



How Do Asian Immigrant Parents Read to Their Children? : The Videotaped Observations.

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บทคัดย่อ

การศึกษาวิจัยเรื่องนี้มีวัตถุประสงค์เพื่อสังเกตพฤติกรรมการอ่านแบบมีปฏิสัมพันธ์ของผู้ป่วยก่อนกับบุตรหลาน โดยเป็นการเก็บรวบรวมข้อมูลด้วยการสังเกตโดยใช้วิดีโอเทปบันทึกพฤติกรรมการอ่านแบบมีปฏิสัมพันธ์ของผู้ป่วยก่อนที่มีบุตรหลาน หรือผู้ที่อยู่ภายใต้การดูแลเป็นเด็กก่อนวัยเรียนจำนวน 25 คู่ โดยที่ผู้ป่วยเหล่านี้เป็นอาสาสมัครที่เต็มใจจะเข้าร่วมการวิจัยและเป็นผู้อพยพย้ายถิ่นฐานไปตั้งรกรากอยู่ในประเทศไทยและมีอายุตั้งแต่ 10 ปี ยังคงหลังบ้านจากการทำการศึกษาวิจัย (2545-2554). ผู้วิจัยได้ทำการสังเกตโดยการบันทึกวิดีโอเทปพฤติกรรมการอ่านแบบมีปฏิสัมพันธ์ระหว่างผู้ใหญ่กับเด็กซึ่ง “The Adult-Child Interactive Reading Inventory” เพื่อวัดและวิเคราะห์พฤติกรรมการอ่านของผู้ป่วยก่อนกับเด็กจากวิดีโอเทป ผลการวิจัยพบว่าผู้ป่วยก่อนกับเด็กส่วนใหญ่ให้ความสนใจติดตามหนังสือที่กำลังอ่านด้วยกัน และพบว่าผู้ป่วยก่อนกับเด็กมีปฏิสัมพันธ์น้อย เช่น การเปิดโอกาสให้เด็กถาม แสดงความคิดเห็น ในขณะที่อ่านหนังสือให้เด็กฟัง. นอกจากนี้ผลการวิจัยยังชี้ให้เห็นว่าพฤติกรรมการอ่านของผู้ป่วยก่อนมีความสัมพันธ์ในเชิงบวกกับพฤติกรรมการอ่านของเด็ก.

คำสำคัญ : พฤติกรรมการอ่านของผู้ป่วยก่อนกับเด็ก กิจกรรมการอ่านของครอบครัวผู้อพยพชาวเอเชีย

Abstract

The purpose of this descriptive research design was to observe the interactive reading behaviors of Asian immigrant parents and their preschool-aged children. The Adult-Child Interactive Reading Inventory (DeBruin-Parecki, 2007) was employed for data collection. Twenty five parent-child dyads voluntarily participated in a video recorded observation of interactive reading sessions. Parent and child behaviors evident in video recordings of shared reading sessions provided findings for both adults and children, as measured by the Adult-Child Interactive Reading Inventory (ACIRI), the highest means scores were in the category “Enhancing Attention to Text”, while the lowest mean scores were in the category “Using Literacy Strategies”. In terms of the relationships between parental reading behavior categories and child behavior categories, the findings demonstrated that the relationships between parental reading behavior categories and child behavior categories were found to be significantly correlated in a positive manner.

