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# Research Question: How dialogic talk enhances students' inferential skills in reading comprehension?

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### ABSTRACT

This study explores the impact of dialogic talk on enhancing inferential skills in reading comprehension among lower primary students. Employing a mixed-methods approach, the research compares two groups: an experimental group participating in structured, collaborative discussions and a control group following the standard curriculum. The study focuses on how dialogic talk—characterized by open-ended questions, peer interaction, and shared dialogue—supports students in making inferences during reading activities. Findings reveal significant improvements in inferential skills for the experimental group, highlighting the benefits of this interactive approach. Through dialogic talk, students were able to articulate their inferences more effectively, engage with diverse perspectives, and develop greater metacognitive awareness regarding their thought processes. Additionally, increased engagement and active participation were observed, further supporting the role of dialogic talk in fostering deeper comprehension. The study's results have important implications for teaching practices, suggesting that dialogic strategies can be integrated into reading instruction to strengthen students' inferential abilities. The research also points to the need for further investigation into long-term effects and the potential for applying dialogic talk across other literacy domains.

**Keywords:** dialogic talk, inferential skills, engagement, metacognition, motivation, diverse perspectives