

READING TO CHILDREN: THE IMPORTANCE AND ADVANTAGES OF THE ISSUE

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ABSTRACT

This study is designed to investigate and discuss about the importance of reading to children. In effect, this study is proposed to shed light on the significance of reading to children as well as the benefits and advantages of this process or activity. To reach the aim of this study, some of the principal subjects, topics, points, and theories which can be related to the goal of article are introduced, explained, and discussed. Afterword, they are followed by a precise discussion and conclusion.

Overall, this study attempts to highlight the importance of the process of reading to children. For the most part, this article detects and reveals the gains and benefits of the issue, or to be more exact, it tries to clarify the outcomes and advantages of this activity. The findings highlight the importance of reading to children as well as the benefits of this process or this activity.

KEYWORDS: Reading to Children, Constructivist View, Shared Book Reading, Parental Association.

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INTRODUCTION

Research has demonstrated that the absolute most critical thing that parents can do to help their children acquire language, make their kid ready for school, and ingrain as well as initiate a love for learning in their kid, is to read to them (Russ et al., 2007). Reading to a child is one of the least demanding methods to avert upcoming learning complications, difficulties, and impediments. However, numerous individuals do not completely comprehend and recognize the huge and positive effect that this simple deed or this simple performance has on the life of a child (Ibid). In effect, as a reality in our today complex and busy lives, most of children in all over the world go to bed at night without a bedtime story.

The present article attempts to highlight the importance of reading to children. In addition, it tries to investigate and inspect as well as shed light on the consequences, effects, and outcomes appearing through the process of reading to children. Thus, the main targets of this paper are to elucidate the significance of the process of reading to children and investigate in addition to clarify its benefits.

PARENTAL ASSOCIATION

Parental contribution in education is accepted to be a very imperative element in raising kids' scholarly, psychological, and cognitive development (Reynolds, 1992). A few studies such as Baker et al., (1997); Eccles and Harold, (1993); Hewison and Tizard, (1980); Stevenson and Baker, (1987), inspecting its consequences,

belongings, or influences have recognized and determined that parental contribution advantages kids' learning and school success.

In view of that, numerous early adolescence intercession projects and school-started parent inclusion programs urge parents to associate effectively and actively in their kids' education (Anderson et al., 1986; Lancy and Bergin, 1996). Concerning this point, a standout amongst the most widely recognized suggestions that educators provide for parents is that they read with their kids routinely at home (Baker et al., 1996).

Without a doubt, guardian youngster or parent child book reading has been accounted for as the absolute most critical movement for building up the knowledge required for "eventual success" and subsequent achievement "in reading" (Commission on Reading, National Academy of Education, 1985, cited in Bus et al., 1995, p. 2).

Of late, research in the field of parental contribution like Hoover-Dempsey and Sandler (1997) has started to analyze why parents get to be included in their youngsters' education, and why their involvement frequently purposes to make positive results for their children.

Parental association at an early age in youngsters' education improvement is exceptionally imperative for school achievement. Youthful elementary-aged kids who have more elevated amounts of parental inclusion, for example, the children's guardians going to workshops about literacy and the children's guardians empowering literacy exercises at home, show more noteworthy literacy development than students whose parents are not associated in these activities (Leslie and Allen, 1999).

Despite the fact that exploration or research has demonstrated that there is an accomplishment gap in average literacy performance between elementary aged students of more and less educated moms for low family association levels, this crevice is nonexistent for high family inclusion levels (Dearing et al., 2006).

Among preschool matured kids, insignificant parental figure supervision and association with kids is connected with kids' immature vocabulary and phonemic awareness skills (Rush, 1999). Furthermore, kids with low levels of parental figure supervision and inclusion showed non-interactive, passive activity, uninvolved action free play, for example, TV watching; these youngsters couldn't be maintained on a particular action for a sensible measure or quantity of time (Ibid).

