

Research Status of Parent-child Reading under Different Cultural Backgrounds

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Abstract. Parent-child reading is crucial to a child's whole development. The paper's subjective is to discuss parent-child reading under different cultural backgrounds. Joint reading between parents and children at home has a positive effect on the literacy ability, language development, future academic prediction and emotional intelligence of Chinese and Western children, and the interval time, number, quality of parent-child reading also play a positive role to a large extent. Furthermore, the common conclusions of China and the West are that parents' education level, family economic and social status also have a great impact on parent-child reading activities. These aspects greatly affect the time, quality and effect of parent-child reading. However, in the current studies, parent-child reading in the context of bilingualism can only promote the development of children in some Western countries, it has little effect on Chinese children, so future research should consider the reasons and make improvements. Therefore, by discussing parent-child reading in the two different cultures, it can provide reference for the research in the field of social science research and improve parents' awareness of parent-child reading so that it can be more beneficial to children.

1 Introduction

Through early reading, children can cultivate language ability which is conducive to lifelong learning and development. If language development is delayed or backward during childhood, it will have a negative impact on their future skills, especially literacy and social skills. In addition, children with language development disorders are usually accompanied by emotional and behavioural problems, which have a negative impact on their interpersonal communication and self-concept formation. Parent-child picture book reading was been showed by many studies that it is a simple and easy early reading way for children, which can promote children's cognitive development, increase vocabulary, improve reading comprehension and emotional intelligence (e.g., [1, 2]). It can cultivate children's interest in reading, allow children to easily improve their abilities in various aspects in games and entertainment, and also enhance the intimate relationship between parents and children.

Parent-child reading provides a very favourable environment for children's language development [3]. When parents and children are reading a book together, parents and children communicate with each other and say things that are not in the book [4]. Shared reading is a complex task embedded in culture, and it's not surprising that when parents

communicate with their children outside of book content, the talk seems to have a link between the different functions of the children. On a social level, parents giving feedback and recognition to their children as they engage in parent-child reading and communication may help create a supportive environment and make the whole process enjoyable and relaxed [5].

The developmental benefits of parent-child reading may vary depending on the cultural setting. Previous studies have not conducted in-depth discussions, so from two separate cultural viewpoints, the focus of this essay will be on the effects of parent-child reading on children as well as how families affect parent-child reading.

2 Comparison of Chinese and Western studies on parent-child reading

2.1. The frequency and quality of parent-child reading and how they affect children's language and literacy development and academic prediction

2.1.1 The influence of parental and child reading frequency and quality on young children's development in Western

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In families with common parent-child reading and frequent literacy activities, children are encouraged in all aspects of spoken and written language. A study conducted by Aram and Shapira, which included 78 children ranging in age from 41 to 65 months, and assessed when their mother at home, the frequency of conducting reading and writing activities with children [1]. They found that children's linguistic abilities are connected with shared reading of books (frequency and type), and that children's literacy skills are related to the frequency of literacy activities at home (such as taking notes, newspaper reading, and alphabet games).

Moreover, instructional qualities of parent with child reading book together can predict children's cognitive and language scores. The participants of Cline and Edwards's research comprised 81 parents and their kids who took part in home-based Early Head Start programs in rural Midwest counties [6]. The result of the research showed that children in English-speaking families with high Extra-Textual Talk and high emotional quality had the highest cognitive scores [6]. Pillinger and Wood also claimed that although there are various ways to practice shared reading, conversational reading is a method that is supported by research and uses controlled and planned cues from parents to encourage children's language use, activity involvement, and material knowledge, among other skills [7].

Of the many factors that contribute to shared reading, children's reading frequency has the strongest relationship with language and literacy, and significantly predicts vocabulary and reading outcomes. In their study, O'Brien, Ng, and Arshad recruited 1,327 parents and their kids. They employed a 4-factor model of the home literacy environment (HLE), which included parent-child reading, kid interests, parent behaviours, and parental involvement [8]. Shared book reading also significantly predicts children's vocabulary and reading results in English, among these elements, phonological awareness, phonological knowledge, letter knowledge, word reading, and sentence understanding have the strongest relationships with children's receptive vocabulary [8].

2.1.2 The impact of parent-child reading frequency and quality on Chinese children's development

Language connection with parents is a crucial component of children's language acquisition in parent-child reading. Accordingly, a Chinese study discovered that the number of parent-child reading questions is substantially correlated with the language output of the children, and the total number of parent-reading questions can

significantly predict the word tokens and types of the children [9].