Keywords : Family Literacy, Parental-Child Reading Activities

Introduction

Literacy refers to the continual process of reading, writing, speaking, listening, and viewing skills (Soderman, Gregory & McCarty, 2005). Families can create goals that enhance an infant's development and foster learning experiences in a variety of appropriate ways to extend their literacy experiences (Kloosterman & Hernandez, 2000). Family literacy has always existed, even though it was not formally defined or named until the 20th century (DeBruin-Parecki, 2007). There are five components of family literacy that significantly promote a young child's early literacy development, including families talking together and using printed materials with their young children, the family environment arrangement, parents and siblings reading interactively, the lifelong learning attitudes of parents and family members, and the parents' supportive actions as community mobilizers for developing early language and literacy skills (Gramling & Rosenkoetter, 2006). Much evidence has emphasized the positive effect on emergent literacy among preschool-age children through those family literacy activities, especially the frequency of parent-child book sharing activities. Based on a review of a descriptive and meta-analysis of family-based emergent literacy intervention conducted by Foorman, Anthony, Seals and Mouzaki (2002), the findings showed that very little research has been conducted with young children and families who are ethnic-minorities, especially Asians. Previous research findings also showed that immigrant parents often have limited English skills which may hinder their ability to assist their children. Additionally, unless they read text in their native language, their children may grow up without a reading role model in the home, adding another element in the household that has also been linked to a child's literacy skill success (Cassidy, Garcia, Tejeda-Delgado, Garrett, Martinez-Garcia, & Hinojosa, 2004). Becoming literate is a multifaceted skill that all children living in the United States must accomplish in order to be successful; the process becomes more complex when children do not have English as their predominant language (Hammer, Miccio, & Wagstaff, 2003). Booth and Dunn (1996) mentioned that young second language learners are faced with the daily challenges of not only learning English, but also the pre-reading skills needed for future

academic success in school. Although dual language programs are being enriched to help improve academic success in early childhood education by closing the gap in reading for bilingual preschoolers, more research is needed on the effects of the family literacy activities and parent-child interactions and their consequences on children's emergent literacy in Asian immigrant families. This current study was conducted under the assumption that emergent literacy is based upon social interaction with specific people, such as parents and teachers, and with literacy products such as children's storybooks (Valencia, 1991). The results of the observations will help parents to become aware of interactive reading behaviors that might contribute positively to the language development and emergent literacy skills of preschool aged children. Professionals may benefit from increased knowledge related to supporting the interactive reading behaviors of parents and young children in Asian immigrant families.

Review of Relevant Literature

The review of relevant literature for this study revealed that many prior research studies have highlighted family literacy activities, especially parent-child book reading frequency, parental beliefs or attitudes toward literacy, the home literacy environment, and emergent literacy among preschool-age children. The importance of a young child's home environment as a contributor to their emergent literacy is grounded in the confirmation that their homes serve as a setting in which language and literacy are characteristically first encountered (Stavans & Goldenberg, 2008). Researchers indicated that home literacy patterns, such as storytelling, have a significant impact on the development of children's literacy skills. Purcell-Gates (2000) found that the important factors affecting a child's achievement in literacy skills included the parents' educational level, the use of print in the home, the number of books in the home, and the frequency of parent-child storybook reading events.

The value of parental reading to young children has been examined in light of the prediction that shared reading activities promote children's emergent literacy development in the areas of language usage, writing, linguistic awareness, and print concepts. Reese, Thompson, and Goldenberg (2008) pointed out valued opportunities to see, speak, read, and write in English and/or in the

home language in a variety of settings and the potential they have to affect families' daily literacy practices and children's literacy achievement. Herman (2009) found that children who are the most successful in learning to read and write come from homes in which family literacy is part of family life. The specific parent-child interactions associated with children's literacy success include parental reading to and with, complex language between parent and children, literacy modeling, and support in the home. Currenton and Justice (2008) investigated the associations among children's preliteracy skills, mothers' education, and mothers' beliefs about shared-reading interactions for 45 Appalachian families. The findings revealed that the mothers' education level, beliefs about shared reading, and reported literacy practices had significant associations with one or more measures of children's preliteracy skills. Kassow (2006) investigated the association between parental-child shared book reading and young children's developmental outcomes within the context of the parent-child relationship. Findings revealed that the frequency of shared book reading was found to be related to a child's language skills, emergent literacy, and reading achievement of school-aged children. Findings also showed that positive parental behaviors, such as being warm and supportive, related to child behaviors, including focused attention and enthusiasm, during the storybook interaction.

The interactive reading refers to reading aloud which includes conversation, turn taking, and involves children in the process. It serves various important purposes, including promoting children's active involvement in constructing and understanding a book's meaning, extending children's vocabulary, helping children become familiar with concepts about print, and motivating children to gain a love for books and reading (DeBruin-Parecki, 2007). Previous research indicated a positive relationship between parental interactive reading and the development of important literacy skills in preschool children. DeBruin-Parecki (2009) pointed out that the interactive reading with specific parental behaviors provided a positive outcome for young children's reading development and future success in school. These behaviors include "...questioning, scaffolding dialogue, and responses, offering praise or positive reinforcement, giving or extending information, clarifying, restating information, directing discussion, sharing personal direction, and relating concepts to life experiences" (p 386).

