

# Family Factors in Family Literacy Programs in Taiwan

By

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B.A., National Taiwan Normal University, 1978

M.A., University of Victoria, 1999

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University of Victoria

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## Abstract

The purpose of this study was to investigate the relationship of family factors and family involvement in family literacy programs in Taiwan. The 617 participants consisted of five principals, nine schoolteachers, three local library heads, and 300 parent/grandparent and child pairs, the latter aged 3-8. Five questionnaires, 339 children's book logs, 17 interviews, and observations during 30 family visits were employed to gather data. Principal-component analysis, analysis of variance, and a grounded theory approach were utilized to analyze the information gathered. The 208 families in the 8-week home-school reading program and the 131 families in the follow-up 7-week home-library summer reading program were asked to read children's books provided by the school or borrowed from the local library, to record

book logs on a daily basis, and to complete questionnaires. The participating principals, teachers, and local library heads were interviewed.

Results showed that no one single factor in this study determined all of the outcomes and benefits of the family literacy programs, although several family factors (e.g., children's age, parental education, occupation, and gender) had statistically significant effects on some aspects of family involvement such as families' typical and favourite reading activities, and encouragement of children's participation in the programs. Families' commitment to reading with their children was a salient factor in involvement in the family literacy programs. The participating children read with their family members, tutors, and friends. Most of the parents reported that their children had positive attitudes toward reading after participating in the family literacy programs. Principal-component analysis revealed four factors of perceived benefits from the programs: social skill-related benefits, literacy-related benefits, action-related benefits, and cognition-related benefits. Families who had participated in a previous family literacy program reported more positively about the outcomes of the programs than other families. Choral reading was found unexpectedly in family literacy practices. The parents' active correction of their children's oral reading and their concern about their children's reading skills and comprehension abilities suggest that family involvement in the family literacy programs may be related to their high expectation of their children's academic achievement. Four types of family involvement in family literacy programs emerged and a theoretical model of family factors was proposed.

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## Chapter 1 Overview

What you make a child love and desire is more important than what you make him learn... Desire is not something we are born with... Desire weighs heavily in reading because, like throwing a baseball or playing the piano, it is an accrued skill; that is, the more you practice (read), the better you get at it; and the better you get at it, the more you like it; and the more you like it, the more you do it. But the practice comes first, and that won't occur without desire—which must be planted by parents and teachers who work at it. (Trelease, 1989, p. 8)

The statement that parents and teachers can make a difference by enhancing young children's desire to read through family literacy practice has had a profound influence on me; I was inspired to be a family literacy program coordinator and educator. I was interested in working with parents and their children in order to develop and extend home, school and library literacy connections. As a parent for twenty years and a formal teacher for thirteen years in Taiwan, I have witnessed family members' strong motivation for, and commitment to, participating in their children's literacy development, based on hope for their children's future success in school. I have also observed that some family members do not know how to become involved in their children's early literacy development due to the numerous obstacles they can encounter when they try to foster family literacy through children's daily reading and writing at home.

The purpose of this study was to investigate the relationship of family factors and family involvement in the family literacy programs. Prior to this study, I had adapted both North American and Taiwanese research and reports on effective practice in family literacy to develop family literacy programs in Taiwan (Tsai, 2002, February 11). With my assistance, a home-library summer reading

program was initiated (Tsai, 2002, August 12) and a home-school reading program was introduced (Tsai, 2002, November 17). Both of the family literacy programs fostered children's daily reading habits and were recognized by the participating families, school, and local library as being effective. However, the process of program development and implementation should be developed in the context of the needs of a particular community in Taiwan. Based on these previous programs, this study was conducted in two more communities, and investigated the relationship of family factors and family involvement in family literacy programs as families, schools, and local libraries worked to foster young children's literacy development. In this chapter, the rationale and background for this study are described, then the statement of the problem and purpose of this study are presented.

### *Rationale and Background*

The rationale and background for this study consist of two parts. The first part addresses the origins and significance of family literacy and family involvement in the literacy programs to provide a general knowledge base for the programs developed in this study. The second part is a description of a variety of family factors associated with literacy, and an overview of families and family literacy programs in Taiwan.

### *Family Literacy*

As increasing attention has been paid to family literacy by researchers in recent years, the importance of family literacy also has been emphasized (Bailey, 2003; Cairney, 2002; Machet & Pretorius, 2004). Research studies on home literacy environments and ways of introducing children to literacy provide insights

into the complexity of family literacy. As a concept, family literacy has no universally agreed-upon definition (Mayfield, 1998). Generally,

Literacy is the ability to read, write, calculate, speak, and understand, as well as sign and communicate in other forms of language, according to need. It is a continuum of these skills necessary for everyday life in the home, at work, in education and in the community. (ABC Canada, 2002, p. 1)

Literacy development deeply affects children's lives. Even more than academic achievement, proficiency with literacy will affect each person's role and position in today's complex world where modern technologies develop and spread at a rapid rate (United Nations Educational, Scientific and Cultural Organization, 2005). Through literacy, children work at making sense of their world, and learn the social norms and expectations that enable them to participate in social contexts. The work of Heath (1983) and Taylor (1983) showed that learning in the home makes a major contribution to children's literacy development. *Family literacy*, as a term, "describes the many ways that families develop and use literacy in day-to-day tasks and activities...that parents do on their own or with other adults, children's independent explorations in language learning, and parents and children using literacy together" (Thomas, Fazio, & Stiefelmeyer, 1999b, p. 5). The term *family literacy* has been used in the literature to describe the use of literacy among parents, children, and other family members at home and in their community (Mayfield, 1999).

Because a single definition of family literacy is not possible, and individual programs adapt their goals and services to the population they serve, it is more realistic to describe some common principles found in many family literacy programs. One common tenet of family literacy is that "literacy begins in the family, and that parents and other caregivers are each child's first and most important

teachers” (Thomas et al., 1999b, p. 5). Also common are the tenets that family members want to assist in their children’s literacy development (Mayfield, 2001); that a supportive home environment is important to children’s literacy development; that parents can have a positive effect on their children’s learning; and that parents who are confident and successful learners are more likely to be effective teachers for their children (Gadsden, 1994; Shanahan, Mulhern, & Rodriguez-Brown, 1995).

### *Family Literacy Programs*

Family literacy programs can encourage literacy activities within the family as a means of supporting and extending the competencies children acquire in school. Classroom contexts are often less responsive to children’s growing competencies than the home environments where children are allowed or encouraged to lead or take control of discourse and literacy-learning tasks. Family literacy programs typically offer parents information about literacy, stress the importance of reading to and with their children, send books home to families to use as a stimulus, and suggest a range of strategies for supporting literacy learning (Cairney, 2002).

Through sharing books at home, children syncretize the languages, literacies, narrative styles, and role relationships appropriate to life (Gregory, Long, & Volk, 2004). For example, they develop an increasing knowledge of the alphabet, of words they recognize “by sight, and of sound/symbol correspondence for attacking unfamiliar words and distinguishing between familiar ones” (Luke & Kale, 1997, p. 22). They learn the patterns of language, how to express themselves in different ways, how to use punctuation, how to sequence ideas, and how different types of language serve different purposes (Weinstein-Shr, 1993). In addition,

storybook reading helps young children gain a greater understanding of their world through a variety of sensory experiences. Illustrations drawn with bright colours, repeated characters, voices, and motifs, stylized patterns of movement, displays of emotion, and visual images catch the eye and hold the joint attention of family members and children for the set-aside reading time and repeated readings (Wolf & Heath, 1992). When children have a large knowledge base and receive the widest possible exposure to alternative perceptions and responses, they can more easily make associations and in turn apply this knowledge to their world (Griffin, 2001).

Researchers have found that children who have participated in family literacy programs have successfully maintained the gains they have acquired during the programs, and their parents have continued to be actively involved in their children's education and their community (e.g., Brooks et al., 1997). The effects of family literacy programs are outlined below. (A fuller discussion is presented in Chapter 2). These include the following:

- convenient access to appropriate children's books (e.g., Baker, Mackler, Sonnenschein, & Serpell, 2001; Neuman & Celano, 2001),
- parents' enhanced reading strategies (e.g., Paratore, 2001; Sonnenschein, Baker, Serpell, & Schmidt, 2000; Whitehurst & Lonigan, 1998),
- commitment to involvement in children's literacy learning (e.g., Burgess, Hecht, & Lonigan, 2002; Jordan, Snow, & Porche, 2000),
- enhanced quality and frequency of family member-child interactions (e.g., Crain-Thoreson, Dahlin, & Powell, 2001; Hammett, van Kleeck, & Huberty, 2003),
- improvements in children's language and literacy skills (e.g., Fein, Ardila-Rey, & Groth, 2000; Machet & Pretorius, 2004; Wasik & Bond, 2001),
- fostered daily reading habits (e.g., Bloome, Willett, Katz, Wilson-Keenan, & Solsken, 2000; Paratore, 2003),

- shared reading on a long-term basis (e.g., Burgess, Hecht, & Lonigan, 2002; Seaman & Yoo, 2001; Tabors, Snow, & Dickinson, 2001),
- greater parental confidence in helping with their children's homework (e.g., Nistler & Maiers, 2000; Rodriguez-Brown, Li, & Albom, 1999),
- increased teacher-family interactions (e.g., Dearing, McCartney, Weiss, Kreider, & Simpkins, 2004; Klassen-Endrizzi, 2000),
- improved literacy proficiency for parents (e.g., Cerny, 2000; Gadsden & Ray, 2002; Karther, 2002; Klassen-Endrizzi, 2000).

### *Family Involvement in Family Literacy Programs*

As a key component of an effective family literacy program, family involvement can integrate the classroom program into the home and expand children's learning outside of the classroom. The common and fundamental element of family literacy programs is the focus on one-to-one family interaction between adults and children. Children's literacy development will progress further if adults read with the child at home during the daily routine.

Research has shown that children whose parents read to them before they entered school tended to do better in reading than children whose parents had not (e.g., Frijters, Barron, & Brunello, 2000; Machet & Pretorius, 2004). Similarly, Tizard, Schofield, and Hewison (1982) evaluated the impact of the Haringey Reading Project (a home reading program) on young children's reading performance and concluded that "Children who receive parental help are significantly better in reading attainment than comparable children who do not," even when compared with similar children involved in "small-group instruction in reading given by a highly competent specialist teacher" (p. 14). Three years later, a follow-up study (Hewison & Tizard, 1988) showed that the advantage gained by

this program had been maintained. This body of work suggests that, of the various influences on children's literacy growth, families are the most powerful as they are the first and fundamental social institution involved with a child (McKee & Rhett, 1995). Peterson (1992) pointed out that "School is a temporary place that is open for six hours a day for about nine months. It is not the dominant reality in students' lives" (p. 15). Children's lives are dominated by family life, and family involvement is considered by many to be a positive factor in children's education (Cochran & Dean, 1991; Greenwood & Hickman, 1993; Grolnick, Benjet, Kurowski, & Apostoleris, 1997; Hoffman, 1991; Neuman & Roskos, 1998; Okagaki & Sternberg, 1993; Seaman & Yoo, 2001; Zigler, 1987). In the work of Whalley (2001), it was evident that when parents and children spent more time reading and writing together, they created a context for sharing values and opinions about the importance of family.

This study uses the term *family involvement* rather than parental involvement, because the former is the more inclusive and accurate term. Significant adults in children's lives such as mothers, fathers, grandparents, step-parents, aunts, uncles, close family friends, caregivers, and others who have a long-term and intimate family-like relationship with the child that includes literacy involvement are also included in the term *family*. It supports a more holistic vision of the family and the community and the critical importance of involvement beyond the term *parents* (Henderson & Berla, 1996). In addition, the term *family involvement* describes the role of the family, curriculum within the home, and children's functioning, as families work together with caregivers, teachers, and local librarians to create an

atmosphere that strengthens learning both in the program and in the home (e.g., ABC Canada, 2005; Machet & Pretorius, 2004; U.S. Department of Education, 1998).

### *Types of Family Involvement in a Family Literacy Program*

The types of family involvement in a family literacy program vary. They may include reading, talking, and writing with the child, or having the child read alone. For example, in some families, children are read to every night before bed; in other families, they are not. Research has shown that some families did not regard reading with their children as a part of the families' routines (Morrow & Weinstein, 1986), while some families engaged in their children's literacy-related activities (i.e., reading storybooks, playing word games, and completing work books) on a daily basis (Sonnenschein et al., 2000). Thus, the types of family involvement in a family literacy program range from being non-involved in children's reading to being fully involved in interacting with children in reading and writing.

Descriptions of the range of involvement can be found in Appendix U.

### *Family Factors*

Family factors associated with literacy have been studied for decades. The growing body of research suggests that family factors, such as access to books, favourite reading activities, variety of reading materials, socioeconomic status and size of families, as well as the amount of home reading and shared book reading, and the degree to which written language is vocalized by parents, directly influence young children's literacy development, foster positive attitudes toward reading, and help them become skilled readers (e.g., Bus, van IJzendoorn, & Pellegrini, 1995; Ontario Ministry of Education, 2005; Sonnenschein et al., 2000). The effects of family factors

regarding involvement in literacy programs are discussed in Chapter 2 in detail and described briefly in the following sections.

*Access to appropriate children's reading materials.* One important factor that contributes to positive outcomes for family literacy programs is that the participating families can conveniently access appropriate children's reading materials. The work of Jones, Franco, Metcalf, Popp, and Thomas (2000) showed that families who receive books are more likely to enjoy reading together. However, research has found that some family factors, such as parents' occupational differences, can result in large differences in the availability of printed materials in the home (e.g., Baker et al., 2001). For example, in a study by Raz and Bryant (1990), 47% of public-aid parents reported no alphabet books in the home, compared with only 3% of professional parents. Because of living in high-poverty areas, characterized by a paucity of literacy materials, children who lacked exposure to print were less likely to become involved in reading-related activities and were less motivated to read, which produced the spiraling effect of the rich-get-richer, poor-get-poorer phenomenon (Neuman & Celano, 2001). Thus, family literacy programs that send books home to participating families to use may provide a stimulus that encourages family involvement in literacy.

*Reading strategies.* Research has shown that family members can learn how to promote literacy (Saracho, 2001). The learning of reading strategies to support their children's literacy development is a key factor that has been found to be more important than the parents' educational levels and employment status. Jones et al. (2000) indicated that parents needed more than just having books for

home reading. They needed a demonstration of how to share or read books with their children. Since the late 1980s, the work of Edwards (1995) has consistently documented the desire of low-income parents to learn more about what to do when reading to their children. While family literacy programs provide families with children's reading materials in which the content and text design offer lexical richness, and extend discourse opportunities and interesting ideas to talk about, it may be necessary that families are guided in the use of reading strategies appropriate for the reading materials and are shown how to effectively engage their children in literacy-related activities (Jordan et al., 2000).

*The amount of home reading.* Research has shown that parents influence their children's level of exposure to a print-rich, language-enhanced environment, and by doing so they can help their young children become successful readers and writers. The amount of time spent in home reading can result in a practice effect. As Stanovich (1986) so aptly put it, the more children read, the more likely they are to develop fluency, build a vocabulary base, and gain knowledge. In addition, the more frequent the parent/child reading interactions at home, the greater the children's academic improvement (Jordan et al., 2000). In recognition of this factor, the Early Childhood Longitudinal Study used an index that counted parents' reports of how often they read to their children in the home (National Center for Education Statistics, 2003).

However, research on whether parents' education and occupation are related to the amount of home reading remains inconclusive. Adams (1990) reported that a typical middle-class child enters first grade with 1,000 to 1,700 hours of one-on-one

picture book reading, compared with an average of just 25 hours for a child from a low-income family. However, Burgess, Hecht, and Lonigan (2002) found that the amount of home reading more adequately explained the relation between the home literacy environment and children's learning outcomes than did social class measures, which used the factor indexes (i.e., education and occupation of the mother and father). Thus, what parents do at home to foster literacy is more important than who they are.

*The quality of shared book reading.* Research has shown that it is not simply book reading that contributes to the development of language and literacy skills. It is the discussion or talking that occurs around book reading and interactions that create the broad, rich context in which children learn and use language. Discussion or talking, defined as reciprocal verbal interactions, encourages children to engage in conversations that result in developing literacy skills (Wasik & Bond, 2001). In addition, research has also indicated that parents' gender and educational level, and children's age are related to shared book reading at home. Evans, Shaw, and Bell (2000) found that the quality of shared book reading tended to occur more frequently in homes in which parents were more highly educated. Likewise, Crain-Thoreson et al. (2001) indicated that fathers were more likely to use questions with "who," "what," "why," and so on, and mothers were likely to use yes-or-no questions. It is necessary to obtain further careful descriptions of how family members converse with their children during shared book reading.

*Favourite reading activities.* Parents' favourite reading activities (e.g., reading to the child, listening to the child's oral reading, talking about the books,

playing word games) that they engage in with their children and the patterns of interaction are related to their educational level, occupation, and their children's age (Sonnenschein, 2002). She found that middle-income parents tended to view literacy as a source of entertainment and allowed their children to engage in a playful manner with print through such activities as word games, board games, and drawing. In contrast, low-income parents emphasized a skills-orientation approach as a means of fostering literacy in their children, and made skills-oriented activities available for their children. They used workbooks more often than middle-income parents to teach their children vocabulary and letters (Sonnenschein et al., 2000). In addition, parents of preschoolers read to their children, while parents of second graders who were independent readers asked their children to read aloud. Also, children's interest in engaging in literacy activities is positively related to their ability to identify letters and know the sounds of the letters (Fritjers et al., 2000).

*Parents' occupations.* Research on the effects of family factors such as parents' occupations remains inconclusive in relation to their involvement in family literacy programs. Research has shown that parents may not be able to read with their children due to time pressures, especially when both parents work outside the home or at multiple jobs (Swap, 1993). However, research by Fanel (1997) demonstrated that parents who were engaged in a wider variety of activities (e.g., political action, social engagements, a full-time job outside the home) had children who were better readers. This relationship was possibly mediated by the more interesting conversations such parents could engage in with their children. Thus, research on the effect of family members' occupation in relation to their involvement

in family literacy programs may allow us to understand more deeply this family factor in a Taiwanese context.

*Family members' educational levels and gender.* Less educated parents may feel uneasy in schools and libraries – two public institutions important to children's literacy growth. Lareau (1989) argued that less educated parents tend to view teachers as professionals and to see themselves as ill-equipped either to affect school practices and policies or to give their children the “right” kind of academic help. Such attitudes can translate into reduced family involvement in schools and less family support at home. In contrast, parents with a higher educational level tend to participate in more child literacy activities than less educated parents. Children with more educated mothers were found more likely than other children to have positive attitudes toward literacy (Dearing et al., 2004). In addition, fathers are traditionally supposed to provide the home with financial resources rather than engage in literacy-related activities with their children at home. Thus, as in family literacy programs generally, the participants in this study were predominantly female (Cuban & Hayes, 1996; Handel, 1999). Yarosz and Barnett (2001) also found that the mother's education was one of the factors most strongly associated with young children's reading frequency. However, Karther (2002) found that less educated fathers often read to their preschoolers when their wives were absent or busy. They also exhibited positive attitudes toward their children's literacy. It is imperative to examine the effect of family members' educational level and gender on their involvement in family literacy programs because such studies are rare.