In addition, parent-child reading plays a direct role in improving students' language ability, comprehension, imagination and reasoning ability. According to Sun's research, other dimensions are unable to effectively predict the academic progress of second grade pupils, but the parent-child reading score overall has a strong positive predictive effect on it [10]. As a subsystem of family education, parent-child reading not only requires parents to have the willingness to read together, but also parents to have the real co-reading behaviour [10]. In the process of parent-child reading, the stronger the willingness, the more scientific the strategy and the more adequate the communication, the more obvious the improvement of students' language ability and thinking level, as a result, it is possible to forecast the academic achievement of second-graders using the overall parent-child reading score [10].

2.2 The effects of parent-child reading on children's emotions

2.2.1 The effect of parental reading to children on their emotional state in Western

Positive engagement between parents and children during the reading process aids in the development of the child's emotional understanding. In the study conducted by Aram and Shapira, when moms read to their children more books that are more relevant to emotional and social situations, and established more links between stories and their children's experiences, their children demonstrated higher levels of empathy [1]. They discovered that children who utilized more mental terminology during collaborative book reading had greater vocabulary skills. According to the study's findings, children's capacity for empathy was closely connected with the frequency and type of cooperative reading [1].

2.2.2 The impact of parent-child reading on children's emotions in China

Numerous studies on the effect of parent-child reading on children's emotions have been undertaken in China. Song measured the parent-child reading situation and children's emotional intelligence level of 80 children in China, and found that parent-child reading time is a crucial aspect in the development of children's emotional intelligence [2]. In the parent-child reading strategy, the children's emotional intelligence development is better when each co-reading time is about 15

minutes or longer than about 5 minutes, excessive parent-child reading has a detrimental effect on kids' capacity to understand and express other people's emotions, along with managing and controlling their own feelings, and the more children's attention is concentrated during parent-child reading, the better children's ability to adjust and control their emotions and the development of emotional intelligence[2]. Therefore, although joint reading can promote the development of children's emotional intelligence, parents should pay attention to co-reading strategies to avoid backfiring.

Additionally, parent-child reading is an important way to enhance parent-child relationship, especially to children's emotional cognition has a certain impact. Fan's research showed that language communication and emotional changes generated in the process of parent-child reading can make children better feel the emotions of others, so as to produce corresponding cognition, at the same time, in children's imagination of the story plot and picture, they will also have their own understanding of the people and things in the story, which is also an important part of children's self-emotional cognition, and when parents and children read a fairy tale together, parents' patient tone, emotions for children's care, facial expressions and so on will be felt by children, so that children have a certain emotional cognition and feel the care of the family [11]. In parent-child reading, parents create a suitable situational environment for children by choosing some books, give full play to children's imagination and integrate into them, so that children can also form an emotional perception in the process of reading, in a specific story, the characters in the story constitute a specific scene, and children will also generate self-cognition under the instruction and reading of their parents [11].

2.3 The impact of bilingual parent-child reading on the development of children's language reading ability

2.3.1 The effect of parent-child reading that is multilingual on children in Western nations

Parent-child reading in English has a favorable impact on children's reading abilities and second language development from the viewpoint of children who speak English as a second language. As an illustration, Bitetti and Hammer investigated how HLE has affected how English has developed its narrative in bilingual children who speak Spanish as their mother tongue and English as their second language [12]. The preschool through first grade years were spent monitoring the

Spanish heritage language students. They found that the more often mothers and children read together, the more significantly they predicted an improvement in their children's English narrative scores [12]. Furthermore, a recent meta-analysis of 54 studies on shared reading among English language learners done in the United States discovered that shared reading had an overall significantly favourable influence on oral and literacy-focused assessments of English language learners [13].

2.3.2 The influence of bilingualism in parent-child reading on children in China

In contrast, Sun was unable to conclusions about language-specific link between the reading frequency of Chinese parents and children of bilingual preschoolers in Singaporean bilingual learners and the Chinese vocabulary and grammar for kids [10]. The connection between linguistic specificity and children's reading and writing skills when parents and children read together was distinct in Spanish bilingual speakers, but there was no such relationship in Chinese for Chinese and English bilingual speakers. The lack of a rich environment and teaching tools for English that children can utilize to practice their language skills in non-English speaking nations, especially developing countries, is most likely the root of the problem [14].

