

# Status Survey and Research on Parent-Child Picture Book Reading

## -Taking Kindergarten A as an Example

Lina Zhang

Teachers' College Shenyang University  
Shenyang, China

Xiaodong Pan

Teachers' College Shenyang University  
Shenyang, China

Xiaohan Zheng

Teachers' College Shenyang University  
Shenyang, China

**Abstract**—The parent-child picture book reading in the family is an important aspect of children's reading activities. Scientific and reasonable reading methods can promote the development and improvement of all aspects of children's abilities. On the basis of reading a lot of literature, this paper takes the kindergarten A in Hong District of Shenyang as an example. Through the forms of questionnaire and interview, this paper makes a survey on the status of parents and children in the kindergarten, and analyzes the problems and shortcomings of parent-child picture book reading. On this basis, the corresponding suggestions and countermeasures are put forward to improve the current situation of the parent-child picture book reading, and promote the healthy growth of children.

**Keywords**—Parent-child picture book reading; Status survey; Countermeasures

### I. OVERVIEW OF PARENT-CHILD PICTURE BOOK READING

#### A. Parent-child picture book reading

In the education of infants and toddlers, parent-child reading mainly takes the form of parent-child picture book reading. Parent-child picture book reading means that parents create the reading environment or atmosphere, choose the picture books, and apply some approaches, methods or techniques to conduct reading communication and sharing activities with children in multiple forms [1].

#### B. Significance of parent-child picture book reading to development of children

Parent-child picture book reading is of great importance to the development of children, which is mainly reflected in that the parent-child picture book reading can intrigue children's reading interest, foster reading habit, promote the development of language skills, exploit perception and memory potentials, help them to develop moral character and aesthetic ideas, and strengthen bond between parent and child [2].

### II. SURVEY ON PARENT-CHILD PICTURE BOOK READING

#### A. Survey contents and methods

Questionnaire and interview are used to conduct the survey. The survey mainly focuses on parents' emphasis on and perception of parent-child picture book reading, parents' ability in guiding children to read picture books, the frequency and duration, and the environment or atmosphere of parent-child picture book reading.

#### B. Survey respondents and goals

This survey selects parents of children in the A Kindergarten of Shenyang as respondents, trying to understand the current status of parent-child picture book reading. In the survey, 100 questionnaires were sent out, all of which were retrieved, including 8 invalid questionnaires and 92 valid ones.

### III. SURVEY RESULTS AND ANALYSIS

#### A. Parents' emphasis on and perception of parent-child picture book reading

The survey is mainly conducted to get to know parents' knowledge on picture book reading, their perception on the effects of picture book reading, and willingness to read picture books with children.

##### 1) Parents' knowledge on parent-child picture book reading

In the survey, 16 parents indicate that they know well about picture book reading, 44 parents know a little, 20 parents know very little, and 12 parents know nothing about it, as shown in the diagram below. We can see that only 17% of the parents have a clear perception about picture book reading, and most parents have scanty knowledge of, or have never heard of picture book reading.

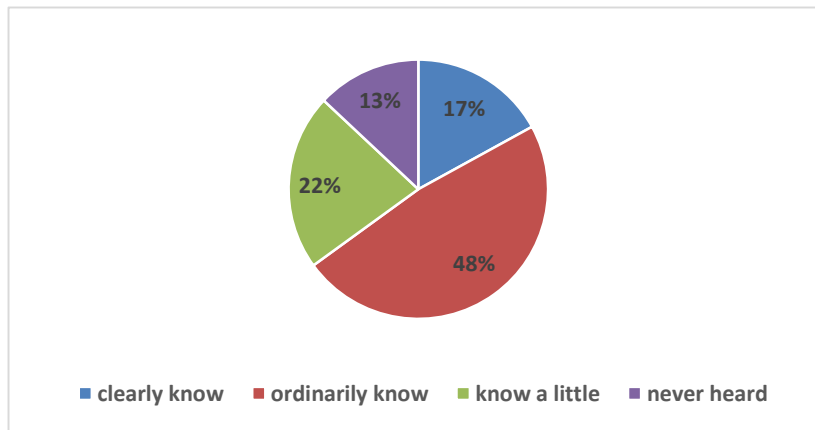


Fig. 1. Parents' knowledge on picture book reading

### 2) Parents' perception on the effects of parent-child picture book reading

The survey result is as shown in Table 1. 91.3% of parents think that parent-child picture book reading can help children to know more words and get ready for the primary school; and 65.2% and 76.1% of parents, respectively, think that parent-child picture book reading can strengthen the parent and child

bond, increase children's language skills; and 50% of them believe that the parent-child picture book reading can increase children's interest in reading and foster their reading habit, only very few parents think that the parent-child picture book reading can improve children's observation and understanding ability, foster their thinking, aesthetic ability and imagination as well as their moral character