Scarborough and Dobrich (1994) reviewed 30 years of empirical research. Findings supported the association of parent-preschoolers reading experiences and the development of children's language and literacy skills. Parental behaviors that promote literacy skills in preschool children include lap reading, activities using environmental print, singing, storytelling, and writing (Bennett, Weigel, & Martin, 2002). In 2009, Rodríguez, Hines, and Montiel examined mother-child shared book reading interaction in a sample of Mexican American mothers to explore the separate effect of socioeconomics. Participants were twenty Mexican American mother-child dyads who were recruited from local daycare centers, preschool programs, churches, and libraries located in an urban community in the Southwestern United States. The videotapes of the shared book reading were coded and analyzed using the Adult-Child Interactive Reading Inventory (ACIRI). Findings revealed that Mexican American mothers used a number of interactive shared book reading strategies, as measured by the ACIRI.

The contextual perspective of the Vygotskian Theory suggests that the development of children from one culture or a group within a culture may not be an appropriate norm for children from other societies or cultural groups (Vygotsky, 1978). In a study of the impact of home-based emergent literacy experiences in minority children, Stephenson, Parrila, Georgiou, and Kirby (2008) expressed that literacy development begins in the very early stages of childhood. The authors also reported that reading achievement in young children is closely related to children's home literacy environments. Wu (2007) explored the relationship of Taiwanese mothers' belief systems about reading, storybook reading behaviors and their preschooler's emergent literacy outcomes. Participants of this study were eighty-two pairs of mothers and preschool children, three to four years-old. The author reported that thirty-three preschool/kindergarten schools in Tainan city participated in this study. Twenty-five children were from public schools, forty-three children from private schools, and fourteen children were home-schooled by their mothers. The procedures included parental reading beliefs, videotaping of the mother-child reading interaction, a child picture book reading episode, and receptive (PPVT) and expressive (ITPA subtest) psychometric child language assessments. Findings revealed that maternal beliefs about positive emotional effects were a stronger predictor of child emergent literacy outcomes than beliefs about

teaching strategies. Taiwanese mothers most frequently used pointing and asking questions as interactive strategies. For conducting this study, there were two ways used to select children books for reading activities, including the consideration of the young children's developmental level, and reading themes. Dwyer and Neuman (2008) presented the research-based selection of books to read to young children at different developmental levels, including books for babies (birth to 12 months), books for toddlers and early preschoolers (12-36 months), and books for preschoolers (37-48 months).

The first age group is birth to 12 months. At this stage, developmentally, the baby can point to pictures and babbling might resemble the rising and falling intonations of mother's questions. Books should be made of stiff cardboard or soft vinyl that is easy to handle. Books should have large pictures or designs set against a contrasting background, imitating sounds, featuring animals, or familiar subjects about family, life, faces, food, and toys. The language used for labeling the sounds of common objects should be noises that can be distinguishable

The second stage is 12-36 months or 1-3 years. Toddlers at this age can point to things they wish to be named. They may use one or two words (telegraphic speech) to convey information. Perma-Bound books, standard-sized cardboard books, and engineered books with an element of surprise are appropriate. Books should have a simple design with a picture on every page, and illustrations should be familiar subjects featuring family, faces, bedtime, food, and toys. Concept books, rhythm, rhyme and repetition books, singing books, and books with highly predictable language usage, humor, and playful language would be interesting for infants in this age group.

The third age group is 37-50 months (3-5 years old). At this stage, a child can begin to read across texts comparing and contrasting favorite characters in different books. Stories with multiple episodes and clear narrative structure or informational books that use different structures to convey information would be appropriate. Informational books that evoke imagination and interest or interest in abstract concepts that are beyond their immediate experience will catch the attention of young children in this age group. Interesting language that continues to introduce children to new words through word patterns, rhyme, and rhythm is also appropriate.