*Children's age and number of children living at home.* Research has shown that family factors inhibiting family members from reading with their children may be related to time pressures in households where the children are too young or there are other children at home. Parents with young children may have difficulties participating in family literacy programs (Hannon, 2000). Also, the number of children living at home was negatively associated with educational attainment. In large families all children get fewer resources, while in small families all children benefit from increased opportunities for schooling (Conley, 2000). In addition, Yarosz and Barnett (2001) found that when the number of siblings increased, the frequency of reading to the children in the family decreased.

*Family structure and the role of caregivers.* Family structures today are diverse. According to Taiwan Ministry of the Interior (2001), 52% of children under 12 years lived in nuclear families compared to 59% in 1991, while 40% lived in extended families. A family may be larger than a nuclear family, and include grandparents, uncles, and other relatives or individuals not related by kinship but who are caregivers for their children. Reading with their children may not be a barrier for family members when parents of the children are not available.

#### *Families in Taiwan*

In Taiwan, which has the ninth highest population density in the world (Fact Monster, 2004), families are turning away from traditional family patterns. According to the *Report on Married Women, Fertility and Employment in Taiwan* (Taiwan Executive Yuan, 2003), 81% of married women (15-64 years old) had jobs before marriage, and 59% of married women had continued to work after marriage and after

the birth of their children. The average age of women for their first marriage was 22.97 years compared to 21.23 in 1980. The average number of births within marriage was 2.7 compared to 3.57 in 1980. The statistics show that 70% of married women took care of their children aged under 3 years compared to 72% in 1980, while 82% of married women used daycare services. Also, 66% of the children aged 3-6 were enrolled in kindergartens in 2003.

The most popular leisure time activities of the citizens in Taiwan included, in order of importance or frequency, watching television, playing sports, chatting, and traveling (Taiwan Executive Yuan, 1994). In addition, 73% of children younger than 12 years in Taiwan watched television as their favourite leisure activity, while 50% of children younger than 12 read alone at home. Also, 56% of the children reading at home often read comic books (Taiwan Council for Cultural Development and Planning, 2000), and 54% of the teenagers in Taipei had parent-child interactions of less than 30 minutes daily (Hu, 2002).

Furthermore, the divorce rate had increased to 2.87‰ of the population older than 15 in 2003, from 0.83‰ in 1981 (Taiwan Executive Yuan, 2005). In addition, 2.68% of the children lived in single-parent family settings, while 1.57% of them lived with their grandparents compared to 0.21% of children in 1991. According to the *Report on Citizens' Lives in Taiwan* (Taiwan Executive Yuan, 1994), 93% of the citizens were satisfied with their parent-child relationship, yet 75% reported having child-rearing problems, including lack of leisure space for children (25%), shortness of time spent with children (21%), and lack of children's learning activities

in the home (21%). Thus, a family literacy program developed for families in Taiwan should consider families' needs within the family structure.

#### *Family Literacy Programs in Taiwan*

From 1996 to 1998, ever since the Taiwan Ministry of Education had established reading groups in 1995 as one aspect of promoting lifelong education, the number of family literacy programs increased. More recently, the Council for Cultural Development and Planning designated the year 2000 as Children's Reading Year (Lin, 2001). In addition, storytelling groups and reading clubs, formed in elementary schools and public libraries, were active in Taiwan. Information about reading programs and books available online was provided by the National Reading Club Association (<http://www2.cca.gov.tw/readclub>) and National Reading Club Online (<http://book.ncl.edu.tw/book>).

In addition, two types of family literacy programs have been developed and implemented: a home-school reading program and a home-library reading program. In one of the home-school reading programs, initiated by the administrations of the elementary schools (neither kindergartens nor preschools participated), the classroom teachers promoted a family literacy program for their students and parents. Typically, the teachers chose articles or books, then asked parents and children to read them at home and write responses in their reading journals weekly or monthly for later publication as a book (e.g., Chou, 2001). Volunteer mothers chose stories from books, and told the stories to the students twice a week in the classrooms. They were careful to acknowledge the integrity of the story and the composition of the audience. The second type was a home-library summer reading

program initiated by the Taipei Municipal Library that planned and implemented a theme-reading program for elementary school students during the summer. Some library heads of the Taipei Municipal Library Branches allowed the family literacy clubs to use the libraries for their weekly gatherings (e.g., Firefly Family Literacy Club, Child-Adult Reading Club, Family Reciting classical lessons), while other library heads banned any noise and interruptions in the libraries.

One of the conclusions from the Taiwan Family Literacy Conference sponsored by the Taiwan Provincial Department of Culture in 1999 was that “the development and implementation of family literacy programs should be mandated by the government with a top-down strategy, and then schools could implement them effectively and efficiently” (Taiwan Provincial Department of Culture, 1999, p. 44). The Taiwanese government has continued to play a dominant role in promoting family literacy programs by providing important support to schools and libraries for implementing these programs. Unfortunately, there seemed to be a gap between the implementation of family literacy programs and family involvement in the programs; as Lee (2002) pointed out: “According to the results of the Taiwan National Reading Survey in 2002, both adults and children dislike reading” (p.1).

#### *Statement of the Problem*

Given the problem faced by the Taiwanese government as outlined in the previous section, it seems that encouraging family literacy practices on a daily basis would be an important part of any effort toward fostering adults’ and children’s reading habits. The issue of promoting family literacy programs points to an urgent need for approaches that would allow families to co-create their involvement in the

programs. Mayfield (2001) described a number of family literacy programs in Canada and suggested that family literacy programs should be flexible in accommodating a wide variety of family factors. Thus, this study explored family factors influencing involvement in family literacy programs.

Although it has been recognized that family literacy programs have the potential to change the families' attitudes toward reading with their children and to improve both the literacy skills and relationships of adults and children, researchers (e.g., Auerbach, 1995a; Bernhard, Freire, Torres, & Nirdosh, 1998; Pena, 2000) remind us of the difficulties of establishing and maintaining genuine home-school partnerships. Schools and local libraries have provided families with family literacy programs and encouraged family involvement in these programs. When family involvement is encouraged and becomes a priority area for schools and local libraries, it would be appropriate to examine family factors influencing family involvement in the programs as families have a choice of whether or not to participate. Nonetheless, it is also recognized that schools and local libraries may not be willing to provide families with family literacy programs, nor encourage family involvement in the programs (Hannon & Cuckle, 1984). This suggests that research on family factors influencing involvement in family literacy programs should focus on both families and program initiatives (e.g., schools and local libraries), dealing simultaneously with the degree of collaboration among the school, the local library, and the family. The causal conditions that underline the schools' and local libraries' efforts to implement the programs and encourage families' participation in the programs need to be investigated further.

In addition, questions remain about the relationship between adult family members and their children with regard to literacy activities at home that could have a bearing on program content in family literacy programs. Lee (2002) found that the average time parents in Taiwan read with their children was 2.6 hours per week. Parents reported that the problems of fostering children's reading habits included that (a) children were not interested in reading, (b) children were not taught reading skills, (c) parents did not know how to select books for their children, (d) books were not available at home, and (e) financial support was not available to purchase books. Although families had difficulty purchasing books, they did not utilize the reading resources from the local libraries. Lee found that only 12% of Taiwanese people borrowed books from the local libraries.

Moreover, research on family factors should focus on the context, reading strategies, and consequences of family involvement in family literacy programs; Lee's (2002) report mentioned family factors such as gender, age, educational levels, occupations, and attitudes toward reading. More mothers than fathers, more participants with high educational levels than low educational levels, and more homemakers than those in other occupations preferred reading. Only 15% of people regarded reading as a priority of their leisure activities. Given that the opportunity for involvement in family literacy programs can be a first step toward fostering reading habits, the participating families' voices need to be heard. As Kawakami (1991) noted, the purpose of a family literacy program is to "avoid any conflict between home routines and voluntary reading" and to "develop an intervention that would fit into the household without disturbing the values and norms of the family,

but that would build on existing routines in ways beneficial to both the child and the family” (p. 151). This assumes that research should enhance the quality of a home literacy-learning environment from the point of view of children, parents, teachers, and librarians. Kawakami’s (1991) study has implications for this study, as it accessed information about whether family factors influence involvement in family literacy programs. As well, investigations of family literacy programs should take into account situations in which individual family members develop their own commitments, values, and priorities related to literacy. Thus, this study will indicate whether family factors, including family members’ educational levels, occupations, ages, favorite reading activities, number of children living at home, and family structure, influence family involvement in a family literacy program in Taiwan. Furthermore, strategies that are utilized by families when reading with their children, as well as the consequences of these strategies and how they benefit families in the programs, will be examined in this study.

While educators have become increasingly convinced of the promise of family literacy programs in promoting the literacy of children and families, Auerbach (1995b) noted that there continued to be a pervasive gap in our knowledge of family literacy and family literacy programs.

There are three reasons proposed to explain the significance of this study for research knowledge and practice in Taiwan. First, both a home-school reading program and a home-library summer reading program in this study could encourage the participating families to read with their young children between the ages of three to eight on a daily basis; in contrast, the current family literacy programs in

Taiwan focus on older children and reading on a weekly basis. Very few family literacy programs in Taiwan have been initiated by parents, librarians, or classroom teachers in order to foster young children's daily reading habits at home. One of the few family literacy programs was developed in a public library branch and was implemented by a group of graduate students (Taipei Municipal Library, 2002b). The club met only once a week, and focused on a small group of fifteen pairs of third and fourth graders and their parents, rather than encouraging more low-income families with young children to become involved in family literacy. In contrast, as family literacy programs are of particular interest in early literacy, this study focused on children in the primary grades. According to the literature, families are especially important for young children in the early stages of reading and writing. (Children's age as one of the family factors will be described in detail in the next chapter.) Thus, this study offers a more complete understanding of the phenomenon of family involvement in young children's literacy activities. This, in turn, can contribute to the development of a coherent theoretical model of family literacy programs and particularly, the development of collaboration with those in educational settings.

Second, this study provides an understanding of family factors in family involvement in the family literacy programs. Family involvement in a family literacy program is understood within a broadly described concept of literacy rather than only as reading to the children. Sulzby and Edwards (1993) stated that we need more research focused on a range of family literacy activities other than reading books at home. Examples of topics that might be fruitful include talking about

books, and reading and writing in daily life. This study might help us understand more clearly family factors in relation to the types of family involvement in the programs, thereby promoting the development of programs to help families realize their potential as learners.

Third, this study provides a forum for the combined voices of the participating children, families, teachers, principals, and librarians who collaborated on family literacy programs in Taiwan. Unlike research in family literacy in Taiwan which might be criticized for its limited, isolated and fragmentary nature, this study examines in more depth specific factors influencing family involvement in family literacy programs.

#### *Purpose of the Study and Research Questions*

The purpose of this study was to investigate the relationship of family factors and family involvement in family literacy programs. Both the home-school reading program and the home-library summer reading program were implemented to foster children's daily reading habits in three communities in Taipei, Taiwan. Each community demonstrated specific socio-economic characteristics: one community had low education and low income; one had high education and high income; and one community was positioned midway. (These programs are explained in detail in Chapter 3.) Given the significance of family literacy as described above, this study attempted to extend previous research by focusing on the implementation of family literacy programs in Taiwan. More specifically, unlike some previous work, this study focused on fostering children's daily reading habits rather than weekly or monthly parent-child reading reports.

The specific research questions of this study are:

1. How and why do families become involved in the family literacy programs?
2. In what types of literacy-related activities do families participate in the family literacy programs?
3. What family factors influence involvement in the literacy programs?
4. What reading strategies do families report using, and are observed using, in the family literacy programs?
5. What outcomes and benefits do families perceive as a consequence of their involvement in the family literacy programs?

#### *Summary of the Chapter*

This chapter provided the background and rationale for the research, and highlighted the primary research questions addressed in this study. Several types of family involvement in family literacy programs were described. Its main purpose was to provide a broadly based concept of family factors influencing involvement in family literacy programs to support the exploratory nature of this study. This study focused on family factors in the literacy programs for three reasons: first, family literacy programs were not well represented in the literature in Taiwan; second, researchers have emphasized the importance of family literacy practice, especially for use with young children; and third, the literature provided evidence of the significance of family literacy programs in promoting family literacy in meaningful and productive ways. This study was designed to be exploratory and to investigate family factors that might affect involvement in family literacy programs in Taiwan.

## Chapter 2

### Review of the Literature

This chapter provides a theoretical context within which to locate this study, and also indicates the key factors necessary for planning and developing a family literacy program. A variety of theoretical perspectives on and approaches to family literacy are discussed, and family factors influencing involvement in family literacy are also described. The purpose of the chapter is to provide a broad reference for conceptualizing the family factors in relation to literacy programs.

#### *The Effects of Family Factors in Literacy Programs*

Research has given us a fuller appreciation of the effects of family factors influencing involvement in family literacy programs. Of particular interest is what factors benefit families and young children from their involvement in literacy programs. Children's age is one of the factors influencing family involvement in literacy as young children do not acquire all the knowledge of written language entirely on their own (Hannon, 1996). The effects of the other family factors are discussed in the following sections: access to appropriate children's books, reading strategies, the amount of home reading, favourite reading activities, and family members' educational levels, occupations, and gender.

#### *Convenient Access to Appropriate Children's Books*

As reported in the literature, one important factor that contributes to positive outcomes for family literacy programs is convenient access to appropriate children's books. Children of the families who have difficulty accessing books often enter school without the language skills necessary for school-based literacy development

and are consequently less prepared for learning than their more advantaged peers (e.g., Anderson & Matthews, 1999). A limited exposure to books and few print-related experiences can account, at least in part, for the lack of language and literacy skills among children of low-income families (e.g., Baker et al., 2001). Additionally, research studies have reported that it is not simply the provision of books that contributes to the development of language and literacy skills; it is reading appropriate books to young children that exposes them to substantially more complex language, in terms of utterance length, grammatical complexity, and richness of vocabulary.

Research by Neuman and Celano (2001) demonstrated that high-poverty areas are characterized by a paucity of literacy materials and activities. They conducted a survey that examined access to print in two low-income and two middle-income neighborhood communities in a large industrial city. The researchers found that the low-income communities offered few literacy opportunities to children and families. For example, children in the low-income communities likely to benefit most from school libraries were offered poor services and resources, and limited access compared to the services offered to children by the middle-income community libraries. Not only were the two school libraries in low-income neighborhoods in serious disrepair and open only three days a week, but the number of books per child averaged 12.9 and 10.6, and these ranged in condition from poor to good. In contrast, the two school libraries in the middle-income communities were open five days a week and had more computers for research and better-trained librarians with more experience; the condition of the books ranged from good to excellent, and the number per child was 25.7 and 18.9. Neuman and Celano pointed out that, unlike the children

who lived in already print-rich environments, the children in low-income communities lacked exposure and experiences with print, were less likely to be skilled at the initial acquisition process, were less likely to become involved in reading-related activities, and were less motivated to read. Neuman and Celano suggested that this inadequate access to books and other literacy opportunities contributes to the inefficient acquisition of language and literacy skills needed to succeed in school by children of low-income families. Thus, the provision of appropriate children's books for family members to read with their children is a key aspect of family literacy programs and benefits the participating families, regardless of the family members' educational levels and occupations (Hammett et al., 2003).

#### *Parents' Enhanced Reading Strategies*

Research on family literacy programs has reported that efforts directed at families seem to be more effective when they are provided with reading strategies which enable them to build on existing literacy practices (Paratore, 2001; Whitehurst & Lonigan, 1998), particularly for the families of limited economic and educational means (Snow, Tabors, & Dickinson, 2001). These strategies include reading to young children, talking about the content of the books they read, engaging in literacy-related activities (e.g., playing word games), and managing time and text.

*Reading to young children.* Research evidence indicates that family factors affect family involvement in reading to their children. Adams (1990) reported that a typical middle-class child entered first grade with 1,000 to 1,700 hours of one-on-one picture-book reading, compared with an average of 25 hours for a child from a low-income family. The middle-class child had the opportunity to communicate

feelings through literacy more often than the low-income child. When parents provided maximum support for their children's literacy development, the children with the most literacy exposure heard ten times as many words as those exposed to the least amount. As expected, those exposed to more literacy were generally at a higher level of development. Not only does book reading to children vary between middle-income and low-income families, it is also very unevenly distributed across low-income families. In Teale's (1986) research, book reading to children occurred four or five times a week in three of the 22 homes, whereas in the remaining 19 homes it occurred only about five times per year.

As a requirement for family involvement in a literacy program, reading to young children is "the single most important activity caregivers and teachers can do to help children become successful readers" (Lilly & Green, 2004, p. 8), even when parents read an unfamiliar book to their children. In their research study of the family literacy programs in South Africa, Machet and Pretorius (2004) reported that the children participating in such programs scored better on literacy tests than the first graders in the control group, even though they were on average one year younger than the first graders. The participating children were more aware of environmental signs, knew more letters of the alphabet and numbers, understood story books better and in greater detail, and they were more familiar with literacy behaviors upon their entrance to the first grade than were their peers. With print awareness, they "find it easier to learn to read and write" (p. 44).

Research has shown that family members who have low-educational levels can benefit from the family literacy programs that help them strengthen their own

reading and writing, that teach strategies for supporting their children's literacy development, and that emphasize the ways in which literacy can be incorporated into daily routines. Although the perception that family members with limited literacy or little English proficiency may have difficulties in reading aloud in English to their children has been challenged (Shapiro, Anderson, & Anderson, 2002), much of the research in this area has been devoted to the use of cassettes with books within family environments (Koskinen et al., 2000).

On the other hand, some low-income families can overcome difficulties reading with their children. Dearing et al.'s (2004) longitudinal study examined associations between family educational involvement during kindergarten, children's feelings about literacy, and children's literacy achievement from kindergarten through fifth grade. The low-income mothers of 167 kindergarten students reported on the family involvement in their children's education pertaining to 15 assessment items (e.g., "In the past week, how often did you or someone else in your home read to the child?"). A children's literacy questionnaire was used to examine their feelings about literacy at the kindergarten, third grade, and fifth grade levels. Subscale scores ranged from 0 to 5, with higher scores indicating more positive feelings. Items from this subscale (e.g., "Are you good at reading?") assessed children's feelings relative to their attitudes toward literacy. Standardized assessments of literacy were also administered at the kindergarten, third grade, and fifth grade levels. Dearing et al. found that higher levels of family involvement were associated significantly with higher levels of children's literacy performance, especially for children whose mothers were less educated.

Positive feelings about literacy were highest for kindergarteners whose mothers were more educated and highly involved. In contrast, positive feelings about literacy were lowest among children whose mothers were less educated and highly involved. This latter group of children, however, experienced the most dramatic increases over time in positive feelings about literacy. By fifth grade, children with less educated, yet highly involved, mothers had more positive feelings about literacy than children with less-involved mothers, regardless of maternal education. The researchers concluded that the development of children's positive feelings about literacy across these early school years was dependent on family involvement in their children's literacy learning. Even though children of low-income and less educated parents had the least positive feelings about literacy in kindergarten, they displayed the most dramatic increases in positive feelings about literacy and literacy achievement between kindergarten and fifth grade because their families sustained high levels of involvement in their literacy development over these school years. Thus, family involvement in family literacy programs in which the family members are motivated to read to their children at home on a regular and continual basis seems to have a positive effect on their children's positive attitudes toward literacy, regardless of parents' income and educational levels.