In addition, there are a lot of studies that demonstrate the difference between Chinese children and foreign children when during parent-child reading time, utilize English as a second language, a study by Chow et al., for instance, looked at the effects of parent-child reading in English conversation on acquiring a second language like English in 51 kindergarten students in Hong Kong [15]. It revealed that while dialogic reading can help Chinese children develop their English reading skills. And it is typically less effective at boosting oral vocabulary in English as a foreign language (EFL) settings than it is in monolingual ones [15]. The researchers contend that conversational reading, particularly parent-child shared reading in EFL situations, may be more variable and may have subtle psychological and functional variations between studying a second language in addition to one's mother tongue [15].

3 The effect of parental educational level and socioeconomic status on parent-child reading

3.1 Parents in Western countries

Parents' behaviour and family income were most closely related to the quality of shared reading. Income and parental education were not associated with higher parenting or co-reading quality in Dexter's study. However, caution should be exercised due to the limited sample size and data limitations. The role of socioeconomic status in the influence process remains unclear [16].

Parents' education level and family economic status also greatly affect children's speaking and reading skills. Farver, Xu, Lonigan and Eppe discovered a positive correlation between parents' educational level and Spanish traditional language learners' English expression language, printing knowledge and skills, English reading and writing resources (i.e., printed materials) and educational materials, as well as parents' English reading and writing participation and literacy habits [17]. However, there was a negative correlation between it with parental literacy usage and involvement in Spanish. The study's findings suggest that families with higher socioeconomic status, such as mothers with higher education levels, engage in more parent-child reading and are more familiar with popular children's books [17]. As previous research has found that such practices can enhance children's literacy and oral language abilities, these findings are particularly significant [17].

3.2 Parents in China

As same as Western countries, in China, parents' education level and family socioeconomic status also greatly affect the quality and effect of parent-child reading. Sun found that parents with intermediate or higher education have significantly higher scores than those with low education, the higher the education level, the more likely parents are to realize and recognize the significance of parent-child reading for children's growth, and the stronger the willingness to read together [10]. Additionally, parents who are in secure employment situations have more consistent schedules and financial situations, are conscious of the importance of reading with children, and have the time and resources to read to their kids, and parents with unstable income usually have no special time and energy to read with their children, and in limited parent-child reading, they are more purposeful, to learn words and learn knowledge [10].

4 Conclusion

At home and abroad, reading with parents can help children develop their linguistic skills and predict children's future academic performance. In order to develop children's emotional cognitive abilities, the highest level of parent-child reading is crucial.

The impact of parent-child reading on children's emotional cognitive abilities is also visible in many different areas. Using this influence, better parent-child reading can achieve better results in the cultivation of children's emotional cognitive ability. As parents of young children, it is vital to recognize the significance of parent-child reading in developing emotional and cognitive skills. Therefore, active efforts should be made to engage in suitable parent-child reading activities. This can foster young readers' skills and promote their emotional and cognitive development, ultimately leading to better social development. Parents' ideas, education level, family income and economic status largely determine the time and quality of parent-child reading, which is crucial for children's development in all aspects, and even affect children's future social performance. Therefore, through the modifications made by the parents themselves, this paper can assist parents in raising their level of awareness of parent-child reading and enhance the benefits of parent-child reading for kids. Despite the fact that in Western nations bilingual parent-child reading can improve a child's language skills and other developmental processes, it has little impact on Chinese children. Therefore, future research should consider the reasons and find out solutions to help Chinese children gain more benefits in the environment of using a second language.

Based on the findings summarized in this paper, it is implicated that parents should start reading to their children early in life, in infancy. Because the development of literacy is continuous in nature, it begins early in life. In the process of interacting with the storybook, parents should make the child and themselves feel happy and interesting, using enthusiasm, smiling, giggling, praising, playing and talking about the stories and pictures in the book, and avoid disciplining the child in the shared reading interaction; Otherwise, the child may learn to associate reading with negativity. When such activities are performed in a relaxed environment, the child is more motivated and the benefits are greater. Reading together should be a fun and enjoyable experience for both parties. This paper can not only help parents enhance their awareness of parent-child reading, but also provide reference for the research of social science, children's cognitive development and other fields.

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