SHARED READING

Parent-child shared reading is acknowledged as a standout amongst the most widely recognized and critical reading knowledge for young kids (Beaty and Pratt, 2003; Deckner et al., 2006; Scarborough and Dobrich, 1994). As per Beaty and Pratt (2003), young kids are reliant readers; that is, they require parents to read to them. Amid the reading process, youngsters are audience members of the stories as well as they are reliant readers of them. They pick up data about the structure of the story, ideas about books, the elements of print, and in addition enhance their vocabulary through parent-child reading practices (Beaty and Pratt, 2003; Morrows, 2009; Thompkins, 2005).

Books allow kids to experience new words, topics, and characters. Youngsters listen to the stories as well as inspect visuals, prints and, peritextual elements of the books, for example, cover, the dust jacket, the cover sheet, and so on (Sipe and Brightman, 2005). In this manner, kids need to talk about the spread page, representations, story characters, and the further measurements like sorts of books, nature of books, features of books, and excellence of them.

With technological advancement, eBooks have picked up prominence. In the related literature, there are numerous analysts (for instance de Jong and Bus, 2004; Korat and Shamir, 2007; Moody et al., 2010; Shamir and Shlafer, 2011; Smeets and Bus, 2012) who have examined the impact of eBooks versus printed books on kids language advancement.

The further issue is identified with the quality of a book. The content (Güne and Güne., 2011), delineation and organization (Walker, 2012), and composing style or writing style of the book are acknowledged influential components for shared reading quality (Jalongo, 2004).

The other issue is related to the nature of a book. That is to say, the substance (Güne. and Güne., 2011), outline and association (Walker, 2012), and composing style of the book are acknowledged significant components for shared reading quality (Jalongo, 2004) as well.

To sum up, shared reading quality is a multifaceted idea and numerous factors and components influence the quality. In the related literature, there is an awesome assortment of research that has explored the diverse scopes of kids' literacy and language skills inside the shared reading activity.

THEORETICAL FRAMEWORK

This study is based on Constructivist view as its theoretical frame work. According to this perspective, children play a dynamic part in molding their own development (Hall, 1987). Constructivists accept as true that kids construct knowledge and develop learning through relations, communications, and collaborations with the environment (Brewer, 2001). They would contend that free-choice center time in early childhood classrooms gives chances to children to investigate, discover, and see the sights of their environment and develop new knowledge and new learning.

The two eminent and renowned constructivist scholars were Jean Piaget and Lev Vygotsky. Piaget was a Swiss biologist and epistemologist who studied cognitive development of young children. He was of the idea that children construct knowledge through communications with the environment (Mooney, 2000).

On the word of Piaget, cognitive development is a continuum that goes through four phases: sensorimotor, preoperational, concrete operational and formal operational. He declared that children go in these phases at various times, and as development grows or improves, they depend on more mind boggling and multifaceted thinking designs (Brewer, 2001).

Piaget additionally depicted the procedure by which he believed kids create and develop knowledge. He created and established three concepts to portray the learning procedure, those concepts are: accommodation, assimilation, and equilibrium.

Accommodation is the procedure of creating a new classification, or schemata, for inputting information. Assimilation is the procedure of arranging new information into a previous schema. Equilibrium outcomes when information is composed either by accommodation or assimilation (Ibid).

Information gained through kids' experiences is accepted to be sorted out through the mentioned procedures. As per this theory, as kids learn new notions or conceptions about print, either accommodation or assimilation will happen as they orchestrate new information into new or existing schemata. Lev Vygotsky concentrated on Piaget's work. Like Piaget, he as well believed that children develop learning through their experiences. However, Vygotsky underscored that knowledge or learning is constructed inside a social setting. The social setting incorporates values and beliefs of the family

and individuals in a child's life (Mooney, 2000). Vygotsky believed that these values and beliefs impact how children think and learn (Ibid). Therefore, according to this theory, learning occurs within a social context.

An essential idea or a crucial concept in Vygotsky's theory is the zone of proximal development. The zone of proximal development is the extent between what a child can do independently and what a child can effectively do with some backing or support (Brewer, 2001). Vygotsky believed that parents, teachers, and associates ought to bolster children inside their zone of proximal development by giving direction amid significant exercises. He introduced this guidance as scaffolding. In effect, the act of scaffolding has turned into a critical segment in the process of literacy development.