*Talking about the content of the books.* As families become involved in a family literacy program, they are encouraged to talk about the content of the books they read with their children in addition to reading to them. The findings from Wasik and Bond (2001) indicated that children who had opportunities to talk about the content of the books and to use vocabulary found in the text, as well as to connect

book reading to other experiences which they had in their daily lives, increased their performance on expressive and receptive vocabulary measures.

Such an important strategy was illustrated in Hammett et al.'s (2003) study, which explored the variability in 96 parents' utterances during book sharing with their children. Participant families of middle- to upper middle-income levels were all English-speaking volunteers in nine preschools in a large, urban city. They were videotaped in their homes as they shared an unfamiliar book selected by the researchers. Parents were asked to create a typical book-sharing interaction and read as they normally would with their children. Hammett et al. found that during the book reading activity, the parents focused their children's attention on discussing print, book conventions, and story content, and provided opportunities for analysis and making inferences (e.g., identifying letters in words, emphasizing beginning sounds). They also engaged in behavior management, provided feedback utterances, and encouraged their children to respond with both high-level thinking strategies (e.g., dealing with predictions, explanations, and information beyond the text) and low-level utterances that required concrete-level thinking. The parents appeared to emphasize the book sharing experience through interactions with their children in order to create a positive, successful reading activity. Hammett et al. suggested that parents adopt a variety of interactive activities and offer numerous explanations and scaffolds during book reading for their children's benefit. These suggestions included labeling objects and characters, asking children to point to objects, talking about new vocabulary, and relating book concepts to children's experiences.

In contrast, families of low-income levels may not prefer the same reading strategies as families of middle- to upper middle-income levels. Janes and Kermani (2001) reported on a family literacy project intended to encourage low-income, immigrant caregivers to read with children in an interactive manner. Specifically, parents were taught to ask higher-order questions during the shared reading (e.g., questioning reasons for characters' actions). Analyses showed that parents had great difficulty asking such questions and instead asked questions that required children to recall story events (e.g., asking for specific facts). The parents also reported early on that storybook reading was a chore that neither they nor their children enjoyed. This seemed to be due to the types of activities expected of them. Modifications to the project that allowed parents to collaboratively write texts to share with their children in addition to books resulted in more pleasurable reading episodes. However, Janes and Kermani cautioned, "storybook reading may not be the best route to literacy development" (p. 465). Thus, family factors (e.g., family members' educational levels and occupations) may influence their favourite reading activities (e.g., reading to their children, talking about the content of the books they read), which reflected cultural differences. The effectiveness of family literacy programs may depend on whether or not the programs fit participating families' needs and interests.

*Engaging in literacy-related activities.* Research (e.g., Green, Lilly, & Barrett, 2002; Neuman, 2000) has shown that adult-child interactions occurring around book reading and other literacy-related activities create the broad, rich context in which children learn and use language. The reciprocal verbal interactions encourage children to engage in conversations which eventually result in developing

language skills. Cognitively, the children also enhance their general knowledge and display their reading and counting abilities by using literacy-related talk during play. For example, Fein et al. (2000) compared the use of two book-reading techniques in preschool classrooms. In one group, children acted as narrators and “read” stories to their peers. In another group, children became actors and dramatized the events in the stories. Children in the dramatization group were found to use significantly more print-related language during play than the children in the narration group. Fein et al. observed that children in the dramatization group acted out the stories in books, invented their own stories, and talked about books using print-related language. For these children, play became an extension of the book reading experience.

In addition to play, other literacy-related activities can be utilized by families, regardless of the family members’ gender, educational levels and occupations. In Sonnenschein et al.’s (2000) study, 40 parents of kindergarteners were asked to keep an open-ended diary of their children’s engagement in literacy-related activities (i.e., reading storybooks, playing rhyming hand clap games, completing work books, reviewing flash cards, etc.). They were interviewed about the most effective way to help their children learn to read. Their children were tested with a variety of tasks to evaluate their literacy skills, reading comprehension, and word recognition in first, second, and third grades. Sonnenschein et al. found that there was a statistically significant, positive relation between the frequency of engagement in literacy-related activities, and children’s early literacy and later reading skills. Similar findings in Karther’s (2002) study indicated that two low-literate and low-income fathers played

word games with their preschool-aged children and used the alphabet recognition computer program to teach them.

Therefore, for most families, one-on-one book reading combined with literacy-related activities may be effective strategies to facilitate young children's literacy development. Books provide a rich resource for conversations, but the use of literacy-related activities seems to further facilitate children's extension of the concepts beyond book reading through language exploration, book-related vocabulary words, and communication of ideas.

*Managing time and text.* Many family members may make their time available to adapt reading activities to their daily routine, regardless of the family members' gender and occupations. In Bloome et al.'s (2000) study, although one father was separated from his wife, he organized his schedule in order to accommodate the story reading time with his child. He read to his daughter at 7 a.m. when he would take her to school from his wife's house, and at 6 p.m. when he brought her home. Another working parent, a divorced mother, frequently incorporated the storybook reading sessions between 7 a.m. and 8 a.m. before she took her children to school. She would get up earlier than her children, complete the housekeeping tasks, and then read to her children between ironing clothes and combing the children's hair. In addition, some parents read to their children in churches, at school, on porches, at relatives' houses, and in the public library in order to fit reading in their daily routines. Bloome et al. also found that while parents were reading to their children, they tended to explain the contents of the books, to ask questions related to the stories, to assess their children's comprehension, to encourage

their children's questions, and to stimulate creativity by retelling the story or a different version of the same story.

In addition to time management, family members may also manage text and select the books for reading with their children that reflect their values and interests. In Bloome et al.'s (2000) study, some families read and discussed moral-oriented stories or told stories they heard during their childhood. For instance, one father who always carried a Bible with him read stories from the Bible to his children. Moreover, some parents modified some of their activities (e.g., their children reading to them) to meet what they believed the researchers and teachers expected (e.g., reading to their children). "All of the parents reported having read to their 3- and 4-year-old children on a regular basis," and they did so "more frequently than they would have done otherwise" (p. 157). Thus, family members followed the practice advocated by the literacy programs. Their literacy practices might have changed and might not be the same as their favourite reading activities before they participated in the programs.

#### *Commitment to Involvement in Children's Literacy Learning*

Research has shown that as family members commit to becoming involved in family literacy programs, they will attend the workshops and utilize reading materials and strategies for reading with their children at home that improve their academic achievement (Paratore, 2001). Jordan et al. (2000) conducted Project EASE (Early Access to Success in Education) which involved an evaluation of kindergarten children's achievements through a year long home-school reading program. Two hundred and forty-eight students and their families from four schools in a school district participated in the study. Focused on teaching parents how to implement

literacy activities with their children at home, the program provided 177 students and their parents with five parent training sessions, school based parent/child activities, and home based book-mediated activities. Each parent training session was followed immediately by opportunities to engage in structured parent-child activities designed to provide practice in the desired interaction. These activities included scripted interactions and demonstrations of how to engage children in extended discussions surrounding a book.

Each book to be used in the at-home activities was specifically selected because its content and text design offered lexical richness and extended interesting discourse opportunities. Parent training sessions focusing on guiding parents in ways to support and enrich their children's vocabulary gave parents the opportunity to spend time in their children's classroom should they so choose. Parents were encouraged to engage their children in extended conversations at mealtimes, to support vocabulary growth by wide reading, and to discuss experiences. They were given examples of literacy-related activities and were shown the materials that would be coming home. They then were engaged with their children in modeled activities and vocabulary-enriching interactions (e.g., creating word webs together on selected topics, having children recall words in response to clues given by parents, having children describe mystery objects pictured on cards for the parent to guess, reading books that labeled and described items). A survey on parent practices of home support for literacy was given to families to complete prior to the beginning of the program. Pretests and posttests were given to assess the children's language and literacy skills, verbal receptive vocabulary, and story comprehension. The home

literacy environment and activities were examined and the frequency of how often certain activities occurred (e.g., how often parents read to children, how often they went to the library) and the frequency of parental attendance at the five training sessions, as well as their participation in the at-school activities, were tallied. An evaluation sheet eliciting feedback on 15 scripted at-home reading activities was filled out by the parents and sent back to school.

The researchers found that children in the treatment group ( $n=177$ ) demonstrated statistically significant gains in vocabulary, story comprehension and story sequencing skills when compared to their control group peers ( $n=71$ ). In addition, the more frequently the literacy activities were practiced at home, the greater the children's academic improvement tended to be at school. The low-achieving children in the group made the greatest gains. Although Cairney (2002) criticized the program, stating that it "relied heavily upon storybook reading and word recognition strategies" (p. 102), the results showed that young children in the study, particularly the low-achieving students, benefited from the family literacy program that included both storybook reading and literacy-related activities for parent/child reading interactions at home. Jordan et al. (2000) emphasized that the participant families had a middle-class background even though their children's school had a higher incidence of poverty than other schools in the district. Jordan et al. concluded that even with families who had these advantages (e.g., a middle-class background), the research results suggested that there was "room for parental involvement to improve children's school performance" (p. 538). Their suggestion contained an implicit acknowledgement that families' commitment to involvement in their

children's literacy learning is regarded as a factor which may be more influential than factors such as family members' educational levels and occupations, and the communities in which they live.

*Increased Quality and Frequency of Family Member-Child Interactions*

Increases in quality and frequency of family member-child reading interactions within the context of family literacy programs (such as shared reading) have been recognized, as evidenced by many studies (e.g., DeTemple, 2001; Tabors, Beals, & Weizman, 2001). Even though individual programs differ in the ways they attempt to address common goals (e.g., some programs offer direct instruction to either parents or children), research indicated that improving adult-child interactive reading skills is a major goal of family literacy programs. This aim can help families create an enjoyable and supportive literacy environment, and it can also help establish good literacy routines in order to promote children's future academic success as they enter school (Jordan et al., 2000).

Research (e.g., Whalley, 2001) has shown that through shared reading, the quality of family member-child interactions is increased. For example, Crain-Thoreson et al. (2001) reported on a longitudinal study in which parent-child interactions were observed in three conversational contexts: book reading, remembering a family outing, and playing with toys. Parent-child data were collected twice from 17 families, near each child's third and fourth birthdays. All families spoke English as their primary language and were individually videotaped for fifteen minutes as they interacted with their children in the three contexts (five minutes per context). Each parent freely chose the book to be read, and some parents read more

than one book. The families were provided with a large selection of toys with which to play during the play context. Based on analysis of variance, Crain-Thoreson et al. found that book reading was associated with the most elaborate language used by parents, and the children were exposed to more complex language than in the other contexts. Parents provided a more supportive linguistic environment through richer and more elaborate language, such as scaffolding, in order to keep their children engaged in the interactions. They guided their children's participation in the conversation, and allowed the children to take part in an interaction that was more complex than the children could handle with a less skilled conversational partner. They elaborated and expanded on their children's utterances, monitored their comprehension, and challenged them by providing more and more complex language and concepts.

In addition, research has shown that the frequency of family member-child interactions is increased when family members become involved in family literacy programs. Paratore (2001) reported on the effectiveness of a 10-year family literacy program ( $N=1536$  families), which indicated high attendance and retention rates, parents' engagement in their children's literacy activities (e.g., storytelling, talking about experiences), and children's success in school. The researcher pointed out that the family literacy program achieved rates of attendance and retention that exceeded those of traditional adult literacy programs, indicating that parents were intent on making print literacy an important part of their daily routine. The amount of home reading was thus increased. A positive reciprocal relationship between family members and their children was also built while reading together. Similarly, Seaman

and Yoo (2001) reported that after 10 years of operation, the family literacy programs had the potential of reducing school dropout rates. The researchers suggested that the amount of home reading through the programs seems to be one of the most important factors that contribute to children's positive attitudes toward learning. This is because parents engage in the program, and consequently increase the amount of time spent reading to their children and helping their children with learning activities.

### *Improvements in Children's Language and Literacy Skills*

A large body of research evidence indicates that family involvement in family literacy programs in which young children read at home, one-on-one with an adult, contributes to improving children's language and literacy skills (e.g., Burgess, 1999; Morrow & Young, 1997; Rodriguez-Brown, Li, & Albom, 1999). Parents often choose to participate in family literacy programs because they desire to help their children learn to read in order to promote their academic success (Cairney, 2000). Paratore (2001) reported on the effectiveness of a 10-year family literacy program ( $N=1536$  families), which indicated improvement of children's literacy skills. The researcher pointed out that the children made progress in reading and writing, and that they performed well academically. These results were consistent with the teachers' ratings of the children's literacy performance.

Improvements in children's language and literacy skills are major effects of family involvement in literacy programs, regardless of the family members' educational levels and occupations, and the communities in which they live. In a study on the effects of dialogic reading at home and in the classroom, Whitehurst and Lonigan (1998) randomly assigned children in a low-income daycare to one of three

situations: (a) a classroom and home context in which the children were read to by their parents and teachers using dialogic reading; (b) a school-only context in which the children were read to only by teachers using dialogic reading; and (c) a control context in which the children did not engage in dialogic reading. Parents in the first situation were taught in the dialogic reading program in which their children learned to become the storyteller. As active listeners, parents asked questions, added information, and encouraged their children's responses to the book they read.

Whitehurst and Lonigan found that the children who participated in both the home and the school dialogic reading activities performed better on expressive language assessment than the children who only participated in the school activities or the children in the control group. The one-on-one experiences resulting from parent-child interactions during dialogic reading activities at home contributed significantly to the effectiveness of the intervention and to the literacy development of the children.

Similar findings in Whitehurst et al.'s (1994) research indicated that preschoolers of low-income families performed better in the home-school reading program than in the school reading program on the posttest of language and literacy skills.

Although family involvement in their children's literacy development is important, some school-based literacy programs did not regard families as partners in helping students' literacy learning. In a six-month research study, Haughey, Snart, and da Costa (2001) explored ways to enhance literacy achievement for first graders in 10 Edmonton public schools in high-poverty, high-transiency environments. The researchers focused on three combined approaches: (a) small classes of 15 or fewer students, (b) an instructional focus on literacy, combining phonics and meaning

approaches (e.g., the Balanced/Early Literacy programs) and (c) teachers' continued professional development involving group discussions in which teachers share teaching ideas, strategies, and materials, and reflect on their daily classroom experiences. Data were collected from 161 students who were predominantly from First Nations or South Asian backgrounds by administering reading and writing tests. In addition, 17 teachers, 10 principals, and 12 parents were interviewed on audiotape. Because the school system administers the tests annually, the researchers compared the students' results with scores from the previous year, and did not find statistically significant test score gains in literacy achievement over the five months of the study. Haughey et al. (2001) suggested that it is unrealistic to expect remarkable progress on these tests in four months, given that such children have to learn more to meet test requirements than their advantaged peers.

However, the absence of implementation of a family literacy program in the study may have influenced the results. Although the teachers used activity-based learning involving reading aloud, and modeled shared, guided, and independent reading and writing activities to create a literacy-rich environment, students' literacy learning would occur only in the classroom. Perhaps if the teachers had provided students with appropriate books and audiotapes/cassettes, and had asked students to listen to the audiotapes/cassettes prior to reading to their families, the students might have had more opportunities to improve literacy skills and to achieve higher scores in the posttests. In Haughey et al.'s (2001) study, school-based literacy programs alone without families' support were not sufficient for enhancing young children's literacy achievement.

*Fostered Daily Reading Habits*

Research (Paratore, 2003) has shown that family engagement in adult-child reading interactions and their routine uses of reading and writing carried out on a daily basis are the key effects of involvement in family literacy programs; these clearly contribute to the positive outcomes of the programs. Families should be informed explicitly prior to participating in a family literacy program of this expectation, regardless of the family members' educational levels, occupations, and the communities in which they live. For example, in Bloome et al.'s (2000) study, parents of preschool students in a low-income community of an urban city were invited to bring books from their home and to read with the children both in the classroom and at home. The parents were interviewed and then asked to audiotape and keep a journal of all story-reading events over a week. Afterward, they were again interviewed, using the audiotapes and journal entries as prompts for discussion and clarification. The researchers found that parents reading storybooks to their young children on a daily basis had the following effects on their children and families: establishment of a family literacy routine, encouragement of children to ask questions and retell stories, enhancement of positive parent-child relationships, and improvement of children's comprehension and moral education.

In contrast, in a study on young children's storybook reading, Anderson and Matthews (1999) found that the children who were from working-class homes did not progress as well as the children from middle-income families. They suggested that the children from low socio-economic backgrounds are less likely to have had experiences with book reading at home. Although the researchers stated that "the children took home books from the school library at least once a week and the

teachers encouraged the parents to read to their children regularly” (p. 295), it was inconclusive whether or not the parents actually read to their children on a daily basis. No book log recording was used in Anderson and Matthews’s (1999) study. When participating in literacy programs, families could be asked to maintain a book log “where they record literacy events in which they have engaged with their children, as well as their own literacy experiences” (Lilly & Green, 2004, p. 117). For families who regard writing responses to reading as a barrier, putting their initials in the book logs also suffices to record regular events. Not only can researchers use book logs to monitor the participant families’ daily literacy routines, but the participant families may also regard the daily task of book recording as a reminder to engage in their children’s reading regularly.

Reese and Gallimore’s (2000) study supports the strategy which emphasizes families both reading with their children and recording book logs on a daily basis. They found that teachers telling parents how to read to their children had little effect on changing the literacy-learning behaviours in the families. On the other hand, explicit demands from teachers to read with their children and record book logs as part of daily homework seemed to promote the desired effect with these families.

#### *Commitment to Sharing Reading on a Long-Term Basis*

Research has shown that the amount of home reading and family members’ favourite reading activities indirectly predict young children’s later reading activity and literacy development (Burgess et al., 2002; Seaman & Yoo, 2001; Tabors, Snow, & Dickinson, 2001). A longitudinal study completed by Baker et al. (2001), examined parents’ verbal interactions with their first-grade children during shared storybook

reading and how these interactions related to the development of children's reading achievements. In 54 families, either the mother or her child was asked to take primary responsibility for reading the book to the other at home. They were visited and audiotaped in their homes by one research assistant who observed their shared storybook reading, as it would have normally occurred. Parents were interviewed in their homes about their children's participation in a variety of literacy-related activities several times throughout the program. Data were collected until children were in Grade 3. Two reading tests were administered to the children in Grade 1 and Grade 3 respectively. Baker et al. found that the more often children visited the library, the more positive parent-child reading interactions tended to be. Frequent discussions of the content of chapter books resulted in more positive parent-child interactions, and consequently, these children read more challenging books in the second and third grades. In contrast, children who read basic skills books tended to have parents who provided them with more word recognition strategies and who told their children words they did not know. These children read fewer chapter books in Grade 3. Baker et al. suggested that discussion about story content and the illustrations is valuable in creating a stimulating and enjoyable shared reading experience, which in turn fosters the motivation for further reading.