Table 1 Research-Based Criteria for Selecting Children's Books

Development Level/Criteria	Birth to 12 months (birth to 1 year-old)	12-36 months (1-3 years-old)	37-60 months (3-5 years-old)
Skills	Point to pictures. Babbling might resemble the rising and falling intonations of mother's questions.	Point to things they wish to be named. They may use one or two words (telegraphic speech) to convey information.	Children can begin to read across texts comparing and contrasting favorite characters in different books.
Format	Stiff cardboard books; soft vinyl that is easy to handle.	Perma-Bound books; cardboard books at standard size; engineered books with an element of surprise.	Standard (but children at this age also love lap books that they can spread out and read with their friends).
Features	Pictures prominent. Large pictures or designs set against a contrasting background.	Simple design with picture on every page.	Stories with multiple episodes and clear narrative structure. Informational books that use different structures to convey information.
Content	Imitating sounds; books with animals; familiar subjects about family, life, faces, food, toys	Familiar subjects of time, food, and toys. Concept books.	Informational books that evoke imagination and interest or interest in abstract concepts that is beyond their immediate experience.
Content	Labeling, sounds of common objects, noises that can be distinguishable.	Rhythm, rhyme, and repetition books; singing books; books that use highly predictable, humor, and playful language.	Interesting language that continues to introduce children to new words through word patterns, rhyme, and rhythm.

Methodology Research Design

This study employed a descriptive research design with a focus on family literacy activities. A video recording of parental-child interactive reading sessions was employed to collect visual examples of the parents' reading behaviors and the child's responses to interactive reading.

Population and Sample Procedure

The participants for this study were recruited from three institutions in the North Texas area of the United States, including the Monastery and Learning Center at the WatBuddharatanaram Temple (Wat Keller) in Keller, the Bangladeshi Expatriate Society of Texas (BEST) in Arlington, and the RongReanWatPutta Dallas (Wat Dallas School) at Buddha Dallas or the Buddhist Center of Dallas. Approximately 25 parents who volunteered to participate in the videotaped observations of parental-child interactive reading activities were primarily Asian immigrants who migrated to the United States within the past 10 years (2002-2011). Each family included a child, three to five years of age, who had not yet enrolled in kindergarten. Consideration of ethical issues and potential risks to the participants was described. The researcher also emphasized to the participants that these protective measures were meticulously maintained throughout the process of this study. All participants were volunteers who would face no risk of penalty if they withdrew early from the study. The participants were given consent forms to read and sign prior to completing video recordings.

Description of Instrumentation

The Adult-Child Interactive Reading Inventory (ACIRI) (DeBruin-Parecki, 2007) was employed for scoring the videotaped observations of parent-child interactive reading. The ACIRI was selected for this study because it is designed to observe adult-child dyads under natural conditions during parent-child interactive reading times in a variety of settings, such as in the home, in preschool centers, and other settings (DeBruin-Parecki, 2007). Moreover, the ACIRI is an observational tool that was developed using a sample of ethnically diverse participants. The ACIRI evaluated 12 literacy behaviors in three categories:

(1) enhancing attention to text, (2) promoting interactive reading/supporting comprehension, and (3) using literacy strategies (DeBruin-Parecki, 2007). These 12 behaviors were directly linked to the literature on promoting good reading practices (DeBruin-Parecki, 2007; Rodriguez, Hines, & Montiel, 2009). The validity reported by the author included construct validity and consequential validity. Construct validity was based on research and theories related to interactive reading and recommendations from the joint position statement from the International Reading Association (IRA) and the National Association for the Education of Young Children's (NAEYC) Learning to Read and Write (1998). The consequential validity was reported by quoting comments from interviews with teachers who had successfully used the instrument.

Each literacy behavior was scored on a 4-point scale, with 0 indicating that the behavior never occurred (0 time), with 1 indicating that behavior occurred infrequently(1 time), with 2 indicating that the behavior occurred some of the time (2-3 times), and 3 indicating that the behaviors occurred during most of the interaction (4 or more times). The category scores were calculated by adding the behavior rating and dividing by the number of items to create a mean score (DeBruin-Parecki, 2007). To establish the reliability of the instrument, DeBruin-Parecki (2007) suggested that the researchers must be very familiar with the definitions of interactive reading behaviors, understand the scoring system, and be able to score consistently. In the case of having multiple people rating the same dyads, a discussion and agreement was needed to ensure that everyone using the tools scored in the same way.