TABLE I. PARENTS' PERCEPTION ON THE EFFECTS OF PARENT-CHILD PICTURE BOOK READING

Survey questions	Options	Number of respondents	Percentage
What effects do you think the parent-child picture book reading has (multiple choices)	Strengthen the parent and child bond	60	65.2%
	Increase children's reading interest, and foster their reading habit	46	50.0%
	Help children to know more words and get ready for primary school	84	91.3%
	Improve children's language skills	70	76.1%
	Improve children's perception and understanding abilities	34	37.0%
	Foster children's thinking and aesthetic abilities and imagination	18	19.6%
	Help children to develop moral character	22	23.9%

### 3) Willingness to read picture books with children

The survey result is as shown in Diagram 6. Of the parents surveyed, only 30.0% express a strong willingness to read

picture books with children; 45.6% express a weak willingness to read picture books with children; and 23.9% of parents show no willingness to read picture books with children.

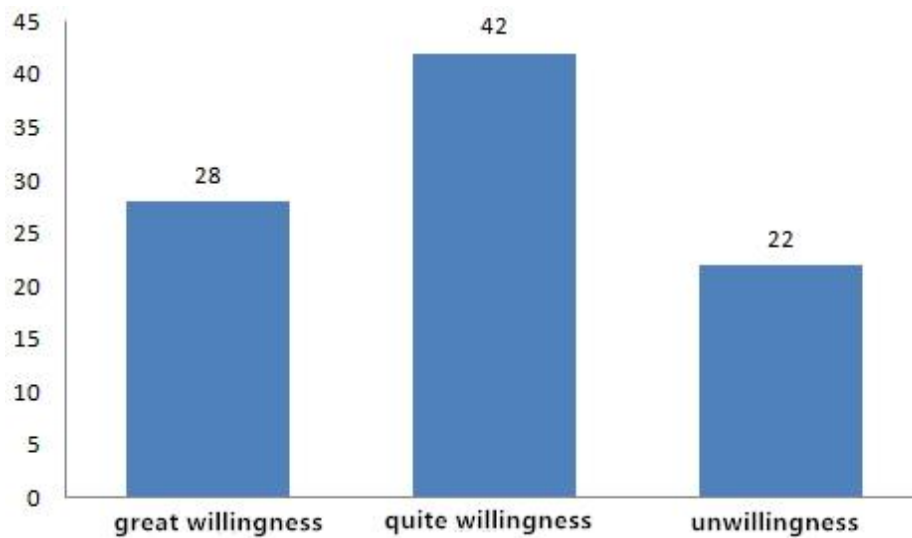


Fig. 2. Parents' willingness to read picture books with children

We can see, from the survey and analysis at the three aspects above, that at present though the parent-child picture book reading is attracting wide attention from the society and parents, parents still have rather one-sided perception of picture book reading and very limited understanding of its effects, they are not fully aware of the significance of parent-child picture book reading on the development of children at all aspects, and there are not many parents willing to read picture books with children.

#### 4) Parents' ability to guide children to read picture books

Parents' ability in guiding children to read picture books is mainly surveyed from several aspects: how parents choose picture books, and their ways, methods and techniques in parent-child picture book reading.

#### B. How parents choose picture books

The survey result is as shown in Table 2. Amid the external factors affecting picture books, parents surveyed are more concerned with price and appearance, and following that, the contents of picture books, but not so much with the categories and volume of sales of picture books; as for the internal factors of picture books, parents surveyed choose picture books mainly relying on children's and their own likes, and give little consideration to the age characteristics of children and the effects of such picture books on the growth of children.

The two survey results show that when guiding children to read picture books, parents often could not choose books according to the age characteristics, growth needs and picture book categories.