Research on the effects of shared reading with young children on a regular and continual basis typically focuses on middle-income families rather than on family members with low-educational levels and without support from family literacy programs. In a one-year longitudinal study focusing on only middle-income families, Burgess et al. (2002) examined the nature of the relations between the home literacy

environment and the development of reading-related abilities. Ninety-seven children aged 4 and 5 from middle-income families were recruited from seven preschools in a moderately sized city. Children completed several standardized tests of language and literacy abilities, and parents completed a questionnaire pertaining to certain elements such as family storybook reading habits. Burgess et al. (2002) found that reading with young children on a continual basis was statistically significantly related to the development of the children's oral language, knowledge of the alphabet, phonological sensitivity, and word reading skills, which were important in the development of more complex literacy skills and their eventual success in school. Parental reports showed that the age at which parents first started reading to their children ranged from birth to 18 months. Shared reading was begun when children were on average 7.3 months old and children observed their parents reading books on a regular basis. Burgess et al. suggested that parents reading with their young children on a frequent and continual basis may have an early and potentially lasting influence on literacy development.

Very few longitudinal studies on the effects of family involvement on their children's literacy development without support from family literacy programs focus on families who have difficulties reading with their children on a daily and long-term basis. Lilly and Green (2004) stated that some families are not available for involvement in their children's learning. These families include working parents, as well as single parents who often have heavy work schedules while grandparents strive to provide safe and stable environments for their grandchildren. Because an effective family literacy program would encourage parents to read with their young children

frequently and regularly in order to improve their children's language and early literacy development, there is a need to explore whether or not family factors such as the role of caregivers (e.g., single parent, married parent, grandparent) and family structure (e.g., nuclear family, extended family) influence involvement in the literacy programs.

#### *Greater Parental Confidence in Helping Their Children*

Studies have demonstrated that family literacy programs can assist families in learning how to promote their children's literacy learning in playful explorations with literacy materials in their homes based on their children's interests and skills (e.g., Darling, & Westberg, 2004). For example, Nistler and Maiers (2000) reviewed a home-school family literacy program that assisted parents in both recognizing the importance of their role in their children's literacy development and enhancing the quality of parent-child interactions in their home environments. In this program, parents learned to (a) value their own skills, (b) use new skills, (c) acquire confidence in extending their children's literacy growth, (d) foster their children's literacy development, (e) value this development, and (f) share responsibility between home and school. Interest in and commitment to family literacy programs contributed to their expansion.

When the family members of low-income families have greater confidence in helping their children, their children's increased language and literacy skills also have an effect on family factors such as the amount of home reading and frequency of book-shared activities. These positive reciprocal interactions facilitate family involvement in the literacy programs and break the spiraling effect of the rich-get-richer, poor-get-poorer phenomenon (Tabors, Snow, & Dickinson, 2001).

*Increased Teacher-Family Interactions*

Research has shown that the parent-teacher relationships developed through the family literacy programs seem to be a factor that contributes to family-school connections, regardless of parents' income and educational levels (Seaman & Yoo, 2001). This may be because parents engage in the programs, gain self-confidence in their own ability to learn, and have high expectations in terms of their children's success in school. Consequently, they may increase the amount of time spent attending parent-teacher conferences on a regular and on-going basis and communicating with their children's teacher in order to help their children with learning activities (Klassen-Endrizzi, 2000).

Family involvement can have a positive effect on children's long-term literacy performance. In Dearing et al.'s (2004) longitudinal study, low-income mothers of 167 kindergarten students reported on the family involvement in their children's education pertaining to 15 assessment items (e.g., "Did you attend parent-teacher conferences?"). Dearing et al. found that family members' educational levels influenced their children's positive feelings about literacy; positive feelings about literacy were highest for kindergarteners whose mothers were more educated and highly involved. However, by fifth grade, children with less educated yet highly involved mothers had more positive feelings about literacy than children with less-involved mothers, regardless of maternal education. In Dearing et al.'s (2004) study, all of the participating parents were either highly educated or less educated mothers.

*Improved Literacy Proficiency for Parents*

Many researchers have stated that family literacy programs can benefit parents in improving their own literacy proficiency, becoming positive role models for their children, obtaining better employment, becoming involved in their communities, and continuing to be lifelong learners, regardless of the family members' gender, educational levels, and occupations (e.g., Cerny, 2000; Gadsden & Ray, 2002; Klassen-Endrizzi, 2000). In her study on the attitudes and literacy practices of two low-literate and low-income European-American fathers who had preschool-aged children, Karther (2002) found that the fathers attempted to support their children's literacy learning despite the fact that they were not the primary parent participants in the family literacy program. The program services consisted of weekly or bimonthly home visits averaging one and one half hours in duration by a family educator who modeled book reading and encouraged parents to practice the activities with the children. The educator provided a selection of children's books (such as hardcover picture books, or, on occasion, other materials such as a book with an audiotape and a cassette tape player) for families to use.

Karther pointed out that, because of the increased number of books available, and because of the children's interest in using them, the fathers were motivated to read more with their children, and, despite the difficulties engendered by the fathers' low-literacy skills, they still desired to help their children succeed in these learning activities. Through the two-month program, the fathers increased the frequency of book reading activities to a daily occurrence. They taught alphabet recognition, played word games with the children, and monitored their literacy-related activities. One father reported that he used the alphabet recognition computer program to learn

new words himself. He began by slowly saying the letter and then saying the word. Eventually, he became involved in adult education to improve his reading.

Karther concluded that because the parents valued their children's success in reading, they appreciated the family literacy program. Not only did the program teach them to value the use of reading materials and strategies with their children, but it also encouraged them to improve literacy proficiency and confirmed that their efforts were of value to their children's learning. Karther suggested that even though some low-income/literacy family members may have little direct school or program involvement, they still may have an interest in their children's learning. Even if the father does not live in the child's home, regular father-child contact can indicate a commitment to the child's future by the father. Family literacy programs can have effects on family literacy practices by enhancing families' use of reading materials and strategies, improving their literacy proficiency in helping with their children's learning, increasing their understanding and gaining self-confidence while supporting their children's literacy learning.

Similar results were reported by Gadsden (2003) in a study of 30 low-income fathers who valued literacy, teaching, and the learning roles that they could model for their children. The fathers displayed a desire to improve their literacy and become better prepared to support their children's literacy. Gadsden suggested that family literacy programs should support and involve fathers, an increasing number of whom are children's primary caregivers, who want to be involved more actively in their children's development. Bloome et al. (2000) also pointed out that parents undertook the role of teacher in their reading interaction with their young children to provide

them with needed skills and to maintain positive parent-child relationships. The researchers concluded that because of participation in the family literacy program, not only did the parents act in the best interest of their children to support school literacy achievement, but the siblings of their children also participated in storybook reading. Reading activities became part of the family daily routine and were “supportive of strong and positive relationships between parents and children” (p. 162).

Overall, although research has shown that factors such as family members’ gender, educational levels, occupations, and favourite reading activities influence their involvement in children’s literacy development, family literacy programs can benefit all children and families when families become involved in the programs and read with their children using appropriate children’s books and literacy-related activities on a regular and continual basis. Paratore (2003) stated in a review of the effects of family literacy programs that “the results are encouraging and suggest the potential for family literacy interventions to have beneficial outcomes” (p. 19). Family literacy programs can contribute to improving children’s literacy skills and reading habits, positive relationships between adults and children, and collaborations among the home, the school, and the community. Through family literacy programs, parents can gain the skills to provide their children with a supportive home literacy environment that is optimal for their children’s development and forms a foundation for reading success. Parents also benefit from these programs; they may improve their literacy proficiency, gain self-confidence in helping with their children’s literacy learning, enhance their opportunities to obtain better employment, and enhance positive social growth. The combination of reading with their children, the use of

reading materials and literacy-related activities, and a continuous family literacy routine seems to result in positive effects of the programs. In addition, because an effective family literacy program can encourage family members to read with their young children frequently and regularly in order to improve their language and early literacy development, there is a need to explore whether or not family factors such as family members' gender, educational levels, occupations, children's age, the role of caregivers, and family structure influence involvement in the literacy programs.

### *Types of Family Literacy Programs*

The term *Family Literacy Program* refers to "the many and varied projects being proposed or currently operating that are designed to enhance literacy within the home" (Purcell-Gates, 1993, p. 670). Family literacy programs can be classified in various ways. Four types of family literacy programs, ranging from simple to complex, are here described. The first type is one in which classroom teachers take the initiative in planning and implementing home-school reading programs for their classes. Such programs provide reading materials and support for family members in order to build home/school partnerships and to create a powerful reading foundation for students. For example, Enz (2003) suggested that teachers may provide a home-school reading program by making book bags for their students to take home on a circulating basis and by encouraging students and parents to read these over the weekend.

Similarly, McIntyre, Kyle, Moore, Sweazy, and Greer (2001) described a home-school reading program in which each day the students took books home from their classroom libraries to read at home each night. Each child had a weekly

“Home Reading Log” designed to record what children read at home and what their responses were to the books. Parents collaborated with their children in writing the responses. Through these experiences, the children learned to critique books, asked for more appropriate or interesting books, or showed their love or fondness for certain books. The logs were taken home daily and parents looked forward to seeing them. These authors also made family visits where they regarded the parents as the experts, resulting in parents providing information about their children and helping the authors to understand and improve their teaching. These authors concluded that connecting with children’s families made learning more contextualized and meaningful for the children. Likewise, many studies (e.g., Manning, 1995) have identified family visiting as a method for establishing more open communication between teachers and parents. During family visits, teachers acknowledge parents as the experts about their children and listen to parents as they report their observations on their children’s literacy learning. The teacher’s assumptions about the children and the family may be altered as a result (McIntyre et al., 2001).

A second type of family literacy program has focused on the development of literacy with students whose families have a low income, limited literacy, or little English proficiency. Unlike the first type of family literacy program typically implemented by classroom teachers alone, this second model of family literacy program aims at a general approach to reading, which is implemented across entire districts. For example, a group of 16 classroom teachers from seven elementary schools within a suburban school district collaborated in the Dog Gone Good Reading Program (Koskinen et al., 1999). The teachers provided 162 first graders,

which included 105 English as a second-language learners and 57 beginning readers, with literacy activities such as reading aloud, shared reading, shared and interactive writing, and guided reading. The teachers also selected more than 150 appropriate books with audiotapes for the children and asked them to take the materials home for their daily reading homework, including listening to the audiotapes and reading to their families. In addition to attending parent meetings or conferences, all parents of the participating children were contacted with letters that provided information about the program and reading homework. This information included telling the parents that “the more children read, the better they will do in school” (p. 437) and encouraging them to help their children find a place at home to work, as well as to listen to their children read on a daily basis. After participating in the home-school reading program for seven months, the teachers, parents, and students recognized many of its benefits. The program positively impacted the children’s reading achievement and motivation, as well as the parents’ awareness of their children’s reading progress. This family literacy program provided a way for parents who did not speak English to participate as partners and learners in their children’s home reading.

A third type of family literacy program uses public libraries in the promotion and encouragement of family literacy. Reading programs are initiated by public libraries for assisting children’s reading at home through the provision of reading materials and support for family members in order to build home/library partnerships (Talan, 2001). The local library is viewed as a familiar institution that is convenient for the family. Librarians and library volunteers are usually well-

trained for promoting family literacy. According to Mayfield (1998), the role of the library in fostering family literacy includes (a) promoting and encouraging family literacy, (b) providing materials and resources, (c) helping families work with their children, and (d) establishing collaborative partnerships with other groups that have an interest in family literacy.

For example, the Read Together Program is based in a library and is “designed to provide literacy activities for children, while their parents receive literacy services. Transportation is provided as well as a range of library services to parent and child” (Strickland, 1996, p. 92). Machet and Pretorius (2004) described the family literacy programs in public libraries in South Africa. These programs sought to introduce families to new books and asked them to formulate rules for the libraries so that they could appropriately use these facilities. The family reading-group sessions discussed books, which had been previously read, and selected books to take home. These sessions also provided an opportunity to share with parents the steps involved in reading to their children. In addition, this type of family literacy program can be introduced by schoolteachers. For instance, Ramos and Krashen’s (1998) research described how classroom teachers in one program organized their students’ monthly visits to the neighbourhood public library during school time, and asked parents to sign a form each day, confirming that they had seen the book the child brought home and had read it with their children.

A fourth type of family literacy program has four components: adult education, parenting support, early childhood education, and interactive parent-child activities. This type of family literacy program (e.g., Even Start, 1999) focuses

on improving the parents' literacy levels to help their children's early literacy development through activities such as providing workshops for parents to show them how various reading strategies work and how to make them appealing to their children (e.g., Morrow, Tracey, & Maxwell, 1995; Thomas, Fazio, & Stiefelmeyer, 1999a). These programs provide adult education and parenting education for parents, as well as simultaneous early childhood programs for their children (Harrison, 1995). Likewise, the Kenan Family Literacy Project, which is located in a community or public school site, aims at improving parents' basic skills and attitudes toward education. This outreach program recruits parents with low literacy skills, and involves four basic components: early childhood education for children, adult education, parenting education, and a pre-employment/self-esteem/job readiness component (Strickland, 1996).

#### *Drawing from Family Literacy Program Types*

Both a home-school reading program and a home-library summer reading program were chosen for this study because of the convenience of situating the programs within the context of communities. As described previously, the fourth type of family literacy program (e.g., Even Start and Kenan Family Literacy Project) is more complex than the other three types of family literacy programs (e.g., home-school and home-library reading programs). There are several salient differences between the Kenan-type programs and the other three types of family literacy programs. In the Kenan Project, preschool children are involved in a developmentally appropriate program, while their parents are taught about common issues (e.g., parent education, family literacy activities). Parents and their children

are provided with opportunities to be involved in a shared reading experience. However, as it is difficult to get funding, reading materials, equipment (e.g., computers, videotape recorders), and appropriate staff (e.g., early childhood education and adult basic education staff), the strengths of the Kenan-type programs may become limitations. Compared to the Kenan-type programs, home-school and home-library reading programs are likely to be easier to implement.

Research has shown that although some difficulties inhibit the implementation of home-school and home-library reading programs, both of the programs can contribute to improving the literacy skills, reading habits, and relationships of adults and children, as well as collaborations among the school, the local library, and the family (Machet & Pretorious, 2004; McIntyre et al., 2001; Talan, 2001). For example, in a study of school practices related to home-school reading programs, Hannon and Cuckle (1984) found that some head teachers refused to permit their teachers to send books home for seven-year-old children's home reading. In addition, there were class teachers who had decided individually not to send books home with children. Eventually, few children regularly took schoolbooks to read at home. However, Edwards (1991) demonstrated a successful book-reading program that was supported by school administrators, teachers, and local librarians, and in which the parents were accepted as a valued and reliable resource.

Thus, both a home-school reading program and a home-library summer reading program were chosen for this study and supported by the participating schools, local libraries, and family members. The schools and local libraries provided the participating children with picture-storybooks while their family

members read with them at home for twenty minutes daily. Because the daily family member-child reading time was limited and some participating children were too young to write, the programs in this study focused on storybooks reading and encouraged the participating family members and children to write their reading responses briefly in the book logs (see Appendix D).

### *Perspectives on Family Involvement in Literacy Programs*

Three perspectives of literacy development have informed current practice: cognitive developmental theory, social-cognitive theory, and social learning theory. The theoretical support and research evidence of these three perspectives are now presented because these theories describe ways in which children develop literacy and have implications that shape family literacy programs.

#### *A Cognitive Developmental Perspective*

Cognitive developmental theory views individuals as creating their own knowledge by processing information gained from experience. Piaget (1955) stated that children develop and refine concepts through experiences by organizing and reorganizing their version of the world. Through this process, they develop an understanding of literacy. From a cognitive developmental perspective, children are creative artists and active learners trying to make sense of everything they encounter in their environments (Kamii, 1991; Lawton & Hooper, 1978). In this regard, children's literacy learning occurs primarily through adaptation and the availability of suitable reading materials. Children also need sufficient time to accumulate experience. These elements are described as follows.

*Children's literacy-related activities.* In Piaget's (1969) terms, children's literacy acquisition is an adaptation that is divided into two types: assimilation and accommodation. Assimilation is the process by which new information is merged with existing knowledge structures without changing those structures; it occurs when children take information from the environment and incorporate it with their prior experiences. Through assimilation, children enhance their acquisition of sight words and their ability to generalize spelling patterns to decode other words. When parents read with their children, they may help them to facilitate assimilation by encouraging them to talk and write about important, interesting, and familiar events and activities such as family field trips, shopping, observations, and books heard and read.

In contrast, accommodating new information requires that existing knowledge be restructured to fit new information; it occurs when a child modifies old experiences and adds new ones. Through accommodation, children change their picture of the world on the basis of new information and become involved in authentic meaningful reading and writing activities. Parents may assist the accommodation function by providing opportunities such as book discussions, so that children may see new characters and situations from different points of view. In addition, parents can help children relate what they know to what they do not know. The amount of new information in the children's daily lives should be within their capacity to assimilate and accommodate.

In addition to the two types of adaptation, Piaget (1975) believed that the process of equilibration attempts to seek a comfortable balance between reality and the mind's picture of reality. Equilibration is evident as children acquire literacy. For

example, children ask for stories to be reread and retold in a search for a stabilization of ideas so that they may grasp them more fully. By going over and over the literature, children find things they had not noticed before. Rereading books develops fluency, familiarity, and understanding of the story within the text. Moreover, research evidence revealed that particular types of engagement and interaction are most likely to increase the communication skills of young children (e.g., Caulfield, 1995; Warren, Yoder, Gazdag, Kim, & Jones, 1993). For example, Fivush (1996) had 76 kindergarten students verbally recall an event, and found that the children's memories based on participation (e.g., showing and retelling the story) were likely to be complete, accurate, and organized compared to simply reading a story book. The children studied the pictures, memorized the story, and made up dialogue about the reasons for the pictured characters' actions. Similarly, some researchers suggest that before children are asked to read and write, they should have well-established skills in listening and speaking (e.g., Richgels, 2003). Children who have opportunities to explain, to argue, and to debate their ideas develop more adequate concepts and patterns of reasoning (e.g., Bevevino, Dengel, & Adams, 1999).

Research indicates that literacy development is recursive and can be conceptualized as a spiral. Literacy includes speaking, listening, reading and writing, and these mutually support one another (e.g., Dahl & Freppon, 1995; Ehri, 1994). For example, Cox and Many (1992) provided a description of a child's response to a book. The child retold the book centred on her own images, feelings, sensations, moods, and ideas, and then she wrote a story of her own based on that interpretation. Thus, family members oriented to the cognitive developmental approach to literacy

may initiate and facilitate talking with their children and discussing their children's retelling and writing, rather than only reading to their children.

