

Marina Louari, Greece  
Special Education Teacher, University of Thessaly  
[mlouari@uth.gr](mailto:mlouari@uth.gr)

### **Shared reading of mothers and infants: Factors influencing language improvement**

Mother-to-child reading of books is a process that contributes significantly to the child's psycho-emotional development. Literature significantly contributes to children's language improvement because their expressive vocabulary is enriched by reading activities and by oral language interaction.

Shared reading means the activity of reading books between child and parent, and the verbal interaction that develops between them. We assume that this verbal mediation essentially contributes to the development of the infant's vocabulary much more than if they just played together with their parents.

This study involved 30 mothers whose children were assessed by an official state organisation and with a diagnosis of language and speech problems. They resided in both urban and rural areas. A two-part questionnaire was designed. The analysis of the data revealed maternal literacy beliefs. They reported engaging in fewer literacy practices because they considered these processes to be about participating in school education. Furthermore, they are neither used to reading books, newspapers or magazines, and prefer to spend their free time watching television or meeting their friends.