TABLE II. HOW PARENTS CHOOSE PICTURE BOOKS

Survey questions	Options	Number of respondents	Percentage
Which of the following external factors are you more concerned with, when choosing picture books(multiple choices)	Price	72	78.26%
	Picture book category	14	15.22%
	Appearance	78	84.78%
	Contents	58	63.04%
	Volume of sales	28	30.43%
Which of the following internal factors are you more concerned with, when choosing picture books(multiple choices)	Age characteristics of children	22	23.91%
	likes	72	82.61%
	Effects of picture books on growth of children	32	34.78%
	Your own likes	48	52.17%

### 1) Ways, methods and techniques in parent-child picture book reading

The survey result is as shown in Table 3. The parent-child picture book reading is usually conducted in two ways: parents read the book to children (most often), or children read the book to parents (sometimes). Respondents selecting this option take up 84.8%, while only 15.2% of all respondents indicate that they read the picture books together with children and exchange opinions on the book. As for the picture book reading methods, 93.5% of parents surveyed indicate that they read the text in the books aloud to children, and 73.9% of

parents say they read the books aloud and let the children read along (two of the main reading methods applied in parent-child picture book reading), but very few parents get the children to read pictures in the books (39.1%) or to read whatever parts that interest the children (21.7%); as for the application of techniques, reading the books vividly is a common technique used by parents, but very few parents mimick the characters in the book, or relate the story to real life, or try to adapt the story. It can be seen that at present, most parents cannot read the picture books in the right approach, method or with the right technique.

TABLE III. APPLICATION OF APPROACHES, METHODS AND TECHNIQUES IN PARENT-CHILD PICTURE BOOK READING BY PARENTS

Survey questions	Options	Number of respondents	Percentage
In which way do you usually read the picture books with your children	Parents read books to children	44	47.8
	Children read books to parents	34	37.0%
	Read the books together and exchange ideas on the books	14	15.2%
With which method do you usually read the picture books with your children (multiple choices)	Read the pictures (guide children to look at pictures, and read the book following the text exactly)	36	39.1%
	Read whatever parts the children are interested in (read only the parts that interest children, according to their interests or likes )	20	21.7%
	Read aloud (read the text aloud in the book mainly)	86	93.5%
	Get the children to read along (the parents read the books aloud based on the text and pictures in the book, and get the children to read along)	68	73.9%
Which techniques do you usually apply in parent-child picture book reading (multiple choices)	Read the book vividly	70	76.1%
	Mimick the characters in the story	28	30.4%
	Relate the book to real life	24	26.1%
	Adapt the story	10	10.9%

### C. Frequency and duration of parent-child picture book reading

#### 1) Frequency of parent-child picture book reading

The survey result is as shown in Diagram 8. Of parents surveyed, 33% say that, in one week, they read picture books

with their children no more than once, 39% read picture books with children twice or thrice, accounting for a majority of parents; very few parents do so 3 to 5 times (19%) or on each day in one week (9%). This means that at present the parent-child picture book reading is done rather rarely or at a very low frequency.

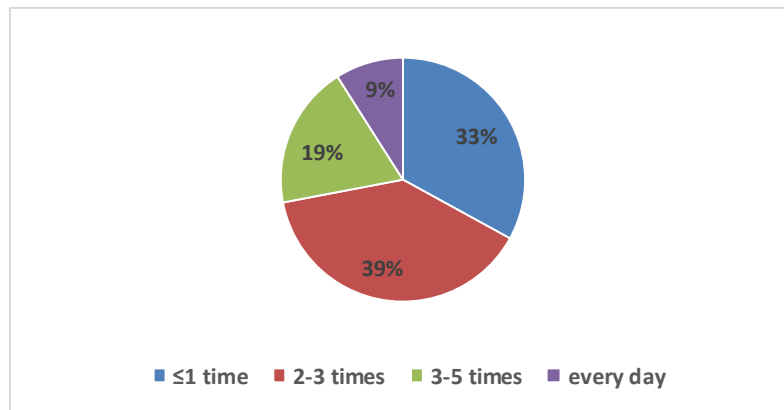


Fig. 3. Frequency of parent-child picture book reading (in one week)

## 2) Duration of parent-child picture book reading

The survey result is as shown in Diagram 9. Of all parents surveyed, most parents say they read picture books with children for no more than 5 minutes or for 5 to 10 minutes at one time (accounting for 76% of all respondents); 13% read

picture books for 10 to 20 minutes, and only 11% read picture books for more than 20 minutes at one time. It can be seen that at present the duration of parent-child picture book reading at each time is too short.

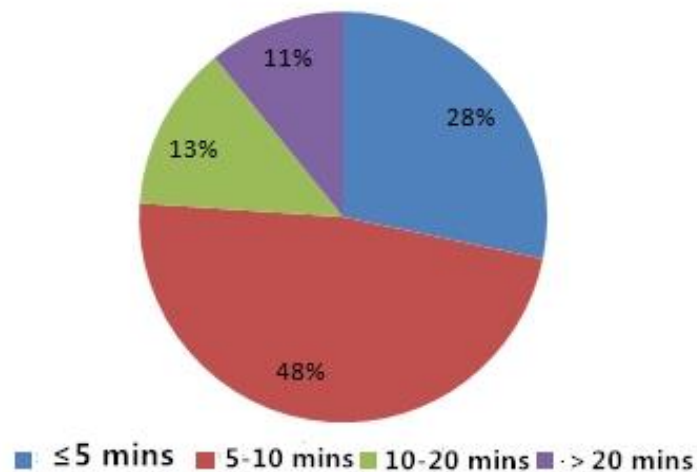


Fig. 4. Duration of parent-child picture book reading

The two surveys above show that nowadays both the frequency and duration of parent-child picture book reading are too low to give full play to its effects.