*Providing appropriate reading materials.* Piaget (1955) stated that literacy growth is progressive and occurs in stages. As the internal structures grow and develop, children must interact with their environment and absorb these elements into their internal structures before the next stage can take place. Teaching that does not take the child's level of development into account will be unsuccessful (Piaget, 1971). Through sensory stimulation, including books with rhyme, rhythm, repetition, pictures, and textures, children develop their early literacy skills in both an enjoyable and a beneficial way (McFann, 2001). Researchers (e.g., Elster, 1998) suggested that books with interesting pictures, strong story lines and literacy language, and highly readable print can contribute to children's literacy development. Consistent with the research of Piaget, which demonstrates that children actively seek information that they use to develop their own model of reality, an ideal family literacy program should provide parents with books suitable for children that enrich their concrete experiences (McMullen, 1998). Moreover, researchers (e.g., Cox & Many, 1992; Reutzel & Hollingsworth, 1991) have suggested that children who are free to choose what they read and are free to write anything they want about the books they read not only have positive attitudes toward reading and writing, but also enhance their reading comprehension. Thus, in addition to offering suitable books, an ideal family literacy program may also encourage children to choose books they like and to write about their experiences.

*Young children's own literacy rate.* From a cognitive developmental perspective, a child's errors are actually natural steps to understanding words and acquiring literacy skills (Labinowicz, 1980). Children accumulate experience at their own rate. In this regard, Piaget's theory has been used as a foundation for the design of early literacy programs (Ferreiro & Teberosky, 1982; Kamii, Manning, & Manning, 1991). Parents must have confidence and patience in their children's ability to learn on their own. Rather than listening for right answers, parents may ask more open and exploratory questions that stimulate thinking and promote verbal problem-solving. By delaying judgment of the child's responses, parents have more time to listen and respond to what their children are saying, thus gaining insight into their constructed meanings (Meyer-Smith & Mitchell, 1997). When children are presented with nonjudgmental feedback that implicitly values their ideas and comments, they may be willing to take risks and engage in creative activities (e.g., writing) during the family literacy time (Hall & Robinson, 1994).

#### *A Social Cognitive Perspective*

Bandura's (1989a, 1989b) social cognitive theory is concerned with the interaction of cognition, behavior, and the social environment. From a social cognitive perspective, literacy is a means of communication and a tool of thought; the child is seen as a mirror, reflecting environmental experiences (Bandura, 1986). Children can be taught at a very early age if provided with enriched literacy stimulation (Bailey, 2003). According to Bandura, children's literacy learning occurs primarily through modeling, appropriate instructions and practice, motivation, and reading habits described as follows.

*Modeling.* In social cognitive theory, adults' modeling of literacy behaviors encourages children to practice literacy skills (Bandura & Harris, 1966). Even though research (e.g., Cohen & Salapatek, 1975) indicates that young children present certain attentional deficiencies that limit their proficiency in learning, Bandura (1986) suggested that adults (e.g., family members) may perform the reciprocated imitations in an exaggerated, animated fashion that is well designed to improve children's attention and literacy skills. In this regard, Bandura (1989b) believed that parents can be active literacy teachers; their modeling is a highly effective way of improving children's literacy learning:

Their [Parents'] instructive and corrective strategies include repetitive modeling of more advanced linguistic forms, restructuring and elaborating the child's constructions in modeled feedback, simplifying linguistic structures, varying the content around the same structure, rephrasing utterances, prompting, questioning, informing, answering, labeling, pictorial structuring of what is being talked about, and accenting grammatically significant speech elements. Parents tailor their language to the children's level of cognitive and linguistic capabilities. (p. 18)

Research suggests that adults as models may use a variety of strategies conducive to children's literacy development (Invernizzi, Juel, & Rosemary, 1997; Juel, 1996; Neuman, 1995; Wasik, 1997). While interacting with children, adults usually adjust their language to their children's linguistic competence (Neuman, 2000; Tabors, Roach, & Snow, 2001). For example, as family members read with their children, the family members adjust their speed of reading in order that their children can read the sentence back without hesitation. Not only does this reading technique encourage their children to read aloud using a model of expression, but it also makes the activity participatory for both children and family members.

*Appropriate instructions and practice.* Literacy skills increase with appropriate instructions and practice. Some studies (e.g., Enz, 2003; Rosenthal & Zimmerman, 1978) showed that young children whose poor performance was attributed to stage-dependent immaturity could improve their learning rapidly if they learned from modeling, and were taught the constituent cognitive skills for processing outcome information. Young children showed more attentiveness to modeled actions that were accompanied by objects and sounds. They learned the cognitive skills better than if the same response patterns were modeled silently or without objects (e.g., Fivush, 1996). In these instances, when family members' read aloud with their children and point out the illustrations and words to them, they are likely to be adequately modeling reading to promote children's literacy learning (Clay, 1998; Itzkoff, 1996).

*Utilizing information technology.* Within the social cognitive perspective, social factors influence young children's literacy development (Peters, Fitch, Huston, Wright, & Eakins, 1991). Electronic media are not only being widely diffused within societies, but ideas, values, and styles of conduct are being modeled worldwide via such media. Bandura (1986) pointed out that "the abundant and varied symbolic modeling provided by television, films, and other visual media" (p. 70) and "computer networks" (p. 154) play "an influential role in shaping human thought and action" (p. 70). Young children "are awash in a cosmic soup of language, images, music, drama, television, radio, movies, print media, and electronic media" that require them to become consumers and users of multiple symbol systems (Berghoff, 1997, p. 319). There is evidence to suggest that television is often

children's primary information provider (Browne, 1999; Clifford, Gunter, & McAleer, 1995). Klassen-Endrizzi (2000) pointed out that children's lives are dominated by family life, "along with television and video"(p. 69).

However, Bandura (1986) stated that the influence of technology could be beneficial. Families may utilize information technology (i.e., checking reading materials on the Web, and accessing on-line information) to enhance literacy (Dupont, 1998; Taipei Municipal Library, 2002a). Research evidence showed that providing cassette tapes, books, and CD-ROMs for children was an important supplement to the literacy instructional program of beginners (Casey, 2000). In their study of a home-school reading program with first graders, Koskinen et al. (2000) used appropriate books with audiotapes to support the participating children. The beginning readers who participated in the study were English as a second-language learners and native English-speakers. The young children were asked to take a book-tape package home daily, to listen to the tape and read the book, to rewind the tape and reread the book, and finally, to read the book aloud to their families. The researchers assessed the seven-month program and found that the program improved the children's academic achievement, reading motivation, reading interest, comprehension, and the skills of reading, talking, and discussion. Importantly, because they listened to their children's reading aloud with the tapes on a daily basis, the parents of the participating children reported that "the whole family can benefit from listening and learning to speak English" (p. 441).

*Motivation and reading habits.* Bandura (1986) stated that the acquisition of literacy skills has functional value, irrespective of time and place. For instance,

children may initially require social encouragement to learn to read, but after they become proficient at it, they read on their own for the enjoyment and useful information it provides. Such experiences can also build children's motivation and reading habits. Bandura believed that our expectations about the outcome of situations are heavily influenced by whether or not we think we will succeed at the things we attempt. He argued that motivation has a high degree of influence not only on our expectations but also on our performances. Empirical research evidence supports Bandura's statement that motivation is a useful predictor of young children's attitudes toward reading and writing (e.g., Turner, 1995; Wentzel, 1999; Wigfield, 1997; Wood & Bandura, 1989). In Karther's (2002) research on fathers with low literacy and their young children, one father reported that his son enjoyed reading because his son wanted "to turn the pages and look at [the pictures in the books]" (p. 189). Karther pointed out that the effect of the family literacy program in the study was to motivate father-child literacy activities. When the young child was motivated to read, he turned the pages of the book on his own, and his father regarded this as a sign of reading enjoyment. A clear implication of these insights into motivation is that family literacy programs which involve regular reading together may build on families' strengths, and provide the tools and support they need to become stronger (Literacy BC, 2005b; McKee & Rhett, 1995).

In addition, both children and adults can be motivated both intrinsically and extrinsically. In social cognitive theory, Bandura (1997) stated that, "Most human motivation is cognitively generated. In cognitive motivation, people motivate themselves and guide their actions" (p. 122) and "When material reward for

performance attainments is accompanied by either self-verbalization of competence or social feedback of competence, both children and adults sustain high interest in the activity” (p. 221). Bandura also contended that much positive social behaviour is learned by witnessing others perform positive acts and then seeing them praised or rewarded. A practical application of Bandura’s work is that a teacher can foster one child’s motivation for reading by openly praising another who enjoys reading or reads appropriate and interesting books. Likewise, schools and local libraries may provide families with family literacy programs and reward their children for daily reading.

Research has shown that by sending appropriate books home from the school and informing parents about the strategies for enhancing children’s motivation (e.g., using extrinsic rewards, developing intrinsic motivation), schools can foster students’ reading habits (Baker & Wigfield, 1999; Flora & Flora, 1999; Morrow & Young, 1997). For example, in her research on the role of motivation in literacy development, Gambrell (1996) reported that the inner-city first graders in the Running Start program were challenged to read or have someone read to them 21 books in a 10-week period. They were provided with a number of reading-related incentives (e.g., bookmarks, books) as an extrinsic reward. Gambrell found that because of these incentives, the children spent more time in independent reading, discussed books more often with their family members, and had higher levels of motivation for reading.

#### *A Social Learning Perspective*

Vygotsky (1978) asserted that literacy learning is a social learning phenomenon, with its natural beginning between parent and child in the home environment. From a social learning perspective, the development of an individual

relies on social interactions (Davydou, 1995). Children's literacy development requires the social coordination of various points of view if it is to be successful (Mugny, de Paolis, & Carugati, 1984). Other researchers (e.g., Heath, 1983; Payne, Whitehurst, & Angell, 1994) have also suggested that even adults with very poor reading and writing skills are usually able to participate in some literacy-related activities (e.g., asking their children questions to get specific information, engaging in storytelling to entertain, discussing daily events and family routines). These activities provide important contexts for children's literacy acquisition. The more a child interacts with other people, the richer the literacy skills he/she develops (Whitehurst & Lonigan, 1998). An example in which children's social life is highly emphasized is the Reggio Emilia approach (Edwards, Gandini, & Forman, 1993). In this approach, literacy learning goals and strategies are determined by teachers, specialists, and parents as they work with and learn from all of the children in the community. This effective, equitable, and exemplary program reflects Vygotsky's social learning theory. According to Vygotsky (1978), early literacy occurs in a social context primarily through book sharing, scaffolding, and literacy learning at home.

*Early literacy.* The beginnings of literacy emerge early in life. Vygotsky (1978) viewed language and literacy development as taking place in the context of everyday life from a very early age. He traced the roots of writing to the earliest infant gestures, which he described as writing in the air. By age three, many children begin to use a series of wavy, circular, or vertical lines that deliberately imitate adult writing and are distinctly different from drawing. By late kindergarten or Grade 1, most children recognize most or all of the letters of the alphabet and begin to use

invented spelling by finding the speech sound that most closely fits what they want to write (Clay, 1998; Richgels, 2002).

Vygotsky (1978) believed that the social dialogues between young children and their caregivers are crucial for children's literacy development. The role of the adults is to facilitate the children's thought and response to literacy and to extend child-initiated learning. As children become engaged in social situations around literacy topics, they are in a position to internalize them as self-regulatory inner speech and make them their own. Research has supported the idea that early literacy experiences increase young children's phonological awareness, syntactic awareness, and verbal memory, which were the predictors of word recognition, reading competence, and writing acquisition (Cronin, Farrell, & Delaney, 1999; Tunmer & Hoover, 1992). Within an early literacy perspective, the family and community's social influences contribute to children's literacy learning prior to formal schooling. In this regard, the majority of family literacy research and the resulting instructional programs (e.g., family literacy programs) have concentrated primarily on families with children from birth to age nine (Hendrix, 2000).

*Book sharing and silent reading.* Vygotsky (1962) regarded children's literacy development as evolving from social speech, which includes communicative speech and egocentric speech. Communicative speech is used for social contact such as book sharing, whereas egocentric speech accompanies children's ongoing activities and is used for planning and organizing actions. Vygotsky believed egocentric speech to be a transition stage from vocal to inner speech. Inner speech is thinking in pure meaning: a condensed, abbreviated speech that is a prerequisite to written speech

(Wertsch, 1985). Children need opportunities to talk to themselves and others as they go about their work. Young children cannot “work quietly” the way adults can. As such, literacy is a social tool as well as a tool for learning. Family members may be encouraged to foster a literacy-rich environment at home that is cooperative, collaborative, and not necessarily quiet.

*Scaffolding.* Wood, Bruner, and Ross (1976) shared Vygotsky’s (1962) respect for the role of adults in supporting children’s literacy acquisition. They employed the concept of scaffolding for the explanation of parent-child interactions as literacy learning. The term implies that the parent is active, simplifying, manipulating, or structuring the environment as a stimulus for the child’s learning, rather than the sole source of it. Wood et al. (1976) noted that mothers read to their young children and gently yet supportively guided them toward successful literacy experiences. Similar findings in Crain-Thoreson et al.’s (2001) research indicated that in parent-child book reading, fathers used “who”, “what”, and “where” questions to elicit descriptions, but went on to “how” and “why” questions to develop event sequences, motives, and consequences. Mothers were talkative with their young children in order to keep children engaged in the interaction.

Berko-Gleason’s (1989) research examined family factors (e.g., family members’ gender) on the scaffolding process. She found that fathers tended to use more insulting terms with sons and endearing terms with daughters. They also interrupted their children more often than do mothers, and were more demanding conversational partners than mothers. Family factors such as parents’ gender have implications for the nature of scaffolding and the literacy-learning environment.

Moreover, although scaffolding provides a strong support for a young child's verbal interactions (Beed, Hawkins, & Roller, 1991), research has shown that the ways in which parents teach their children through scaffolding are varied. Some parents of good readers use scaffolding as children attempt to understand stories, as well as strategies for avoiding frustration. The parent might begin the story and do much of the talking in the form of modeling the making of predictions. Over time the parent speaks less and encourages the child to take a more active role in reading or telling the story. In contrast, parents of poor readers use scaffolding, which focuses upon decoding, and sometimes even cover pictures to avoid a child's "cheating" in figuring out a word. They regard reading as a serious job, which their children must work to master (Lancy, Draper, & Boyce, 1989).

*Literacy learning at home.* Literacy is acquired within a variety of meaningful contexts and is an important part of the learning process (Barton & Hamilton, 2005). Children should be provided with ample opportunities to actively seek abstract information from their environment (Vygotsky, 1978). Opportunities for social interactions are the primary motivation for children to learn literacy (Baker, Mackler, Sonnenschein, & Serpell, 2001). Research has shown that children who learn to interact successfully with others tend to develop more effective learning strategies and literacy skills (e.g., Howard, Shaughnessy, Sanger, & Hux, 1998). In addition, rather than interacting with their mothers, who are assumed by educators and politicians to be their primary caregivers in the home, some young children spend much time interacting with other family members who are influential in transmitting literacy practices and values, offering support and encouragement, and modelling

ways of sharing texts and taking meaning from the texts (Gregory, 1996; Whitehead, 2002). Moreover, family literacy develops in a variety of ways including sharing oral family stories, reading the Bible, talking during the family mealtime, and writing a shopping list, in addition to the book-reading experiences (Barton & Hamilton, 2000; Beals, 2001). Thus, a social learning perspective attributes significance to the social and cultural context (New, 1998). Literacy learning occurs in this context as the child gradually acquires competence through interaction with others (Vygotsky, 1978).

Longitudinal studies have provided evidence that the social and cultural context at home influences young children's literacy learning (e.g., Olofson & Niedersoe, 1999). For example, Weinberger (1996) found that children who were experiencing reading difficulties at age seven were less likely to have had a favourite book at age three and were read to less frequently by their parents at age five. A similar set of findings comes from the work of Heath (1983), who suggested that some parents may talk with their children about the content of readings and relate it to their own experiences, while others do not. Some parents encourage their children to answer questions about the books they read, while others do not. In Kelly's (2004) case study of a preschooler's literacy learning at home, the child's grandparents bought videos and computer games for him and spent time with him playing the interactive games, watching videos and TV, singing with the soundtrack of children's songs, talking back to the screen, and laughing at their antics. The child's interest in using media and popular culture was encouraged by his family members as they shared literacy activities with him. Findings such as these suggest that opportunities

for literacy learning in the homes of young children may exert considerable influences on the quality and frequency of family member-child reading interactions. A range of family literacy differences is present across the social and cultural context in families, and influences children's literacy development (Sonnenschein et al., 2000).

### *Family Literacy in Taiwanese Culture*

Family literacy in Taiwanese culture is different from other cultures in which family involvement in their children's early literacy development is regarded as important. In Gunderson and Anderson's (2003) study, 30 families with different cultural backgrounds were surveyed to determine their expectations of children's literacy learning. The researchers found that family involvement in their children's literacy varied according to culture. They pointed out that the European-Canadian parents valued "reading to child" as their major role and "perceived modeling and demonstrating literacy and providing materials as important. They emphasized activities and events that would socialize children into literacy" (p. 132). On the other hand, the Asian parents, including those from Taiwan, valued "teaching children to print neatly" and performing accurately and precisely "to be important in literacy learning" and more important than taking risks and inventing (p. 132). Gunderson and Anderson concluded that

The upper middle-class Chinese parents viewed the best as being a product, the accumulation of knowledge to enable their children to pass a test that will allow them to enter a university and subsequently to graduate and become a member of a profession. (p. 141)

Such Taiwanese family values on their children's academic achievements are a factor which can influence the ways families may support their children's literacy learning.

On the other hand, the value Taiwanese families place on their children's academic achievements may have a positive effect on their involvement in a family literacy program. In Beckert et al.'s (2004) research, a questionnaire of parent expectations of child-rearing was administered to each of 223 mothers and 200 fathers of 3- to 6-year-old children in Taiwan. The researchers found that over half (55%) of the parents who spent 10 hours or more per week interacting with their child and doing things together demonstrated greater expectations of child-rearing than peers who spent less time interacting with their child. (Another 22% spent 5-10 hours per week with their child, while 24% were with their child fewer than 5 hours a week.) The findings also indicated that Taiwanese parents with young children look forward, with some anxiety, to providing the best education possible for their children. They understand the importance that will be placed on grades and test scores as the children progress toward college. Consequently, they tend to focus even during these early years of schooling on the outcome-based effects of academics for their young children's future. Beckert et al. suggested that parents should be encouraged to invest greater amounts of quality time talking to and doing things with their children.

In addition, family factors should be considered in research on involvement in literacy programs in Taiwan. Contrary to the findings in Beckert et al.'s (2004) research which indicated that 76% of the Taiwanese parents spent more than 5 hours per week with their child, Lee (2002) found that the average time of parents in Taiwan reading with their children was 2.6 hours per week. In Beckert et al.'s research, 48% of the participating parents were middle-income, while 40% of them were upper-income, with 60% reporting "university/college," and 27% having

attended graduate school. This raises a question: What are the responses of Taiwanese families with low educational levels in a low-income community to involvement in their young children's literacy learning? The curriculum of early childhood education is being revised to assign the highest priority to engage parents in a new context—as their children's first teachers who should arrange preschool learning at home to prepare children for the classroom (Taiwan Ministry of Education, 2001). Thus, parents of young children, regardless of their educational levels and occupations, are being encouraged to become involved in their children's learning so as to be better able to establish partnerships with their children's schoolteachers.