Data Collection Settings

Data were collected in settings that served Asian immigrant families from November 2011 to February 2012. These settings included the Learning Center at the WatBuddharatanaram Temple (Wat Keller), the Bangladeshi Expatriate Society of Texas, and the RongReanWatPutta Dallas (Wat Dallas School) at Buddha Dallas or Buddhist Center of Dallas.

Recruitment

Flyers announcing the purpose of the study and dates for data collection were delivered to the sites to inform parents of eligibility to participate. An invitation to participate in the parental-child interactive reading sessions was included in the flyers, along with the necessary contact information for interested parents to notify the researchers of their availability. Approximately 25 parent-child dyads were recruited to participate in the videotaping. Parents indicated their willingness to participate by providing their name and phone number or e-mail address when the researcher visited the site. The researcher contacted the volunteer parent-child dyads individually by phone and/or e-mail to arrange a date and time to video record an interactive reading session at one of the data collection sites. A maximum of 20-30 minutes of time was needed from each of the participating parent-child dyads.

The Adult-Child Interactive Reading Inventory (ACIRI) (DeBruin-Parecki, 2007) was utilized to score categories, including enhancing attention to text, promoting interactive reading/supporting comprehension, and the use of literacy strategies. Scoring was conducted afterwards while viewing the video recordings. Scoring included a rating for each of 12 parental behaviors and 12 related child behaviors for each category using the following ratings: 3 = most of time (four or more times); 2 = some of the time (two to three times); 1 = infrequently (one time); and 0 = no evidence.

Immediately following the parent-child interactive reading session, the researcher offered to take a digital photograph of the parent and child together. The parent was also provided with a packet of materials that included tips for successful reading sessions, criteria for selecting appropriate children's books, and a list of recommended titles. In addition, parents were offered the opportunity to receive a personalized summary based on the parent and child interactions, with an emphasis on positive behaviors. These summaries were forwarded along with the digital photograph to parents by e-mail or postal service.

Data Analysis

Observational data documenting the parental behaviors and child behaviors were analyzed using descriptive statistics. The Pearson product moment correlation coefficient was employed to calculate the correlations between parental reading behavior categories and child behavior categories (e.g., enhancing attention to text, promoting interactive reading/supporting comprehension, and using literacy strategies).

Findings

Demographic Information

There were 25 parent-child dyads who volunteered to participate in observation sessions. Twenty-three participants were mothers and two were fathers. The majority of the parents were 26-35 years old. Twenty-one participants were mothers (84.0%), two (8.0%) were fathers, and two of the participants were grandfathers (8.0%).

Regarding parents' ethnicity and home language, ten of the parents were Bangladeshi (40.0%), followed by six of the parents who were Pakistani (24.0%). Five participants were Thai (20.0%), and three were Indian (12.0%). Only one of the participants was Laotian (4.0%).

At home, eleven of the children spoke Bengali (44.0%), five of the children spoke Thai (20.0%), four children spoke Hindi (16.0%), and four children spoke Urdu (16.0%). Only one child spoke Lao at home (4.0%).

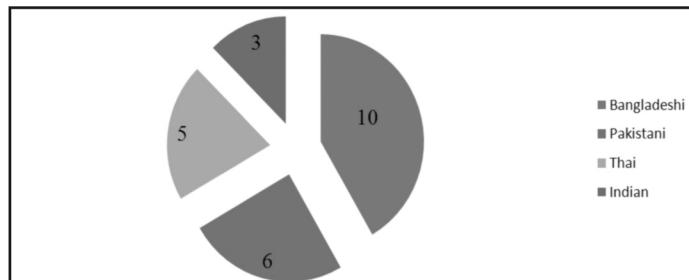


Figure 1: Parents' Ethnicity and Home Language.Selection of Age-Appropriate Books

Before beginning the video recorded observations of the interactive reading activities, each parent was provided selection of age-appropriate books to read with his or her child. Six parents selected the book titled, “Me and My Dragon” by David Biedrzycki. Two books were evenly selected by three parents: (a) “Bedtime for Little Bears” by Davis Bedford and (b) “My Daddy” by Guido Van Genechten. The other two books selected by two parents were: (a) “Sid’s Surprise” by Candace Carte, and (b) “The Cat in the Hat and Other Dr. Seuss Favorites” by Dr. Seuss. There were nine parents that each selected a different book as follows: (a) “Fish is Fish” by Leo Lionni, (b) “Forever Friends” by Carin Berger, (c) “I Like You the Best” by Thompson Carol, (d) “It was you, Blue Kangaroo” by Emma Chichester Clark, (e) “One Fish Two Fish Red Fish” by Dr. Seuss, (f) “Sam and the Fire Fly” by P.D. Eastman (figure 2).



