

The Effect of Parent-Child Reading and Home Reading Environment on the Language Development of Pre-school Children

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ABSTRACT

This research aims to understand the different factors behind differences in parent-child reading, home reading environment, as well as parent-child reading and home reading effects of the environment on children's language development. Questionnaire surveys were applied and the objects were preschool children between the ages of 4-6 in one private kindergarten and four day-care centers, as well as their parents in Huatan Township, Changhua County in the 2010 academic year. 100 questionnaires were distributed and 84 obtained; 4 invalid questionnaires were excluded. Consequently, 80 valid samples were retrieved. Data were analyzed by SPSS 12.0 to conduct the descriptive statistics, t-test and one-way analysis of variance. According to the conclusion of the one-to-one test, the differences in language development of the children were analyzed by Pearson's product-moment correlation coefficient. Control variables included their ages, parent-child book reading and home literacy environment. Multiple regression was used to predict their language development. 31 children from one day-care center (ten children aged 4, ten aged 5, ten aged 6) and one kindergarten child (aged 4) were examined. After analyses and discussions, the results show: 1. There is significant variance among parents with different educational status in parent-child book reading. The higher education parents have, the better they perform. In the choice of picture books, methods of joint reading and parent-child interaction, parents who hold college degrees (including master degrees) perform better than those who graduated from junior high, senior high or vocational high schools. 2. Problems occurred in joint reading: children aged 5 have more problems than those aged 4 or 6. 3. The rank of the only son and daughter is higher than the first and second child in providing resources and encouraging reading, as well as parent-child interaction and sharing in reading in a home reading environment. 4. Day-care center is better than kindergarten for children in providing resources and encouraging reading, as well as parent-child interaction and sharing in reading in a home reading environment. 5. If the duration of preschool age is less than one year, it is better than those over 2 years for parent-child interaction and sharing in reading in a home reading environment. 6. Parents spending time with children aged of 0~2 is longer than those of 3~6, or 2~3 and 3~6 in providing resources and encouraging reading, as well as parent-child interaction and sharing in reading in a home reading environment. 7. There is significant correlation between parent-child book reading and a home reading environment. 8. Children's language development can be predicted from the background factors (their ages), parent-child book reading and home reading environment. As a result, the conclusions can be referred to for future related studies.

Keywords : parent-child reading、 picture books、 pre-school、 home reading environment、 language development

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