#### *Summary of the Chapter*

The chapter has provided a broad overview of the pertinent literature needed to foreground the research questions within this study. Key factors influencing family involvement in literacy programs were identified in general terms. Next, as the goal of this study was to investigate family factors influencing involvement in literacy programs, various theoretical perspectives were summarized, and their implications for family involvement in the programs were described. Not only did the literature review draw on a variety of sources to offer a view of family literacy, it also provided a broadly described base for conceptualizing effective ways of involving families in a family literacy program. These included providing young children with suitable reading materials, a literacy-rich environment, and creative literacy activities. Literacy is viewed as an interactive process, reflecting family values within a social context. Family literacy in Taiwanese culture was also described. In the consideration of family factors (e.g., children's age, family

members' gender, educational levels, and occupations), it was hypothesized that differences would emerge with respect to families' reading activities, perceived outcomes and benefits of the home-school reading program and the home-library summer reading program provided for this study.

## Chapter 3

### Design and Procedures

In this chapter, the research design and procedures of the study are described. This includes the locations, participants, instruments, program organization and content, the research methodology used, a description of the programs that were implemented, the time frame, and the methods used to collect and analyze the data. The role of the researcher and the limitations of this study are also discussed.

The purpose of this study was to investigate the relationship of family factors and family involvement in family literacy programs in Taiwan. Very little has been reported about the implementation of family literacy programs for fostering children's daily reading habits in Taiwan. Because of the relatively limited research in the area, this study was considered to be exploratory and descriptive. This study employed a grounded theory approach in the analysis of questionnaires, interviews, book logs, and family visits.

#### *Locations of the Study*

The locations selected for this study were four elementary schools and two nearby public library branches in the WanHua, NeiHu, and WenSun communities in Taipei. For reasons of convenience, accessibility, collaboration, and time, it was decided to limit this study to three communities (see Table 1). Because of the accessibility of these settings, it was possible for families to participate in both a home-school reading program and a home-library summer reading program that were designed for this study. Not only were the locations of the schools and the public libraries in the communities known to the families, but families were able to borrow

Table 1  
*Comparison of the Area, Population, Population Density, and Gender of the Citizens of Three Communities as Well as the Education of the 15-24 Year Old Population*

	Taipei	Communities		
		WanHua	NeiHu	WenSun
Area (KM <sup>2</sup> )	271.7997	8.8522	31.5787	31.5090
Population	2,627,138	200,266	259,789	256,506
Population density (persons/Km <sup>2</sup> )	9,666	22,623	8,227	8,141
Gender (male/female %)*	97%	104%	97%	98%
Education of 15-24 year olds				
Ph.D./Masters	2%	1%	1%	2%
University/College	41%	37%	38%	42%
Senior high school	36%	38%	33%	38%
Junior high school	18%	20%	24%	15%
Primary school	3%	4%	4%	2%

*Note.* Adapted from the *Report on Young Adults, Teenagers, and Children's Population and Crimes in Taipei*, by Taipei City Police Department, 2003, pp. 20-21. \*Gender (male/female %): 104% indicates 104 males compared to 100 females, while 98% indicates 98 males compared to 100 females.

books from the libraries which operate 11 hours a day and seven days a week.

Participation and continuation in the programs were thus facilitated by reducing physical barriers such as transportation.

In addition, the Long-Shan public library branch was included in this study because of its location in the community of WanHua where 50% of the population were low-income families. Although established in Taipei for the past seven decades, the Long-Shan public library branch had fewer resources than other libraries (Taipei Municipal Library, 1999). For example, the library had only two staff members compared to other libraries in Taipei where there were at least four staff members. Although it is close to an elementary school that was established in 1896, the library had few books (Taipei Municipal Library, 2000), and most of them were religious books. Perhaps one of the reasons that the Taipei Municipal Library

allocated religious books at the Shan Library Branch was because the community of WanHua has many famous Buddhist temples and Christian churches. The community was established in 1709 and is a traditional, historical, yet low-income area. This was reflected in the readers' complaints that the library was often full of idlers and loiterers, yet the librarians did nothing to deal with them. Thus, it is likely that family members in the community might not encourage their children to access this library.

One of the major reasons that the home-library summer reading program in this study was located on the first floor of the Long-Shan Pubic Library Branch was that it allowed me to help families utilize the resources of the library. For example, family members and children had the opportunity to become familiar with ordering books from the main library and from the other 50 library branches in Taipei. In addition, according to the Taipei City Department of Budget, Accounting and Statistics (2003a & 2003b), more low-income families lived in WanHua (18%) than in NeiHu (6%) or WenSun (14%), and population density in WanHua was higher than in NeiHu and WenSun. Also, the educational levels of families in WenSun were reported as being slightly higher than in NeiHu and WanHua (see Table 1). The socioeconomic differences across the communities made it possible to investigate whether specific family factors in this study (e.g., family members' educational levels) were related to involvement in the family literacy programs.

### *Participants*

The sample for this study consisted of five principals, nine teachers, three public library heads, and 300 families. Each of the 300 families (i.e., one child and one parent or other caregiver) volunteered to participate. These families lived in three

communities located in Taipei, the largest city in Taiwan, which has the ninth highest population density in the world (Fact Monster, 2004). They had the opportunity to participate in both a home-school reading program and a home-library summer reading program. These programs were designed and implemented by the school principals, teachers, and local library heads to foster young children's reading habits. The criteria for selection of the participating families were (a) children aged 3-8, (b) enrollment in either or both of the programs, (c) regular attendance, and (d) signed consent to participate in this study (see copy of letter, Appendix C).

I requested and received approval for this study involving human subjects, from the Human Research Ethics Committee of the University of Victoria (see Appendix A). Upon receiving approval from the committee, I began to make telephone calls to the principals, teachers, and library heads in the three target communities in Taiwan asking if they would be interested in participating in this study (see Figure 1). I also faxed my articles (Tsai, 2002, August 12 & November 17) to them that described implementation of a family literacy program. Five principals, nine teachers, and three library heads emailed or faxed their consent letters to participate in this study. Seventeen volunteer participants --five principals, nine teachers, and three library heads-- were recruited. Four principals, eight teachers, and two library heads implemented the programs, while one principal, one teacher, and one library head lived in a rural area, and were only interviewed as part of this study.

Figure 1 Procedures for this Study

Timeline		Program	Procedures
Recruitment	Mar. 2003	Home-school &	Contacting the principals, teachers, and public local library heads in the three target communities by long-distance phone calls, emails, and fax.
	April 4 -10	Home-library	Visiting the four schools and two public local libraries, meeting the participants, and introducing the programs to the teachers and librarians.
		Home-school reading program	Helping teachers design children's book log and select children's books.
			Introducing the home-school reading program to families in the family literacy workshops, and recruiting the participating families. Distributing family visit consent forms to the participating families, and recruiting 15 families for visiting.
Implementation	April 14 – June 18		Distributing books and book logs to the participating children, and asking them to read with their families at home.
Data collection	June 10–28	Home-library summer reading program	Collecting data from the participating families' book logs.
			Interviewing five principals and nine teachers.
			Visiting 15 families.
			Conducting family members' and children's feedback questionnaires.
Recruitment	June 28		Conducting families' enrolment questionnaire at two public libraries and one school.
Data collection	June 28 – Aug. 17		Introducing the home-library summer reading program to families in the family literacy workshop, and recruiting the participating families. Distributing book logs to the participating families.
			Interviewing three library heads.
			Visiting 15 families.
			Collecting data from the families' book logs. Conducting family members' and children's feedback questionnaires.

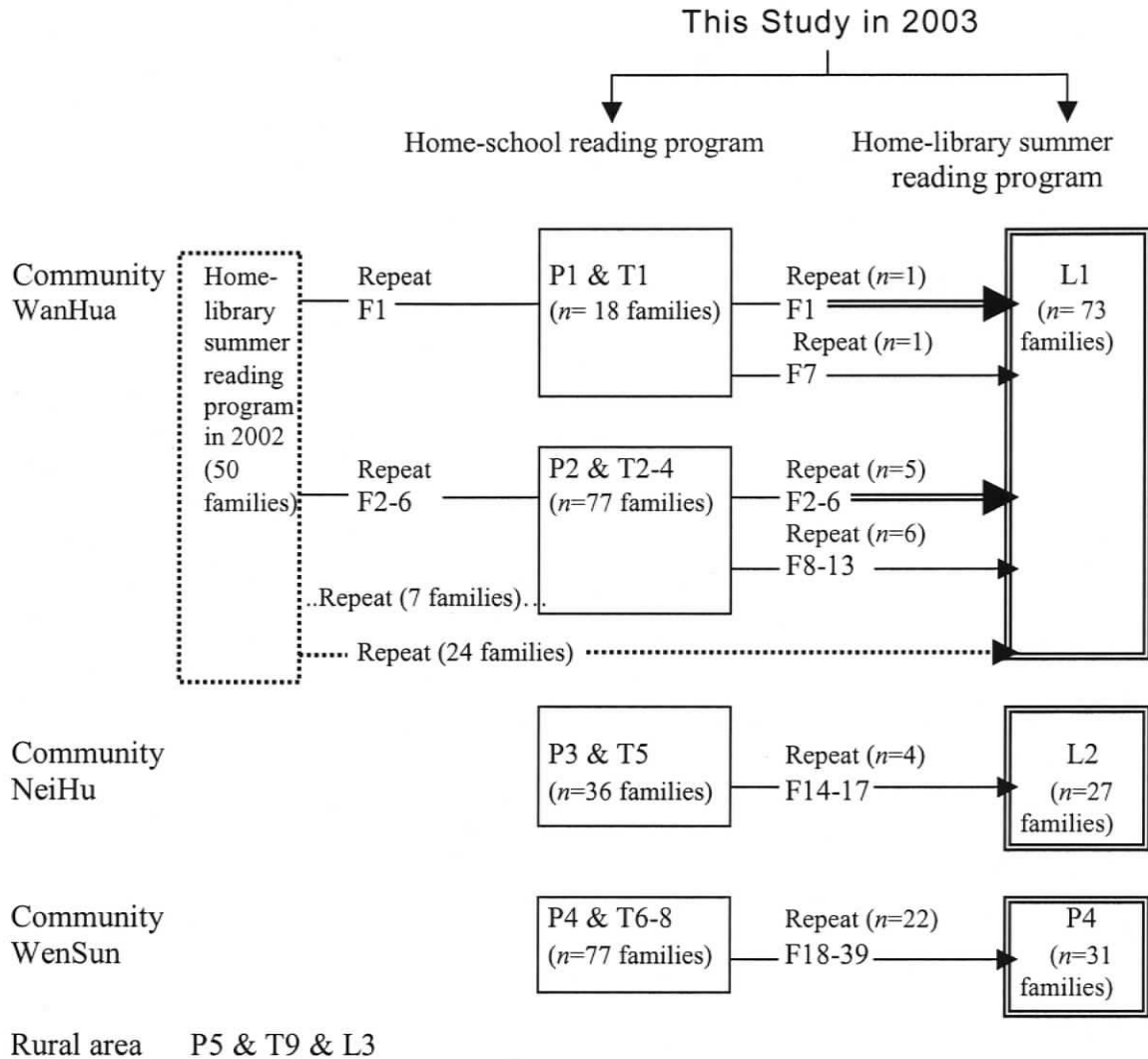
In April 2003, I visited the four schools and two public local libraries, and introduced the programs to them. During scheduled meetings in the schools and libraries, I was introduced to the children and families. The purpose and rationale of this study were communicated and the potential participants were assured of confidentiality and anonymity as per the University of Victoria's Human Research Ethics Guidelines (see Appendix C). The participants were told that they could withdraw from this study at any time. I was available for questions during the whole process. Three hundred families voluntarily participated in this study. In addition, thirty of these families expressed an interest to be visited and signed the consent form (see Appendix C).

Of the 300 families, 208 were involved in the home-school reading program, 131 in the home-library summer reading program, and 39 participated in both programs (see Figure 2). The children were in junior kindergarten to Grade 3 in four elementary schools in Taipei, of which 51% in WanHua, 20% in NeiHu, and 29% in WenSun. Eighty-nine percent of the 300 participating adult family members who signed the consent form and later filled out the questionnaires were female, while 51% of the 300 children were female and 49% were male (see Table 2). The participating family members had between 1 and 5 children (see Table 3). The ages of the 299 parents, one grandparent, five principals, nine teachers, and three library heads ranged from the 20s to the 50s, while the children were between three and eight years old. The majority of the principals, teachers, and library heads had been working at either a school or library for more than ten years (see Table 2).

To obtain background information, I asked the 300 family members about their occupations and educational levels. Thirteen percent of the family members reported that they were working for the government, 35% of them were homemakers, and 52% worked at private agencies. None of the family members surveyed indicated that they were unemployed. Ten family members (3%) indicated that they had a Ph.D/Masters degree, while 48% reported "university/college," 42% reported "senior high school," 5% reported "junior high school," and 2% reported "primary school" (see Table 2).

In addition to demographic data, the children were asked if their grandparents lived with them and also the average length of time their family members stayed at home with them on a daily basis. Teachers were also asked

Figure 2 Participants in the Communities and Programs



*Note.* Participants included 300 families, five principals, nine teachers, and three library heads. Thirty-nine repeat families participated in both the home-school reading program and the home-library summer reading program in 2003. Some repeat families also participated in the home-library summer reading program in 2002. “P” denotes principal (e.g., P3 = Principal #3), “T”= teacher, “L”= local library head, “F”= family. “-” signifies a home-school reading program, while “=” represents a home-library summer reading program in 2003, and “...” denotes a home-library summer reading program in 2002.

Table 2  
*Distribution of Participants by Gender and Background*

	Children		Family member		Total		Principal		Teacher		Library	
	M	F	M	F			M	F	M	F	M	F
Community												
WanHua	75	80	12	143	310	51%	0	2	0	4	0	1
NeiHu	27	32	8	51	118	20%	0	1	0	1	1	0
WenSun	45	41	13	73	172	29%	1	0	0	3	0	0
Rural area							1	0	0	1	1	0
Total	147	153	33	267	600		2	3	0	9	2	1
%	49%	51%	11%	89%								
Program												
Home-School	106	102	31	177	416		1	3	0	8	0	0
Home-library	61	70	5	126	262		1	0	0	0	1	1
Both programs	20	19	3	36	78		1	0	0	0	0	0
Non-program							1	0	0	1	1	0
Age												
20s			0	2			0	0	0	2	0	0
30s			18	218			0	0	0	3	1	0
40s			15	46			0	1	0	4	0	0
50s			0	1			2	2	0	0	1	1
Educational level												
Elementary			0	6			0	0	0	0	0	0
Junior high			0	14			0	0	0	0	0	0
Senior high			14	112			0	0	0	0	0	1
University/college			16	128			1	3	0	9	2	0
Ph.D/Master			3	7			1	0	0	0	0	0
Years of working experience												
< 10							0	1	0	2	1	0
11-20							0	0	0	3	0	0
21-30							0	1	0	4	0	0
> 31							2	1	0	0	1	1

Table 3  
*Distribution of Participants by Children's Age, Gender, Grade, and Sibling Order*

Number of children Living at home	Children's sibling order		Children's grade				Children's age								
	Total	%	Total	%	Grade	M	F	Total	%	Age	M	F	Total	%	
1	64	21%	1	147	49%	Junior K	33	32	65	22%	3	11	15	26	9%
2	170	57%	2	124	41%	Senior K	36	24	60	20%	4	18	17	35	12%
3	54	18%	3	24	8%	Grade 1	9	8	17	5%	5	41	27	68	23%
4	10	3%	4	4	1%	Grade 2	52	61	113	38%	6	8	8	16	5%
5	2	1%	5	1	1%	Grade 3	17	28	45	15%	7	50	58	108	36%
											8	19	28	47	15%

whether there were children of single parents in the class. With regards to family participation, a comparison of the participants within the specific communities and programs is listed in Table 4.

Table 4  
*Number of Participating Families Across Communities and Programs*

Community	WanHua	NeiHu	WenSun	Total
Program				
Home-school program	95	36	77	208
Home-library summer program	73 (*13)	27 (*4)	31 (22*)	131 (*39)
Total	155	59	86	300

*Note.* (\*) denotes the repeat families that participated in the home-school program and further participated in the home-library summer reading program (e.g., 13 of the 73 families in WanHua participated in both programs).

### *Program Organization and Content*

As discussed previously, both a home-school reading program and a home-library summer reading program were made available for this study to provide families with appropriate children's books and family literacy workshops in order to facilitate family member-child reading at home and foster children's reading habits. I recruited the participating principals, teachers, and local library heads, and they became involved in implementing the family literacy programs for 3 to 8 year-old children. They selected books for children and encouraged them and their family members to read at home. They also offered prizes (e.g., stickers, seals) to reward children for participating in the programs. I obtained permission from the four participating principals and from two library heads to help the schools and libraries implement the programs, which will be described below.

*The Home-School Reading Program*

*Recruitment.* The home-school reading program was conducted simultaneously at the four schools in the three target communities with 208 families, and lasted from four to eight weeks (see Figure 3). The program designed for Taiwan evolved from my review of research studies and observation of home-school reading programs implemented in Victoria, Canada. Before this study, I was involved as a parent and for two years had been reading daily with my young children at home. Four principals and eight teachers in Taiwan from the kindergarten to the third-grade levels initiated and directed the program from April 14 to June 18, 2003. In a family literacy workshop in April 2003, I explained the purpose of the home-school reading program as a method for family members to read with their children at home (see Appendix B).

*Figure 3* Comparison of the Home-School Reading Program in the Communities

Location	WanHua		NeiHu	WenSun		
	A	B	C	D		
School						
Grade	*Kinde.	Grade 2	Grade 2	Kinder.	Grade 2	Grade 3
Period	30 days	70 days	60 days	60 days		
Number of participating families	77	18	36	35	35	7
Offering family literacy workshops	✓	✓	✓	✓		
Providing book bag and logs	✓	✓	✓	✓		
Providing books	✓	✓	✓	✓		
Providing prizes	✓	✓		✓	✓	
Offering a closing celebration for awarding the participating teachers and families			✓	✓		
Awarding the participating children in an assembly		✓		✓		

*Note.* (\*) denotes three kindergarten teachers.

*Materials.* Materials supplied to each participating child were a book log, books that were exchanged daily and were appropriate to each child's reading ability, and a book bag to carry these materials between home and school. Book logs

(see Appendix D) included a comment section and asked for the following information: date, title of book, the child's rating of the book (1-5 stars), who read with the child, and the length of time spent reading the book. In the book log, all of the blank boxes except the comment section were completed by the family members or the children, while the comment section was completed only by the family members.

*Collaboration.* All of the participants in the home-school reading program were asked to cooperate with one another. The children had the responsibility of choosing a book, packing their book bags with both a book and the log, as well as participating in the daily reading with their family members at home. The family members had the responsibility of creating the daily time needed, providing a comfortable, positive, and encouraging environment, and completing the log record. The teachers had the responsibility of providing reading materials, recognizing the accomplishments of students and family members, and answering questions.