DISCUSSIONS

Fox (2001) is of the idea that reading with your child is duty-bound to begin during childbirth. As he (Ibid) puts, at the point when a child is born, his brain is not totally advanced and grown and will keep on developing through the span of his first year of life. Reading to a newborn child makes mind trails and lays the preliminaries and foundation or better to say, the preparation for language improvement.

According to a study which was done by Keller and Just (2009), when a kid listens to somebody reading, there is expanded activity in the language output center in his brain as he is trying to store the spoken words into his memory. This is a critical stride in comprehension language since kids' information of the sound arrangement of language empowers them to move from oral to composed or written language, comprehend the individual segments of language, and build up an understanding that letters make sounds (Roberston, 2011, <http://www.ohioslha.org/pdf/convention/2011%20handouts/preconv4robertsonc.pdf>). Consequently, being read to or reading aloud has been appeared to manufacture the sorts of language abilities or technically put, language skills that are vital for later triumph, achievement, and accomplishment in learning to read (Russ et al., 2007).

In effect, when somebody reads to a kid, he or she is presenting that kid to more than simply the words on the page; he or she is exhibiting legitimate discourse or speech designs, the nuts and bolts of how a book is read for example: from left to right, top to bottom, and so forth, and the enthusiasm and enjoyment that reading can create or convey. Research has demonstrated that up to 33% of kids arriving or going in kindergarten are underprepared to learn. In addition, studies show that a kid who is a poor reader in first grade, will in all probability remain a poor reader before done with the fourth grade (Juel and Leavell, 1988). Heckman (2006) claims that despite the fact that reading to read happens all through the school -years, making children ready to read before they begin school is superior to anything helping them look up some other time. Pre-reading aptitudes, for example, reading from left to right, turning pages as you read, and understanding that letters make the words that constitute and frame stories, are basic for children as evolving readers to learn preceding their first day of school.

It is worth mentioning that along with implanting the language seed and making a kid ready for school, reading aloud to a kid may accomplish something significantly more critical; that is, as Butler (2003) (http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=395) believes, this process as well imparts a deep rooted affection for learning and makes a bond between the kid and the person who is reading to him or her. As a matter of fact, at the point when a kid is being read to, there are no different diversions that are taking their parental consideration away. Indeed, in this day and age where everybody is reachable at all times, it is uncommon for a child to have a time allotment where they are the main concern and nothing else matters.

Reading to a child is an awesome method to associate with that child and assemble a bond around learning. One way to do that, according to Buckler (<http://www.childcarelounge.com/parent-articles/reading-aloud.php>), is to choose books that are charming to both the reader and the listener. Parents have to try reading books that they recall from their own adolescence, as these books can invoke positive recollections that they can then convey to the child they are reading to. In point of fact, if parents are enthusiastic for reading to their child, their kid will be eager to listen, and the more the parents do it, the less demanding and more fun it will get to be. After a short time it will be a piece of their day by day routine and it will be the simplest and most fun method to make their child ready for his or her future.

With the greater part of the information accessible indicating the general significance of reading to kids, one may ask about the books which are suitable for reading to the kids. To answer this question, it should be mentioned that for whatever length of time that the reader and listener are occupied with what is being read, it doesn't make a difference what the book is. Indeed, "even picture books and language in simple children's books" upgrade, improve, and augment kids' "learning and vocabulary" on account of the conversations and discussions amongst parent and kid which occur around books and stories (Russ et al, 2007, p. 9).

On the other hand, according to Fox (2001), a number of the best books to read to youngsters are rhyming books since they accentuate repeating examples of sounds that are especially useful to the child when they start to sound out words and letters. It additionally does not make a difference what language the kid is read to in. In fact, reading to a child in the language that the parent, the child's guardian, or parental figure feels most contented reading in demonstrates analogous and comparable advantages as reading in the child's native language (Ibid). Finally, as Markland (<http://www.ksl.com/?nid=968&sid=15431484>) claims, there is an aggregate impact in reading aloud. In this case, he (Ibid) further believes that the best and longest enduring advantages have been appeared in kids who are read to three or more times each week.