## D. Creating the environment for parent-child picture book reading

The reading environment plays a very important role in parent-child picture book reading, but it is also the most-overlooked aspect. In the survey as to whether parents will consciously create the environment for parent-child picture book reading, 80 parents say that they will not (87.0% of all respondents); only 12 parents say that they will (13.0% of respondents). As to where they usually read the picture books with their children, 70 parents say that they have no fixed

place, and the rest 22 parents say that they read books with children in the study, on the bed or in the living room. The two survey results above show that parents overlook the creation of an environment for parent-child picture book reading.

## IV. COUNTERMEASURES TO IMPROVE PARENT-CHILD PICTURE BOOK READING

### A. Strengthen parents' perception and understanding of parent-child picture book reading

Parents' full and accurate perception of parent-child picture book reading is the very precondition. To strengthen parents' perception and understanding of parent-child picture book reading, for one thing, parents' emphasis on parent-child

picture book reading should be brought up to a new level through news media, internet or community publicity, so as to enhance their knowledge and understanding of parent-child picture book reading; for another, training of parents should be strengthened through the parent-child picture book reading activities or related training activities organized by communities or kindergartens, so that parents can get a full and accurate perception of the connotation and effects of parent-child picture book reading[3].

#### *B. Improve parents' ability in guiding children to read picture books*

First, parents should realize the importance of choosing the right picture books and apply the right approaches and methods in parent-child picture book reading; second, the kindergartens should exert their advantages and roles in education and enhance parents' ability in guiding children to read picture books by holding regular training and exchange activities on picture book reading; and last, parents should improve children's interest and reinforce the actual effects of parent-child picture book reading by interaction with children, mimicking characters in the books, extending and adapting the stories[4].

#### *C. Increase the frequency or duration of parent-child picture book reading*

Adequate frequency and duration is the important assurance for the quality of parent-child picture book reading. The writer believes that parents and grandparents should take turns to do picture book reading with children. This will not only effectively guarantee the frequency and duration of parent-child picture book reading, but also make children feel the whole family's love for them, building up the good atmosphere for family reading, intriguing children's interesting in reading and fostering their reading habit.

#### *D. Create the environment or atmosphere for parent-child picture book reading*

The reading environment or atmosphere is of great importance to parent-child picture book reading. It is the basis that decides whether children will fall in love with parent-child picture book reading and whether the full effects of the parent-child picture book reading will kick in. Parents should take the following measures to create the appropriate environment or atmosphere for parent-child picture book reading:

First, select the fixed time and place for parent-child picture book reading. The reasonable time scheduling and place arrangement will help children to foster the reading habit. It is recommended to do the parent-child picture book reading in the one hour after supper or before the bedtime. And it is best to do the parent-child picture book reading in the study or

on the bed, or some quiet places like that, as this will help children to focus on the reading.

Second, create a comfortable and interesting atmosphere for parent-child picture book reading. Parents may set up an area, specially, for picture book reading, providing the area with kid-friendly and cultural decorations to create a comfortable and interesting reading atmosphere, and thereby, to increase children's interest in reading.

Third, change the parent-child picture book reading environment according to children's characteristics and likes [5]. Children often get bored with the reading environment that stays the same for a long time, so parents should periodically change the reading environment according to the children's age or likes to keep them enthusiastic about reading.

### V. CONCLUSIONS

As the parent-child picture book reading becomes increasingly prevalent in the family, this paper takes parents of children in the A kindergarten of Shenyang as an example to make a survey on the status of parent-child picture book reading. The calculation and analysis of the survey results show that currently parents fail to place enough emphasis on parent-child picture book reading and are not fully aware of its effects, they lack scientific and reasonable ways, methods to guide children to read picture books, the frequency and duration of parent-child picture book reading is too low and too short, and fail to create a good environment for reading. Therefore, this paper comes up with the suggestions and countermeasures that more attention should be paid by parents to parent-child picture book reading, and their ability in guiding children to read picture books should be enhanced, and the frequency and duration of parent-child picture book reading should be increased, and an comfortable and interesting environment or atmosphere should be created for reading.

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