The teachers had the option of either selecting children's books from their school libraries or asking their students to bring books from home. Seven teachers preferred to select school library books, while one Grade 2 teacher asked her students to bring books and exchange them for reading. The various schools rewarded the participants in different ways (see Figure 3). For example, in a Grade 2 class in WanHua, the children received a book-mark sized certificate from the school for every ten books they read. When they received 26 book-mark sized certificates, their accomplishments were recognized on the morning school broadcast and they were awarded a bigger certificate (size 8½" x 11") from the school principal who participated in this study. In the other participating school in the same community, the

kindergarten children received stickers for every twenty books they read. The school in NeiHu awarded the participating teachers and families in a closing celebration, rather than providing the participating children with stickers at regular intervals. Thus, the operation of the home-school reading program in the schools varied, depending on the participating principals' choices (these details will be discussed in Chapter 4).

#### *The Home-Library Summer Reading Program*

The home-library summer reading program was conducted in two public libraries and one school in the three communities, and lasted from four to seven weeks (see Figure 4). The major reasons for using a public library as the location for conducting the family literacy program were as follows: (a) the role of the public library is to promote literacy and provide literacy materials; (b) the public library has been established in Taiwan for decades and families are familiar with its functions; (c) the location of the public library in the community is known to families; (d) the public library is convenient--in Taiwan, it operates 11 hours a day (from 8:30 a.m. to 9:00 p.m.) and seven days a week. The services include lending and renewing

*Figure 4* Comparison of the Home-Library Reading Program in the Communities

Location	WanHua	NeiHu	WenSun
	Public library	Public library	Elementary school
Time period	50 days	50 days	30 days
Number of program flyers distributed	800	150	100
Number of participating families	73	27	31
Arranged an opening ceremony	✓		
Offered a library tour	✓		✓
Provided book bags and logs	✓	✓	✓
Provided books and prizes	✓	✓	By public library
Offered family literacy workshops	✓		
Offered storytelling time		✓	✓
Offered movie time		✓	✓
Offered family field trips	✓		
Offered a closing celebration for the performance of families' reading responses	✓		
Rewarded the children in public	✓		✓

items (e.g., books, magazines, videos, CD-ROMs), placing items on hold, inter-branch loans, storytelling, and offering family library cards.

The home-library reading program was established in the summer of 2003 and emphasized family literacy for families with young children (3 to 8 year-olds) in order to build the home-library connection at an early age. Because the family member-child interactions during family literacy routines were regarded as an important element in this study, both day sessions were held at the libraries and included such activities as storytelling time, and family literacy workshops. An additional component, family field trips, was also included in the program. Day sessions were held once a week for 90 minutes for seven weeks, while weekly family field trips took place on Saturdays for three hours. In the weekly workshops, the average group size ranged from 15 to 20 family members and about 30 children. The outlines and procedures of the program are shown in Appendix E, whereas the rationale of each component will be described later.

The home-library summer reading program in this study was developed from the original program in 2002. In the summer of 2002, I helped the Taipei Municipal Library establish a 40-day home-library summer reading program at the Long-Shan Public Library Branch (Tsai, 2002, August 12). The program was brand-new in Taiwan because it emphasized family member-child reading interactions at home on a daily basis, rather than the existing library summer reading program in which children aged 6-12 completed 20 worksheets by searching for information from specific books in the library. The home-library summer reading program in 2002 provided 50 pairs of parents and their children aged 3-8 with books, prizes, family literacy workshops,

field trips, and a closing celebration for the performance of children's reading responses. These components of the program in 2002 were the same as the home-library summer reading program in 2003 for this study. Two library heads in Wanhua and NeiHu were willing to implement a fifty-day family literacy program during the summer of 2003 for this study. The 2003 program at WanHua was developed by expanding and elaborating on the 2002 experience. For example, the 2003 program added some components including a local library tour, a book bag, an opening ceremony for introducing families to the family literacy program, and a closing celebration for the performance of family members' reading responses. (All of the components of the home-library summer reading program will be described in detail in the next section.)

The implementation and components of the home-library summer reading program in the three communities varied depending on the libraries' situations. Unlike the participating library heads in Wanhua and NeiHu, the library head in WenSun committed to arranging a library tour and offering prizes along with serving the families rather than implementing the home-library summer reading program and being interviewed in this study. In this community, it was the principal, whose school was located near the library and who was participating in the home-school reading program during the school year, who implemented a home-library summer reading program for the students in his school. In addition, the libraries in NeiHu and WenSun provided children with a weekly storytelling time and movie time, while the library in WanHua offered the participating families field trips to the Taipei Zoo and the Taipei Municipal Main Library because of insufficient space for weekly activities

in the local library. However, the local library provided the participating families with an opening ceremony and closing celebration by allowing them exclusive use of the big studio at the library. These public libraries were near the schools that had implemented a home-school reading program prior to the home-library summer reading program. Thus, the libraries provided the participants with different activities to support the schools' efforts to promote family literacy (see Figure 4).

*Preparation for the home-library summer reading program.* At the beginning of June in 2003, I distributed the home-library summer reading program flyers to the families in the home-school reading program at the four target schools in order to encourage their continued participation in the home-library summer reading aspect of the study. I also distributed the home-library summer reading program flyers to the two target public libraries at the request of the library heads. The flyer I designed contained a registration form, rewards information (described later) and an enrolment questionnaire (see Appendix I) that elicited suggestions to improve the program. Prior to the program's starting date at the end of June, none of the 131 families had given suggestions in response to the questionnaire, and the program was not revised. The home-library summer reading program which included an opening ceremony, storytelling time, movie time, family literacy workshops, family field trips, and a closing celebration was maintained and is described as follows.

*Opening ceremony.* There was an opening ceremony on Sunday, June 29<sup>th</sup> at the library in WanHua between 2:00 and 4:00 p.m. The activities included a family orientation workshop for family members and children, who worked together to make log books, received book bags, chose books, and became familiar with the family

literacy practices (e.g., reading with each other, talking about the books, writing book logs, playing word games). I introduced the events of the program to the participating families and reminded them that they could obtain a library sticker for every ten books finished. They could also obtain a program certificate if they read 30 books during the program period. Mayfield (1998) stated that “family members are willing to work with their children at home but are unsure of what to do or how to do it” (p. 14). Therefore, suggestions for assisting families with their children’s literacy learning at home are important. Before implementing the program, I explained to the families the choices they had (e.g., the types of family member-child literacy interactions, the selection of books). Moreover, motivation is an important stimulus for the participants in the family literacy program, particularly for young children (Wentzel, 1999). The program offered either a library sticker, a certificate or a prize (e.g., a beautiful book) in order to attract children who were beginning to read books. Furthermore, to stimulate their interest in reading and writing, the program provided a book bag, which included favourite picture books that children could take home (Enz, 2003).

*Storytelling and movie time.* The Taipei Municipal Library arranged the weekly Storytelling and Movie program in several branches but not in the target library in WanHua due to insufficient space (Taipei Municipal Library, 2002c). On Saturdays, in NeiHu and WenSun, library volunteers who were experienced elementary school teachers told stories and read aloud to children. Storytelling is a valuable social skill and helps children become familiar with story language and narrative structures. This awareness helps them read stories more easily and with greater enjoyment, introduces them to common plots and themes, and actively

involves them with literature. Children need many story-reading experiences to acquire story schema. Knowing how a story begins and ends and the story's sequence of events is important to literacy development (Dickinson, 2001). In addition, as discussed previously in Chapter 2, viewing movies was an important supplement to the literacy instructional program of beginners. By arranging weekly movie time on Wednesdays for families, libraries provided them with an enjoyable family time, while encouraging them to come and access books. The 58 participating families in NeiHu and WenSun were provided with weekly storytelling and movie time, thus helping them promote literacy in the home and see the public library as a valuable community resource.

*Families' literacy workshops.* In this study, the home-library summer reading program provided the participating families in WanHua with weekly family literacy workshops (see Appendix E). These included playing word games (British Columbia Library Association, 1995), utilizing puppets, and using audio-visual aids to facilitate children's reading (Brock & Dodd, 1994). All the sessions were run in Chinese. Morrow (1989) suggested that because young children enjoy word games, these can become an important activity for developing early literacy. Some word games which emphasize sounds and sound patterns introduce phonics, which is a part of many beginning reading programs (Grant, 1994). Therefore, I demonstrated playing word games to the participating families in the workshops (see Appendix E).

The participating families in the family literacy workshops also learned to utilize the audio-visual aids borrowed from the libraries to enhance their children's oral language, auditory sequencing, discrimination, and memory skills. Several

educators (e.g., Lottridge, 1998; National Council of Teachers of English, 1997) have suggested that the rhyme, rhythm, and repetition of verse and chorus heighten the predictability of language, promote an appreciation of various types of literature, and provide stimulation for creative writing and story telling. I explained to the family members the advantages of utilizing the audio-visual materials to help their children's literacy development: (a) They could learn the songs at home whenever they wanted; (b) They could rewind the tapes whenever necessary, while they enjoyed the songs, rhymes, and stories; and (c) They could become familiar with the translation of words in different languages (e.g., Chinese, English, Taiwanese dialect) while reading the books and listening to the tapes. I then demonstrated playing the children's songs in Chinese, English, and Taiwanese dialect while using the books, and showed family members how to track the words of the songs with their finger to enhance their children's word recognition. I showed them the lists of nursery rhymes and folk songs, and the packages of children's rhyme books which included both books and tapes, CD-ROMs, or videos that the Taipei Municipal Library and 50 branches have available to borrow. I also let the family members know how to borrow these items on-line. In addition, I encouraged the participating families to memorize favorite poems or nursery rhymes with their children, and recite them together for fun.

*Families' field trips.* During this study, the library in WanHua provided the participating families with two family field trips, one to the Taipei Municipal Main Library and the other to the Taipei Zoo. According to research (e.g., Driscoll & Nagel, 1999; Fivush, 1996), the richer, more varied, and more direct the children's experiences are, the greater their store of concepts will become. Seeing animals

outdoors, and hearing a musical performance are very different from looking at pictures of these same things. Asking questions is appropriate for young children, who are very observant and can use their categorization or classification abilities with the abundance of natural materials available in the community. Thus, family literacy is not limited to the home. Family field trips which allow children to actively experience, interact, act, and react to the environment will facilitate their formation of concepts. For example, when visiting the zoo, the children looked at the animals with great curiosity. Similarly, when visiting the Taipei Municipal Library, a librarian taught the participating families the use of library computers for tasks such as borrowing children's CD-ROMs, placing items on hold, and connecting to adult education services (Taipei Municipal Library, 2002a).

For each field trip, I helped the families get to the destinations for that day (see Appendix E) and encouraged them to borrow books from the libraries. After visiting the zoo and reading the animal books together, the families shared their experiences. They expanded from reading to talking and writing about the books. By establishing an underlying atmosphere of acceptance and encouragement, I provided the opportunity in the family literacy workshops for children to explore their ideas and share their love of literature (see Appendix E).

*Closing celebration.* Providing family members and children with prizes and opportunities for sharing their reading responses can contribute to the success of a reading program (Cline & Reichelderfer, 2001). In this study, the library in WanHua provided the participating families with a closing celebration from 2:00 –3:30 p.m. on Sunday, August 17<sup>th</sup>. The Taipei Municipal Library Director distributed a Summer

Family Literacy Program certificate with a book gift certificate to each child who had read thirty books during the seven-week period. Book gift certificates were the prizes for 15 children who raised their hand as I asked them to introduce their favourite books to the audience. Four family members who shared with the audience their experiences about participating in the home-library summer reading program and family literacy workshops received gifts. Likewise, the school in WenSun rewarded the children in the first assembly of the school year (2003-2004) for their participation in the 2003 home-library summer reading program. In the assembly, the principal also encouraged all of the school students to utilize the school and local libraries in developing their reading skills.

### *Methodology*

This study combined both qualitative and quantitative research methods to collect and analyze data because a single research method was unlikely to provide the information needed. A broad view of family factors influencing involvement in family literacy programs was required in this study. A limited amount of research was available in the area, so this study is considered exploratory. The 617 participants consisted of five principals, nine teachers, three local library heads, and 300 parent/grandparent and child pairs, the latter aged 3-8. Two hundred eight families participated in the home-school reading program, and 131 families, including 39 families from the first group, participated in the follow-up home-library summer reading program. The sources of information in this study are referred to as (a) the principals', teachers', and local library heads' interviews, (b) the 131 families' enrolment questionnaire, and 339 family members' and 339 children's feedback

questionnaires, (c) the 339 children's book logs, and (d) the observations during 30 family visits.

The first research question about the causal conditions, "How and why do families become involved in the family literacy programs?", calls for a description of the schools' and local libraries' efforts to provide the participating families with the family literacy programs and to encourage family involvement in the programs. This was therefore most appropriately approached using the methods of qualitative research. There were a total of 17 interviews: five with the principals, nine with the teachers, and three with the local library heads, providing both a home-school and a home-library focus. In addition, the families' reports from the families' enrolment questionnaire, the family members' and children's feedback questionnaires, the book logs, and the family visits related to family factors (e.g., access to appropriate children's books) also validated and interpreted the interviewees' responses.

The second question, "In what types of literacy-related activities do families participate in the family literacy programs?", was addressed through a quantitative analysis of families' literacy-related activities during their involvement in the programs. Families' responses reported in the questionnaires and book logs were analyzed for several family factors (e.g., the amount of home reading, preferred reading activities, the quality of shared book reading), based on the literacy-related activities they did or did not do in the programs (e.g., silent reading, oral reading, discussing reading content, playing word games, writing reading responses). These quantitative data were classified according to four types of involvement in family

literacy programs (e.g., non-involved group, interacting group) and clarified with the qualitative data gathered from the family visits and interviews.

The third question regards the contextual conditions. It asks “What family factors influence family involvement in the family literacy programs?”, and is addressed through a quantitative analysis of family factors (e.g., family members’ gender, educational levels and occupations, children’s age, family structure, the role of caregivers) in relation to their literacy-related activities, perceived outcomes, and benefits of the programs. The demographic data of the participating family members and children, generated by their questionnaires as the primary source of information, were used with SYSTAT® Version 9.0 and analysis of variance to determine whether or not these factors influenced family involvement in the programs. These factors were also illustrated by the information collected from the family visits, book logs, and interviews.

The fourth research question, “What reading strategies do families report using, and are observed using, in the family literacy programs?”, was addressed through a qualitative analysis of observations during the 30 family visits using an audio-tape recorder and field-note taking. The participating family members’ comments on their reading strategies reported in the book logs were also used in conjunction with the family visit data to validate the family factor as the participating families utilized the reading strategies including time and text management to read with their children on a daily basis.

The fifth research question, “What outcomes and benefits do families perceive as a consequence of their involvement in the family literacy programs?”, was

addressed through a quantitative analysis of family members' and children's questionnaires. The 600 respondents' perceived outcomes of the programs included the children's reading progress and their attitudes toward reading after participating in the programs, and whether family members encouraged their children to go to the local library and to participate in the home-library summer reading programs. The perceived benefits of the programs were categorized into the factors with the use of the principal-component analysis, and also clarified by the information collected from the interviews, family visits, and book logs.

Finally, as the four data sets provided information to answer the research questions and were classified into five categories, a coding paradigm of grounded theory (i.e., causal conditions → phenomena → contextual conditions → strategies → consequences) was utilized. The paradigm represented a theoretical model which conceptualized the family factors influencing involvement in the literacy programs. The reliability and validity of this study is supported by checking notes and observations with the participating family members after the family visits, asking the interviewees to review and comment on transcribed interviews, comparing analyses of the four data sets collected by both the qualitative and quantitative research methods, and asking two graduate students to review the accuracy of the translations (Goodwin & Goodwin, 1996)

### *Instruments*

Interviews, observations during family visits, five questionnaires, and children's book logs were used to gather information for this study. These instruments are described in the following sections.

### *Interviews*

Kvale (1996) referred to interviewing as a conversation between researchers and researched as they engage in the construction of knowledge on a topic. During this study, individual interviews were used to generate data on the experience and perspective of the interviewees (see Figure 1). I selected a semi-structured interview format (Flick, 1998) that contained suggested questions (see Appendix F). This ensured that all participants had a chance to provide similar information. However, as Kvale noted, while a list of suggested questions may be used, there is also a need for an openness and flexibility to allow follow-up on the responses given by the respondents, as well as change in the order or form of questions as needed. The open-ended questions stimulated the five principals, nine teachers, and three library heads to reflect on their situation and respond as they wished in their own words. The list consisted of ten common questions for principals, teachers, and library heads, and three questions for teachers only (see Appendix F). Explanations of the development of the interview questions are also present in Appendix F for those seeking information from the participating principals, teachers, and library heads in order to understand how supportive the overall environment was for the participating families' involvement in the family literacy programs.

### *Questionnaires*

The literature shows that family factors, such as the educational levels and occupations of family members, the amount of home reading and shared book reading, and the degree to which written language is vocalized by parents, influence young children's literacy development (e.g., Sonnenschein et al., 2000; Wirt, et al., 1998).

Questionnaires on these factors were used to elicit responses from the participating families (Fantuzzo, Tighe & Childs, 2000). Valliamy, Lewin, and Stephens (1990) suggested that the more successful questions tend to be those that ask the respondent to make a choice and then to give reasons for the choice. The open-ended questions (e.g., Would you agree to recommend this program to other families? Why or why not?) in the five questionnaires designed for this study asked the participants to respond on a 5-point scale (strongly disagree/dislike, disagree/dislike, uncertain, agree/enjoy, and strongly agree/enjoy) and then explain their response.

The number of questions was limited (e.g., five questions in open-ended form, six questions for multiple forms with rating scales) so that the participants would not be overwhelmed with paperwork and would be more likely to complete and return the questionnaires. The questionnaires were completed anonymously, so that participants would feel comfortable in responding. The five questionnaires are as follows:

(1-2) family members' feedback questionnaires for the home-school reading program and the home-library summer reading program, (3-4) children's feedback questionnaires for the home-school reading program and the home-library summer reading program, and (5) families' enrolment questionnaire for the home-library summer reading program.

*Family members' feedback questionnaire for both programs.* The family members' feedback questionnaire was designed for monitoring and improving both the home-school reading program (see Appendix G) and the home-library summer reading program (see Appendix J). The family members' feedback questionnaire contained 11 questions about their children's current feelings about reading, if these

feelings about reading had changed during the program, what they perceived were the important parts of the program, and suggestions for improving the program. This questionnaire utilized rating scales for their children's perceptions of reading, the families' literacy habits, and multiple-choice questions with room for comments that allowed the participants to respond freely.

*Children's questionnaire for both of the programs.* This questionnaire was used with the children in the home-school reading program (see Appendix H) and home-library summer reading program (see Appendix K). At the end of each program, each child was given questions such as if their feelings about reading had improved during the program, what their favourite reading activities were (e.g., reading to someone, discussing the book), and if they would participate in the home-library summer reading program. The format of the questionnaire responses was a rating scale for children's perceptions of reading, and questions with room for comments that allowed children to respond more fully if they wished. The questionnaire was limited to five questions so it would not overwhelm children with paperwork.