In order to analyze the issue or the process of reading to children from another angle, it should be mentioned that neuroscience research recommends the more a youngster is fortified by linguistic input, the more the brain reinforces synaptic associations and axon myelination for language development (Johnson, 1998). As this assortment of exploration infers that brain development is improved by expanded linguistic input, linguistic collaboration at an early age is vital for cognitive development and language acquisition. Albeit oral language can be created in an assortment of settings and circumstances, kids must be presented to certain language and print exercises that emphasis their consideration on the basic components of language for metalinguistic abilities to develop (Burgess, 2002).

These exercises incorporate rhyming and sound investigation amusements, letter recreations, and shared book reading. In reality, shared book reading, or storybook exposure, is likely the most concentrated on part of oral language development. That is to say, evidence intensely endorses that shared book reading at home and in school is imperative for preschool youngsters' development of the oral language skills essential for reading ability.

Dickinson and Tabors (1991) came to the idea that home reading exercises and language involvements of preschool kids were identified with their verbal skills and literacy-related information such as print knowledge and narrative skills. Moreover, incidence and recurrence of story reading in the home and youngster engagement in a book at age 24 months were critical indicators of kids' language ability at age 2 ½ and 4 ½ and information of print issues at age 4 ½ (Crain-Thoreson and Dale, 1992).

How books are read to kids likewise has demonstrated an effect on oral language development. In this case, Curenton et al. (2008) are of the idea that kids learn decontextualized talk from their moms in narrating or story-telling settings. Moreover, as Fletcher et al. (2008) put, guardians' utilization of reading techniques, for example, questions, marking, and spreading out while reading was identified with kids' later language skills at 30 months.

Haden et al. (1996) found that moms who committed a greater segment of their time making print knowledge remarks, interposed derivations and assessments and also connecting the story to youngsters' individual experiences, had kids who were more cutting-edge with measures of receptive vocabulary, word recognition, and story perception than children of moms who specified their time more often than not portraying the pictures and naming the characters in the book.

Exchange and conversation of vocabulary and discussion about the book while reading it to youngsters can advance the development of language skills in youthful kids. The incorporation of inquiries amid shared book readings is useful to youngsters who vary in word knowledge (Sénéchal et al., 1995). Kids with more noteworthy word information have more productive memory forms than do youngsters with less word information, empowering them to take in more new words when listening to storybooks (Ibid).

The above point is exceptionally crucial since greater vocabularies permit kids to make associations between novel marks and commonplace concepts and may expedite and smooth repossession or recovery of recently procured information. Also, vocabulary skills are decidedly and definitely connected with decontextualized talk amid shared book reading exercises amongst youngsters and grown-ups (Hindman et al., 2008).

Wasik and Bond (2001) assessed the impacts of a book reading strategy called "interactive book reading" on the language and literacy development of 4-year-olds from low-income families. In that study, instructors read books to youngsters and strengthened the vocabulary in the books by presenting tangible and real objects that signified the words and by furnishing kids with numerous chances to utilize the book-related words.

The educators additionally were prepared to ask open-ended inquiries and to involve youngsters in exercises and discussions about the book. This gave kids chances to utilize language and learn vocabulary in a meaningful context. Youngsters in the interactive book reading intercession group scored considerably better than kids in the comparison group on the Peabody Picture Vocabulary Test-III and different measures of receptive and expressive language.

Similarly, Evans and Shaw (2008), in their audit of experimental studies and investigations of shared book reading and vocabulary development, when the qualities of trial studies demonstrating gains in vocabulary from story book reading were examined, reached the same results. Accordingly, early vocabulary development which originates from reading books to children and shared book experiences is important for the continual development of oral language skills.

CONCLUSIONS

The mentioned points and discussions, in general support the conclusion for this paper that parents play an indispensable or a crucial role in their kids' accomplishment and success in reading and language achievement. The existing article in particular, reveals that parental reading to preschool children has a positive effect on reading achievement, development of language and literacy skills, vocabulary development, as well as oral language development. In fact, reading to children is an early-life intercession that is by all accounts favorable, valuable, and above all, advantageous for whatever is left of their lives.

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