

Chapter 6

Conclusion

Storybook reading is an important preschool literacy activity which relates to later school performance and language skills. However, most studies examining the strategies mothers use in book reading were conducted in western cultures.

Intervention programs based on these studies have shown that successful parental strategies in book reading assist parents in helping children to develop language skills.

In this study, the book reading strategies of Taiwanese upper-middle and low-income mother-child dyads were compared. Results show that upper-middle mothers tended to request more information from their children than low-income mothers did. On the other hand, low-income mothers took the reading as their own responsibility and requested from their children only attention. In addition, upper-middle mothers were high-demand mothers because they used more open-ended questions and non-immediate talk which are cognitively difficult for three-year-old children. These results indicated that upper-middle mothers were more successful story readers that can provide children with appropriate linguistic stimuli. The possible reasons may be education background and child-rearing beliefs mothers from different

social-economic status had. Intervention programs based on these findings can be held to help parents assist children to develop language skills by reading storybooks in a proper way.