinal studies,

cues in common TV programming. The outcome measures included the number of verbal responses by the child during the viewings session as well as standardized measures of oral language were also completed. Appropriate statistical analyses revealed that children given longer response time (up to 10 seconds) after participatory cues had increased verbal output. It was also discovered that repeating the participatory cue for children who did not originally respond increased expressive language during viewing. Positive/negative



Shows that follow a beginning, middle, and end narrative similar to a story help to link book reading style learning to TV watching.  
Shows that are engaging the child into the narrative, and are asking them questions for