Figure 2 : Selected Children Books by Parents.

Parent-child Interactive Reading Behavior

Figure three presents the means and standard deviations of three categories of parent-child interactive reading behavior, including enhancing attention to text, maintaining physical proximity, and using literacy strategies. Higher means scores indicated more evidence of specific behaviors during the parent-child interactive reading session. The results revealed that for both adults and children, the highest means scores were in the category of “Enhancing Attention to Text” ($M = 2.14$ $SD = 0.48$), while the lowest mean scores were in the category of “Using Literacy Strategies” ($M = 2.17$, $SD = 1.00$).

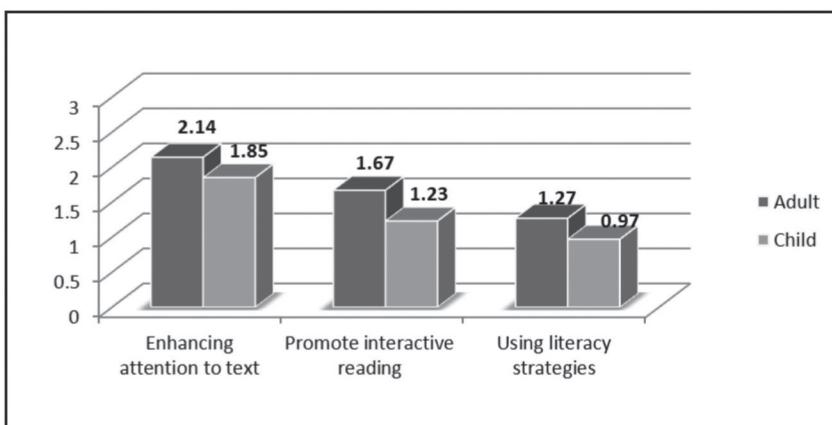


Figure 3 : Means and Standard Deviations of Adult-Child Interactive Reading: Categories

Based on the ACIRI, there were four items under each category. The results revealed the highest to lowest means scores of evidence of adult behaviors for the first item under the “Enhancing Attention to Text” category as follows: adult attempts to promote and maintain physical proximity with the child ($M = 2.68$, $SD = 0.56$), adult shares the book with the child ($M = 2.48$, $SD = 0.78$), adult sustains interest and attention through use of child adjusted language, positive affect, and reinforcement ($M = 2.28$, $SD = 0.84$), and adult gives the child an opportunity to hold the book and turn pages ($M = 1.00$, $SD = 1.08$).

On the other hand, the results showed the highest to lowest means score of child behavior items during the interactive reading session. Adult attempts to promote and maintain physical proximity with the child ($M = 2.20$, $SD = 1.40$), adult shares the book with the child ($M = 2.16$, $SD = 0.85$), adult sustains interest and attention through use of child adjusted language, positive affect, and reinforcement ($M = 2.04$, $SD = 0.89$), and adult gives the child an opportunity to hold the book and turn pages ($M = 1.00$, $SD = 1.26$) (figure 4).

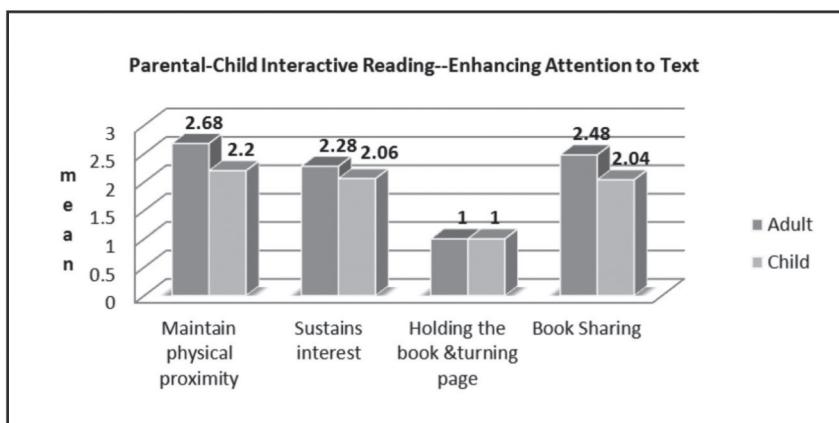


Figure 4 : Means and Standard Deviations of Adult-Child Interactive Reading : Enhancing Attention to Text

