

Abstract

This thesis investigates the influence of parent to the literacy of their young child through sharing books with their child. Parents were requested to fill out the questionnaires about joint book reading and children were assessed their literacy which includes word recognition, story comprehension, and phonological awareness. The sample (n= 53) included 40 patents who have joint book reading and 13 parents who do not.

The first step of this thesis is to compare with children literacy between children whose parents have joint book reading and children whose parents do not. Children with sharing book by parents only have better achievement in story comprehension than those who without joint book reading. Thus, the second step of this thesis is to find out what kind of parents' utterances during joint book reading is related to the story comprehension of children and these utterances may improve the story comprehension of children. The utterances which are related to the story comprehension of children are following:

1. Labels: Parents request or provide character identification, labeling of objects, and so on.
2. Descriptions: Parents request or provide an explanation of plot information and focus on what has happened or is happening.
3. Inference: Parents request predictions about why has happened in the story and discuss the causality in the story with their children.