

# LANGUAGE-SPECIFIC LINKS BETWEEN BILINGUAL PARENT-SHARED BOOK READING AND CHILDREN'S EMERGENT LITERACY

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**ABSTRACT** – Parent-child book reading presents benefits to the development of monolingual children's language ability, but the effect on bi/multilingual children is still undetermined. The positive connection between the frequency of parent-shared book reading and expressive vocabulary that children could express or use for Spanish-English language using children (age from 4-5) has been shown, while other research failed to get the same result in other bilingual children. Ye & Stephanie (2022) investigated the relationship between parent-child reading and children's literacy achievement with a huge number of samples of bilingual families, participants of children aged from 2-6 years old. They determined that parent-child reading could mediate the relationship between children's literacy learning and socioeconomic status. However, they didn't know the languages used by parents during shared book reading practices, although the information about languages spoken by parents at home was available in the table showed in this study. So, in this study, I will consider collecting this information to gain a better understanding of language-specific links between bilingual parent shared book reading and children's emergent literacy.

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## INTRODUCTION

### BACKGROUND:

With globalisation, the frequency of intercultural, interracial, and interethnic connections is rising. The International Organization for Migration (2020) confirmed that there are various groups of migrants from all over the world in Canada, the USA, Australia, and the West of Europe, which is undoubtedly true of most other countries in the world, too, resulting in more interethnic couples. In other words, it means that one partner in a relationship is now more likely than ever to be from a different cultural background than the other party (Necy & Snyder, 2020). Having children with cultural heritage is one result of such a combination (Hali et al., 2021).

### PROBLEM STATEMENT

Knowing how the parents spending time with kids will affect the children's development is a valuable topic to research. Shiguang, Shuang, Ke & Haoyue (2021) expressed the opinion that one of the most important early education factors is reading, and reading is largely associated with parental involvement. Even if Ye & Stephanie (2022) found the situation in monolingual families, in which there is a strong positive connection between shared book reading and children's language development, in bilingual families, the potential link between children's home literacy language development and school literacy language and shared book reading in a specific language is still undetermined. The research highlighted that there were a large number of children in non-English speaking homes with fitting kindergarten life problems.

The research under Bratsch-Hines, Baker, Vernon-Feagans, The Family Life Project Key Investigators, 2016; Dickinson & Tabors, 2001; Snow, Burns, & Griffin 1998 all pointed out that being better in language ability and a higher level of reading skill could help the children adjust to the kindergarten environment more successfully than if those language abilities and social interaction skills obtained in parent-child shared reading was not obtained.

## **Objective**

To know the relationship of the parent-child shared book reading with the emergent literacy of language learners from diverse language backgrounds is evaluated, it will help these children to adjust to kindergarten life better and give a guide for parents who have their own home language instead of school language for their kids.

## **Current Study**

The current study aimed to examine the potential benefits of parent-child shared book reading by first investigating its relation with the emergent literacy of language learners from diverse language backgrounds, considering collecting the information of the languages used by parents during shared book reading practices to gain a better understanding of language-specific links between bilingual parent shared book reading and children's emergent literacy.

## **Significance**

From the prior research of Ye & Stephanie (2022), this study will offer an opportunity to help children who speak non-English at home to adjust to the studying environment in kindergarten better, which means being better at language learning from parent-shared book reading.

## **LITERATURE REVIEW**

Bloom (1998) believed that the most important period for children to develop their language skills is early childhood; also, during this time, the number of words spoken at home plays an important role in language acquisition for children (Hoff & Naigles, 2002). Daniela, Rebecca, Amy, Caroline, Kathy & Roberta (2022) mentioned that the situation of parent-child shared reading has possibly undergone a dramatic change with modern technology development, such as mobile device usage or the use of electronic books being popularised. Vaala & Takeuchi (2012) found some parents admitted that their child was permitted to read e-books alone frequently when they were busy with other things. But reading an e-book alone dodges the opportunity to share reading time with parents, a key stage to mental development.