The results revealed the highest to lowest means scores of evidence of adult behavior for the second item which was under the “Promoting Interactive Reading and Supporting Comprehension” category as follows: adult points to pictures and words to assist the child in identification and understanding ($M = 2.32$, $SD = 1.30$), adult poses and solicits questions about the book’s content ($M = 1.80$, $SD = 1.80$), adult relates the book’s content and the child’s responses to personal experiences ($M = 1.80$, $SD = 01.04$), and adult pauses to answer questions that the child poses ($M = 1.44$, $SD = 1.04$).

On the other hand, results showed the highest to lowest means score of child behavior items during the interactive reading session. Adult points to pictures and words to assist the child in identification and understanding ($M = 1.68$, $SD = 1.03$), adult poses and solicits questions about the book's content ($M = 1.60$, $SD = 1.15$). The results showed lowest means score of child behavior items, including adult relates the book's content and the child's responses to personal experiences, and adult pauses to answer questions that the child poses ($M = 0.80$, $SD = 0.80$) (figure 5).

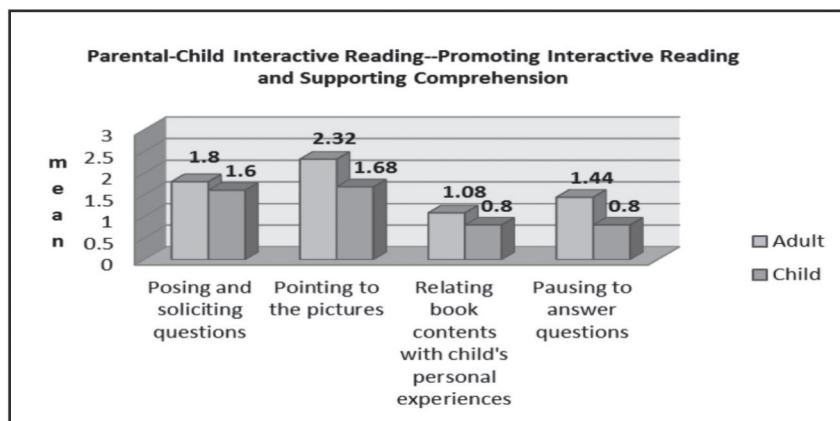


Figure 5 : Means and Standard Deviations of Adult-Child Interactive Reading: Promoting Interactive Reading and Supporting Comprehension

The results revealed the highest to lowest means scores of evidence of adult behaviors for the third item which was under the “Using Literacy Strategies” category as follows: adult identifies visual cues related to story reading (e.g., picture, repetitive words) ($M = 2.04$, $SD = 1.06$), adult solicits predictions ($M = 1.24$, $SD = 1.20$), adult elaborates on the child's question ($M = 1.80$, $SD = 1.04$), and adult asks the child to recall information from the story ($M = 0.80$, $SD = 1.00$). The results revealed the highest to lowest means scores of evidence of child behaviors for the third item which was under the “Using Literacy Strategies” category as follows: adult identifies visual cues related to story reading (e.g., picture, repetitive words) ($M = 1.48$, $SD = 1.05$), adult solicits predictions ($M = 0.96$, $SD = 1.02$), adult elaborates on the child's question ($M = 0.88$, $SD = 0.90$), and adult asks the child to recall information from the story ($M = 0.60$, $SD = 0.87$) (figure 6).

