

Shared reading of mothers and infants: Factor influencing language improvement



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- ❖ Reading books from mother to child is a process that contributes on all sides to child's psycho-emotional development.
- ❖ It contributes significantly to infants' literacy as their oral speech can be developed through reading activities and social interaction is promoted.
- ❖ It is the moment that both, mother and child, interact verbally in a calm family environment

The children have the opportunity



- ❖ to learn the conventions of a printed text
- ❖ to develop storytelling skills
- ❖ to come in contact with a vocabulary that they usually do not use in their everyday talk

How do we define shared reading?



- ❖ It is the reading of books between two people, in this case between child and one of the parents, most often mothers, and the verbal interaction that developed that moment.
- ❖ The process is not limited just to reading and listening, but involves the submission of questions, descriptions and narrations, aimed at both developing not only understanding but also cultivating emotional proximity between reader and listener.

Shared reading



- ❖ contributes to the verbal interaction between mothers and children
- ❖ it is very likely children's vocabulary be developed much more than if they just play together
- ❖ promotes social, mental and emotional development of the child
- ❖ gives the opportunity to toddlers, to acquire literacy and language skills that are necessary for their day-to-day interaction with both peers and older people

Reading books from parents to children had been and continues to be a pleasant activity



- ❖ Family reading habits play an important role in this process
- ❖ It should be noted that the type of relationship that developed during shared reading plays an important role
- ❖ It is not enough just to engage in such a process as listeners but to take actively part in this process.
- ❖ ***For this reason***, reading quality has been a field of research. These surveys are usually quantitative, estimating the frequency of reading books

We have decided to conduct a qualitative pilot study



- ❖ We selected a specific sample of participants, mothers' of infants who had been diagnosed with language difficulties
- ❖ We set as our primary goal the family's reading habits
- ❖ We first explored whether parents and more specifically mothers, used to read children's picture books or faire tales with their offspring and then whether they themselves had this habit as a leisure time activity.

The following research questions were asked



- a) Are mothers used to read books with their children?
- b) Do they prefer for themselves reading as an activity for pleasure?
- c) Do they think that reading children's books from infancy contributes to children's language development?

Method



- ❖ Qualitative method was used because the purpose of this research was general information to be gathered that will be used to study in depth the topic.
- ❖ We relied on the views of participants in order to explore the factors that influence infants' language development.
- ❖ For collecting data we used personal interviews and general questions to permit participants to generate responses

Participants Description (1)



- We chose purposeful homogenous sampling because we wanted to gather information that would help us better understand the phenomenon
- The total sample consisted of 30 mothers, (25-35 years old) whose children had been assessed from an official government agency for students with disabilities and they had diagnosed with “Oral Language and Speech disorders”
- There were 22 boys and 8 girls, and their age was ranged between 45 to 70 months

Participants Description (2)



- ❖ All mothers and infants were Greek native speakers.
- ❖ The family residence was almost non-urban and rural areas and twenty out of thirty infants resided in two-parent households.
- ❖ Maternal education was rather low, as
 - 13 of them (43.3%) held a high school degree
 - 10 (33.3%) completed the compulsory education (Gymnasium)
 - 5 of them (16.6%) held a 4-year diploma from Technological Institutions

Tools:



- ❖ A questionnaire was designed that consisted from two parts.
- The first one concerned personal information, such as age, education, occupation, number of children and birth order of child who was diagnosed with speech and oral language disorders.
- The second part consisted of 10 open-ended questions about family habits, leisure time activities and how parents generally interact with their children.

Procedure



- ❖ The data collected through one-to-one interviews.
- ❖ In a quiet room the researchers explained to each participant the purpose of the study, assured the confidentiality of the data and promised to inform them about the results of the research.
- ❖ Responses were recorded as long as there was the participants' consent and at the same time the researchers kept some personal notes that they would probably use when they are going to analyze the data.
- ❖ They effort to gain participants' confidence and encouraged them to talk more in detail about their habits.

Results



- ❖ The findings, in general revealed that the mothers were not used to read books to their children
- ❖ They reported that this employment was related to the child's entry into education
- ❖ They occasionally tell a fairy tale or read a book to their child usually at bedtime
- ❖ Mothers rarely read a literary book or a magazine
- ❖ None of them used to read a newspaper in print or online

When we asked them about their infants' language difficulties



- ❖ most of them (73.3%) pointed out that themselves do not worry, they do not think this difficulty is a problem
- ❖ a smaller percentages (15.2%) reported that from the very begging they were concerned about this language delay
- ❖ fewer mothers (11.5%) reported that the teacher in the kindergarten ascertained that there was a problem with their child's speech

Discussion



- How often parents read, if they used to read to their children from early childhood books, and whether there is printed reading material in their home are conditions that shape children's reading habits
- Some parents consider the reading process at the utmost importance and believe that the school is not solely responsible for acquiring this skill

This research confirms the previews suggestion



- ❖ reading was not for these families an attractive occupation
- ❖ they did not consider necessary to engage in reading with their child.
- ❖ each family's social and educational profile diversifies opportunities for access to a stimulating reading environment

As a result, these differences have a significant influence on infants' cognitive and language development

In addition,



- ❖ the absence of any reading material
- ❖ the choice of occupations other than reading books in their spare time
- ❖ the view that the school is responsible for the literacy of their children

confirm the above positions

Reading books from parents to children



- ❖ has been a popular habit in the past
- ❖ today with the development of technology a shift away from printed reading material has been observed.
- ***For this reason***, scientific journals, parenting magazines, books, web sites, etc. ***advise and encourage parents*** to focus on reading books to their children as numerous studies have reported on the positive results of this activity

As a conclusion,



- we infer that we ought to search in depth if language difficulties of infants are connected with their family's literacy habits.
- we must investigate if there are corresponding language difficulties in toddlers who growing up in a reach of cognitive stimuli environment
- we must investigate whether the developing dialogue between them and parents contributes to their vocabulary.



- *There are a few limitations in this study, but as we firstly said, **it is a pilot one** in order to construct meaning which will give us the opportunity to investigate empirically this topic.*