As any difficulties or mistakes can be rectified by the parent's presence, in addition to emotional development from the social activity (Daniela et al., 2022). The interest in reading from the child in question could be encouraged while sharing book reading with their own parents, which also could help parents to encourage their children to gain knowledge about books, reading, and prints (Clay, 1979; Lewis et al., 2016). Katherine, Hanson, Heather, Stephanie, and Daniel (2021) indicated that compared to co-viewing television,

Shared reading is related more positively to toddlers' early language development as well. Based on this study, there is an indication of a connection between parent-shared book reading and children's language development. Katherine et al. (2021) quoted that there is much evidence proving that shared book reading plays an important role in language and literacy development in early childhood. From prior studies undertaken by Ye & Stephanie (2022), it was underscored that shared book reading grants huge benefits to the development of young monolingual children's oral language ability, such as conversations and out-loud speaking/dictation. It was determined that discussion usually takes place while parent-child shared book reading is happening; meanwhile, Susan & Kimberly (2002) showed the discussion or conversation that occurred while parent-child shared reading happened would probably help the development to comprehend the words, learn necessary skills of phonology and graphemic reasoning. Colleen, Ma & Herbert (2018) proved the importance of parent-child shared reading; from their writing, it is given that parent-child shared reading also helps children's math skill development in addition to supporting children's development of language literacy skills during conversation with storybook reading. Zivan and Horowitz-Kraus (2020) highlighted there is a positive link between parent-child shared book reading and

Children's literacy development in their first language. Elizabeth, Lynne, Mary & Claire (2018) mentioned parental language input has a significant influence on children's vocabulary learning and

new vocabulary acquisition. Also, Michelle, Cen & Sharynne (2021) believed that it is highly recommended to do parent-child shared reading with infants because it is seen to be one of the most effective experiences to promote children's literacy and language ability attainment.

Chatterji (2006) noticed that there is a link between children's literacy ability and children's family background, namely that children from lower socioeconomic backgrounds typically have lower literacy abilities. Ye & Stephanie (2022) investigated the link between

Shared reading and children's literacy attainment at one early stage with a large number of samples of bilingual families, with samples aged from 2-6 years old. They found that shared reading is not just positively affecting children's literacy development and mediating the relationship between children's literacy learning and socioeconomic status.

Rare studies pointed out that the connection between shared book reading and children's literacy development is language-related, which means whether the shared book reading affects the language development of children positively or just the language that is used by parents while going through the shared book reading, and there is no evidence to prove the link between shared book reading and bilinguals children's language literacy development is language-specific (Ye & Stephanie, 2022). For example, Quiroz, Snow & Zhao (2010) indicated a positive link between the frequency of mother-shared book reading and the expressive vocabulary expansion that children could describe or produce for Spanish-English language using children (ages 4-5), while Sun (2019) failed to get the same result in a group of Chinese-English kindergarten kids. Elizabeth et al. (2018) pointed out that it is valuable for the promotion of children's long-period school success to know what would impact preschool-aged

Children's achievement in the academic field. There is a higher chance of making achievements for young children in kindergarten when they can adjust better. Being better in language ability and with a higher level of reading skill could help the children adjust to the kindergarten environment more successfully than if those language abilities and social interaction skills obtained in parent-child shared reading were not obtained. (Bratsch-Hines, Baker, VernonFeagans, The Family Life Project Key Investigators, 2016; Dickinson & Tabors, 2001; Snow, Burns & Griffin, (1998).

## **METHODOLOGY**

The study will use a quantitative research approach with a non-experimental study. In this case, I will use the survey to hire participants to answer the questions in the survey, then try to find the relation between parent-shared book reading and bilingual children's emergent literacy.

### **Research Questions**

Considering collecting the information on the languages used by parents during shared book reading practices to gain a better understanding of language-specific links between bilingual parent-shared book reading and children's emergent literacy, what are the potential benefits of parent-child shared book reading by investigating its relation with the emergent literacy of language learners from diverse language backgrounds?

### **Hypothesis**

We hypothesised that parent-shared book reading would be associated with children's emergent literacy as found in numerous monolingual parent-child shared book reading studies. Then, we investigate the impact of parent-child shared book reading on the relationship between socioeconomic status and children's emergent literacy. We hypothesised that parent-child shared book reading would influence the relation between socioeconomic status and bilingual language learners' emergent literacy, and we hypothesised that parent-child shared book reading would mediate the effect of socioeconomic status on the emergent literacy of bilingual language learners.

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