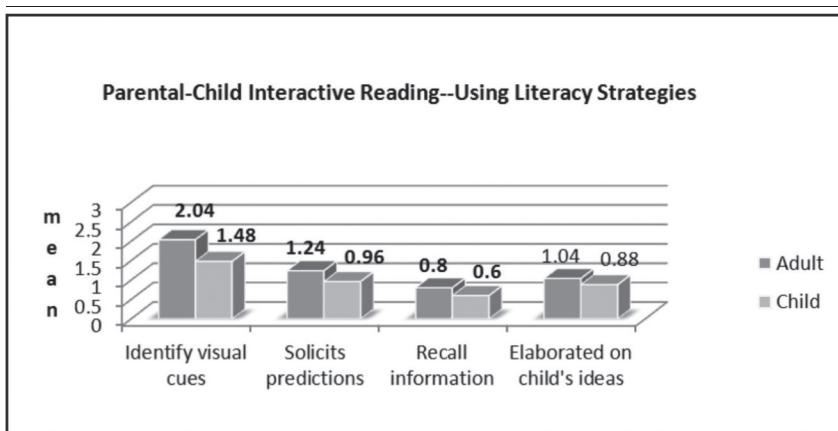


Figure 6: Means and Standard Deviations of Adult-Child Interactive Reading: Using Literacy Strategies

Pearson product-moment correlation coefficients were used to calculate the relationship between parental reading behavior categories and child behavior categories. The categories were found to be significantly correlated in a positive manner.

Table 2 Correlation by Categories of Parental Reading Behavior Categories and Child Behavior Categories

	Adult Enhancing Attention to text	Adult Promoting Interactive Reading and Supporting Comprehension	Child Using Literacy Strategies
Child Enhancing Attention to text	0.585**		
Child Promoting Interactive Reading and Supporting Comprehension		0.898***	
Child Using Literacy Strategies			0.778***

Note. ** p< 0.01. *** p< 0.001.

Conclusion

The observations revealed that for both adults and children, the highest means scores were in the category “enhancing attention to text”. Parents and children both scored high in maintaining physical proximity, book sharing, and sustaining interest. However, parents held the book and turned the pages rather than allowing the child to do this. These are basic skills in interactive reading that were demonstrated successfully in the parent-child sessions.

Lower scores were evidenced in the “promoting interactive reading and supporting comprehension” category. Parents “pointed to pictures and words to assist the child in identification and understanding”. However, there was less evidence of posing questions, answering questions from the child, and relating the content to the child’s personal experiences. Parents could benefit from additional support to use these behaviors consistently. The lowest mean scores were in the categories and items “using literacy strategies”. While parents “identified visual cues related to story reading”, there was little evidence of strategies, such as soliciting predictions, elaborating on the child ideas, and asking the child to recall information.

Implications

The results of the observations will help parents to become aware of interactive reading behaviors that might contribute positively to the language development and emergent literacy skills of preschool aged children. Because the research findings of this study demonstrated a lack of using literacy strategies, it suggests that parents need assistance in learning how to use these strategies for parent-child reading. For instance, after reading each letter, parents should do a practice activity such as asking the child to recall information or make predictions. Professionals working with children and families may benefit from increased knowledge related to supporting the interactive reading behaviors of parents and young children in Asian immigrant families. Child development specialists and early childhood educators are encouraged to provide interventions focused on parent-child interactive reading activities. Demonstrating effective strategies, allowing opportunities for practice and feedback, and providing lending libraries of appropriate books would be beneficial. Family interactive reading activities are ways to bring three- to five-year-old children and their Asian immigrant parents together to enhance language and develop literacy skills. Family Interactive Reading Activities as part of classroom interventions might effectively increase parental involvement while improving children’s school success.

In addition to this study, future research studies could focus on longitudinal studies of parent-child dyads to follow up on the children's academic performance and language development after using interactive reading activities strategies at the preschool level. Attention should be paid to mothers, fathers, and grandparents in diverse ethnicities in different countries as significant adults in children's literacy development.

Limitations

This study presented a picture of the family literacy activities of parent and preschool aged children from Asian immigrant families who lived in North Texas. The following are limitations of this study. Firstly, a convenience sample of Asian immigrant who migrated to the United States within the past 10 years, living in North Texas volunteered for the videotaped observation; therefore findings cannot be generalized beyond the sample to a larger population of Asian immigrant. Secondly, the research sites in this study were religious institutions and an association that served a selected population of Asian immigrant families. Finally, this study did not investigate some issues relevant to the participants' religious affiliations, tradition & culture, or philosophy of living.

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