

A Case Study on Improving Language Skills of Preschoolers by Parent-Child Reading

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Abstract : In Hong Kong, most families have working parents, and the primary caregivers of young children are helpers. This leads to a lack of interaction and language expression in children's home environment, which affects their language development. This study aims to explore the effectiveness of parent-child reading in improving young children's language skills. A 4-year-old girl and her mother are recruited to a 3 months' parent-child reading program. There is a total of 26 reading sessions which target to enhance the parent's skill of parent-child reading and to assess the child's language ability. At the same time, the child's use of language in normal classroom settings is analyzed by anecdotal records. It is shown that the parent is able to use more and better guiding questions during parent-child reading after this program, which in turn leads to more and longer response of the child during the reading sessions. The child also has an increase in Mean Length of Utterance and has a higher frequency of using complete sentences when interacting with other classmates in the classroom. It is worthwhile to further investigate the inclusion of promoting parent-child reading to enhance children's language development in preschool curriculum planning.

Keywords : Hong Kong, language skills, parent-child reading, preschoolers

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