*Families' enrolment questionnaire for the home-library summer reading program.* The families' enrolment questionnaire (see Appendix I) was chosen as the instrument for collecting data from the families who enrolled in the home-library summer reading program. It asked the families to provide background information (e.g., address, phone number, names of family members and children), how they knew about the program, what their expectations were for the program, and what their needs and suggestions were prior to participating in the program. The format of the questionnaire used rating scales for children's feelings about reading, and a series of

multiple-choice questions with room for comments that allowed the participants to respond more fully if they wished. The questionnaire contained eight questions. The families' enrolment questionnaire in this study required the participants' names because I wanted to provide the families with their favourite reading materials. The participants' confidentiality was protected (see Appendix I).

### *Book Logs*

Book logs (see Appendix D) were designed and provided to the participating families for recording the names of the books they read, the length of reading time, the types of reading activities, their reading partners, and their preference for books and reading processes on a daily basis (e.g., their lack of concentration on a long book, their frustrations, a new stage in their reading development, their pride in their reading when they really started making progress). Lee (2002) stated that perhaps children's lack of reading interest was because the current family literacy programs in Taiwan asked the participating children to write their reading responses in the form of a composition task. In this study, the modification of book log form which provided space to record a paragraph-comment would be convenient for children and might encourage family involvement in the family literacy programs.

In addition, the programs in this study were not limited to storybook reading. The written responses in the book logs served as a communication channel from the families to the teachers, supporting the family members as they attempted to show their concerns, joys, and insights about their children's reading progress (Tett, 2000). Moreover, the book logs helped to monitor family literacy practices and identify potential problems. When the families began the program, they were given the book

logs. The book logs were developed to reflect reading practice at home and were presented to the families as part of the daily routine.

### *Family Visits*

The literature shows that family visits are an invaluable component of family literacy programs in order for researchers/teachers to understand the types of written materials children encounter in their environment, their access to books, and other literacy activities to which they are exposed (Karther, 2002; McIntyre et al., 2001; Neuman & Celano, 2001; Snow et al., 2001). Following Clay's (2002) research method for observing adult-child interactions, I prepared an audio recorder to record the family member-child reading interactions and observed their reading environments (e.g., creating a comfortable and supportive reading atmosphere).

Family visit data were recorded and categorized as follows: reading activities that occurred during the family visits were listed; when an activity occurred more than once, it was not listed again. I then made comparisons with the 30 families and developed a checklist for describing what I observed, for calculating the frequency of the reading activities, and interpreting the report (see Appendix CC). For ethical considerations, I contacted the families before they were visited. They were informed that all types of their involvement in family literacy practice were accepted, of interest, and of value. No one would be criticized. A 20-minute family visit was made to each of the consenting families. Fifteen families in each of the home-school reading program and the home-library summer reading program provided a manageable-sized population with which to conduct this investigation, given that the

time was limited to the six-week period. Two thirds of them chose the library or school classroom instead of their home to be the site of the family visit.

### *Data Collection*

Data collection occurred during and at the end of the programs (see Figure 1). The 39 families participating in both of the programs were required to fill out the family members' and children's questionnaires for each program. As a result, 678 completed questionnaires, 339 book logs, 17 interview reports, and 30 family visiting reports were gathered. The return rate was 100%.

Data collection for book logs, interviews, and family visits occurred during the programs. The participating teachers collected the students' completed book logs once or twice a week, depending on their convenience. I went regularly to the four schools and collected photocopies of the students' book logs. In addition, five principals, nine teachers, and three library heads were interviewed during the programs. These interviews were conducted orally and audiotaped, either in person (at school or library), or by telephone, whichever was more convenient for the interviewee. Upon completion of the data collection, the tapes of the interviews were reviewed, and detailed transcripts were typed. Participants were given transcripts of their interviews which they reviewed, signed, and returned to me. None of them made any changes.

Moreover, a schedule of family visits was established (e.g., timetable and places) based on information the 30 families' provided in their formal consent. Most of the families in the home-school reading program preferred to be visited at home during the evening (e.g., 8:00-9:00 P.M.) or on weekends (Saturday and Sunday),

while most of the families in the home-library summer reading program preferred to be visited during daytime or after workshops on Saturday at the library. Upon completion of the data collection, the audiotapes of family visits were reviewed and detailed transcripts describing both the dialogue (e.g., “What happened to the pig? Yes, the pig was falling down.”) and the actions (e.g., the child cuddling up against her mother) of the participants were written. One day after being visited, each family received the transcription of their family visit. The families reviewed, signed and returned the transcriptions. None of them made any changes.

Questionnaire data collection in the programs varied. In the home-school reading program, family members’ and children’s feedback questionnaires were distributed by the participating teachers at the end of the program with the return date being the month of June, 2003. The completed family members’ questionnaires were dropped off in a box at each classroom. I, rather than the participating teachers, read aloud and explained each item of the questionnaire to them in each classroom for 15 minutes, to ensure that the participating students understood the children’s questionnaire and did not overlook the questions. Eventually, none of the students asked me about the questionnaires. The questionnaire was then completed by them and dropped off in the classroom mailbox. For the kindergarten students, I explained each item of the children’s questionnaire on a one-on-one basis in the classroom during playtime (five minutes for each child). Using the materials (e.g., a six-colour pen, a transparency file folder with colourful illustrations) and assessment of verbal and nonverbal responses, I tried to make sure that each child understood the questions.

In contrast, at the beginning of the home-library summer reading program, I collected data from the 131 families' enrolment questionnaires, and distributed the family members' and children's feedback questionnaire form to them. Near the end of the program, I contacted and reminded them to return their completed surveys and book logs to the libraries. The completed questionnaires and a copy of their book logs were received. The book logs, accompanied by a gift and a certificate for each child, were returned to the families.

### *Data Analysis*

In this study, the methods of data analysis utilized were principal-component analysis, analysis of variance, and grounded theory analysis. The following sections provide descriptions of the data analyses and a rationale for the use of these methods in this study. The data from this inquiry consisted of transcripts from 17 interviews and 30 family visits, as well as questionnaires and book logs. At the beginning of data analysis, I organized and labelled 678 family members' and children's feedback questionnaires, 131 families' enrolment questionnaires, and 339 book logs. The names of all participants were changed to provide anonymity. Prior to analyzing the data, I translated all the above Chinese versions directly to English. The accuracy and appropriateness were safeguarded by having two independent proofreaders who were graduate students proficient in both English and Chinese review the translations.

### *Principal-Component Analyses and Analysis of Variance*

Quantitative data from the five questionnaires were analyzed using the computer programme SYSTAT®Version 9.0 for Windows. Many researchers (e.g., Sung & Padilla, 1998) used principal-component analysis in their studies on parental

involvement in children's literacy development. In this study, principal-components with varimax rotation were used to present the results of the factor analyses, followed by group comparisons on the different scales that emerged. Two criteria were employed for the selection of factors. First, an eigenvalue of 1.00 or more was used to determine the number of factors that best fit the questionnaire data. A loading of .40 for retention of an item was the second criterion. In addition, the means for the dependent variables, including the benefits of reading at home, usual reading activities, and family members' and children's favourite reading activities, were calculated to describe the samples studied. The three attributes that were used to describe the sample were community, program, and children's age. The degree to which the variables varied was then explored through the application of analysis of variance. These data were then calculated and included to determine whether the difference between the mean scores of two groups (i.e., home-school reading program and home-library reading program) on a dependent variable (e.g., What time did families in the program typically read at home?) was statistically significant at the level of  $p < .05$ .

#### *Grounded Theory Approach*

Grounded theory approach "is faithful to the everyday realities of a substantive area" and "has been carefully induced from diverse data," in which "interpretations must include the perspectives and voices of the people whom we study" (Strauss & Corbin, 1998). Data analysis in grounded theory is composed of three major types of coding: (a) open coding which is a process of breaking down, examining, comparing, conceptualizing, and categorizing data; (b) axial coding, a

process of putting data back together in new ways by utilizing a paradigm involving causal conditions phenomena, contextual conditions, strategies, and consequences; and (c) selective coding, a process of selecting the core category, and validating the relationships between the categories (Strauss & Corbin, 1990).

In this study, I simultaneously coded and compared data to refine these concepts, to explore their relationships to one another, and to do comparisons for similarities and differences across the contexts (Coffey & Atkinson, 1996; Creswell, 1998; Glaser & Strauss, 1967). For example, I analyzed the four data sets collected from (a) questionnaires, (b) book logs, (c) interviews, and (d) family visits. I found that some principals in the interviews reported that the participating teachers were committed to implementing the family literacy program, and the teachers reported that they took time to establish a classroom library, select the appropriate books, and ask the participating children to take books home for reading with their families on a daily basis. Likewise, many families reported in the questionnaires, book logs, and family visits that their children's schoolteachers contacted them by using letters and phone calls in order to encourage them to help their children read at home. Thus, a category of "teachers' commitment and enthusiasm" was selected and put in the "causal condition" section representing that the families became involved in the family literacy program because of their children's schoolteachers' commitment and enthusiasm. Using five dimensions--causal conditions, phenomena, contextual conditions, strategies, and consequences--a grounded theory approach was employed to uncover and understand the family factors influencing their involvement in the literacy programs in Taiwan.

In addition to coding the data, the constant comparative method was used to identify family literacy activities and compare them to an emerging category of family involvement in the family literacy programs, in order to develop the concepts. The comparison between the data collected from family members' and children's questionnaires for the home-school reading program and the home-library reading program was a method of determining a change of family members' and children's attitudes toward family literacy programs (Gall, Borg, & Gall, 1996; Shaver, 1991), and a method of determining what family factors were common across families in the family literacy programs. This allowed for common themes to emerge across the data and for variations to be identified in these qualitative and quantitative analyses. Variations and patterns, such as the relationship between the activities and the length of the family member-child interactions in each program and community, were also noted.

#### *Role of the Researcher*

Because I was a coordinator for both the home-school reading program and the home-library summer reading program in this study, the families, schools, and libraries would direct questions to me. Therefore, my role was one of an observer-participant despite my efforts to maintain distance as an observer. As Gall, Gall, and Borg (2005) asserted, there is always the danger that researchers' expectations could potentially influence participants' responses and, in turn, the research data. In this study, I replied to the participants appropriately when necessary, and then, as quickly as possible, returned to the observer role. However, I might have affected the participants' responses during the interviews and family visits.

For example, because I assisted in the schools and libraries as a volunteer, the participating families were familiar with me and, of them, thirty families agreed to be visited. After reading to her 3-year-old girl during the family visit, a mother told me that her husband had a manic-depressive disorder. I then provided her with information about social help and therapy, and praised the enjoyment of reading that she brought to her child. I also encouraged her to continue to read interesting and funny books to her child. From then on, she attended all the weekly family literacy workshops. Likewise, some families attended the workshops and knew the reading strategies which I demonstrated for them. During the family visits, the parents acted with their children enthusiastically and provided them with the opportunity for listening, mimicking, retelling, speaking, and reading orally.

In addition, the participants' responses might also have been influenced during the interviews in this study. When I asked the interviewees, "*Do you think some family literacy programs are better than other programs for families? What programs are best?*", two thirds of the interviewees reported that the programs implemented in this study were best. One principal added, "I hope that Ms. Tsai [the researcher] continues to help the school and to provide the teachers with strategies that may benefit the school in implementing the program."

As Strauss and Corbin (1998) have stated emphatically, "it is not possible to be completely free of bias" (p. 97). Though I could not prevent being physically present at the interviews and family visits which were mentioned above, I designed the data collection methods to attempt to influence the participants in this study as

minimally as possible. These methods included using the participants' self-report data from their book logs and questionnaires.

### *Limitations of the Study*

Several limitations of this study should be acknowledged. Foremost is that researcher biases may be a major limitation. Although I was the program designer and researcher evaluating my own programs in this study, precautions were taken. Feedback was sought from the participating family members, the children's questionnaires, and the book logs to ensure varied perspectives were reflected in the data (details are presented in Chapter 5).

A second limitation is the restricted time period for the programs, which involved only two months duration (see Figures 2, 4, and 5). It is unreasonable to claim that young children's daily reading habits would be established in such a short period. Further research may likely be necessary to examine the effects of the programs implemented as part of this study. A third limitation is the sample of participants upon which this study is based. In addition to focusing on only five principals, nine teachers, three library heads, and 300 families in three communities, the family literacy programs were established and operated solely in Taipei, Taiwan. The results of this study cannot be generalized to rural areas in Taiwan or to other countries. They are suggestive of areas needing further attention in order to better understand how family factors affect involvement in family literacy programs. For populations of children, family members, principals, teachers, and librarians in other areas, one cannot assume applicability of the results of this study.

A fourth limitation is that the effects of the family literacy programs may be overestimated because of the possible favorable characteristics of the participants. The program was voluntary, and no comparative condition was included. It is possible that parents attracted to the intervention were those who were more likely to carry out program requirements. For example, the 39 repeat families who participated in both the home-school reading program and the home-library summer reading program were more motivated than the other families in this study. They knew about the programs and the procedures of getting involved in the programs. Without random selection and use of a comparative condition, or repeated observations of family member—child reading activities, the conclusions cannot be generalized beyond the specific sample used in this study.

A fifth limitation is the restriction of this study to young children. It is assumed that families play a crucial role in the literacy development of their young children. Families may pay more attention to helping a younger child versus an older child, thus creating a bias in investigating their involvement in the family literacy programs developed by this study. Further development and refinement of family involvement in family literacy programs may be necessary if the study's findings are to be useful with older children.

A sixth caution pertains to the magnitude of the program effects. It was not possible to know if families' responses in the questionnaires and book logs were actual reflections of their home reading practices or if they were biased to meet the expectations of the program staff (e.g., their children's teachers).

The seventh caution concerns the family literacy program itself. In this study, it was not possible to separate the effects of awarding gift certificates/ prizes from motivation which comes from the efficiency of the programs. Many family members reported that they were pleased with the schools' and local libraries' efforts in rewarding their children for reading. They enjoyed helping their children gain the rewards. Without rewarding the participating children for reading, the effects of family involvement in the family literacy programs in Taiwan may have differed from the results in this study.

Eighth, this study could not rigorously control factors such as the SARS epidemic in Taiwan (Tsai, 2003, May 22). The participants encountered the unknown fatal disease and suffered from the fear of contact with people outside the home (e.g., local libraries). Some families stopped borrowing books from school libraries, while some families were reluctant to participate in the home-library summer reading program. Thus, this study could not rule out the possibility that such a factor might have impacted the results.

In addition, the replication of the study design used here may be limited. Although it provides a collaborative model of family literacy programs with much to be gained by participants, it may possibly be seen as intrusive. Consequently, the research findings may be limited in their application. For example, some libraries and schools may be reluctant to implement and develop a family literacy program, while some classroom teachers may be limited by school policy and may not be able to offer a family literacy program to their students. It is assumed that the information and instrumentation (e.g., interviews, questionnaires) included in this study would

need to be altered and changed to fit the needs and background of the specific group investigated.

Finally, the internal validity of this study may be threatened by difficulties arising from the instrumentation and methodology employed. The participants in this study included young children who were not able to read and write and required assistance to complete the children's questionnaires. As a result, all of the children's questionnaires in the home-library summer reading program were completed at home with their family members' help for their convenience. In addition, some children's questionnaires and book logs were filled out by their family members. These factors may contribute to bias in the data. The opinions and comments of the young children might be influenced by their family members and as a result, the children's questionnaire and book log data might represent the same results as those of their family members'. With respect to the analysis of the questionnaire and book log data, these limitations must be recognized. Because of these various limitations, this study's conclusions must be considered as suggestive rather than definitive.

#### *Summary of the Chapter*

In this study, both the 8-week home-school reading program and the 7-week home-library summer reading program were implemented in four elementary schools and in two nearby public libraries in the three target communities in Taipei. This was done by recruiting three library heads, five principals, nine teachers, and 300 families. The participating families were provided with appropriate children's books and family literacy workshops, and were responsible for reading at home and recording book logs on a daily basis. Rewards were distributed to the participating children for

reading. Interviews, five questionnaires, children's book logs, and observations during family visits were used to gather information for this study. The participating principals, teachers, and local library heads were interviewed on audiotape, while the participating families completed the enrolment and feedback questionnaires for the home-school reading program and the home-library summer reading program. Thirty families were visited and observed during their adult-child reading interactions and these were recorded using audiotapes. Principal-component analysis, analysis of variance, and a grounded theory approach were utilized to analyze the data. As a coordinator, the researcher strove to maintain distance as an observer in this study but might have affected the participants' responses to the interviews and family visits. In addition, the limitations of this study included the SARS epidemic factor, a targeted sample and a short time period, possible overestimated effects due to the researchers' direct involvement in the program, self-reported responses, and lack of generalization and replication.

## Chapter 4 Results

The purpose of this study was to investigate the relationship of family factors and family involvement in family literacy programs. As described previously, a grounded theory approach was employed as a way of organizing and reporting the results in this study. This approach was based on Strauss and Corbin's (1990) three major types of coding. This included axial coding, which is a process of putting data back together in new ways by utilizing a paradigm involving causal conditions, phenomena, contextual conditions, strategies, and consequences. The grounded theory approach is congruent with both quantitative and qualitative methodology to research within the area of both a home-school and a home-library summer reading program.

In this chapter, the results of this study will be based on the research questions and be presented in five sections: (a) causal conditions that underlined the schools' and local libraries' efforts to implement the programs and encouraged families' participation in the programs, (b) phenomena that influenced the degree of family involvement in the programs, (c) contextual conditions that indicated family factors influencing family involvement in the programs, (d) strategies that were utilized by families when reading with their children, and (e) the consequences of these strategies and how they benefited families in the programs. Each section reports data analyses from (a) questionnaires, (b) book logs, (c) interviews, and (d) family visits, and concludes with a summary of the results.

### *Causal Conditions*

The first research question is about the causal conditions (Strauss & Corbin, 1990): “How and why do families become involved in the family literacy programs?” The participants reported in the four data sets that families became involved in the family literacy programs because the schools and local libraries provided them with the programs and supported them in a variety of ways.

#### *Providing Families with the Programs*

When asked, “How did you implement a family literacy program?”, the interviewees (i.e., principals, teachers, and library heads) reported that families were provided with the programs under the following circumstances: (a) through collaboration between schools and local libraries, (b) through media promotion, (c) through the leadership of the principals and local library heads, and (d) through the commitment and enthusiasm of the participating teachers.

*Collaboration between schools and local libraries.* The participants (i.e., principals, teachers, library heads and family members) in this study reported that, through collaboration between schools and local libraries, they became involved in the family literacy programs. All of the families in the home-school reading program and two thirds of the families in the home-library summer reading program reported that they participated in the program because they had received information from their children’s schoolteachers (see Table 5). Two fifths of the families in the home-library summer reading program reported receiving the registration information for the program from the local library or their friends. The families’ responses are consistent with the interviewees’ comments that the participating local library

Table 5  
*Participants' Access to the Programs via Information Sources*

Source	Home-school program		Home-Library Summer Reading Program Community						Total			
	(n=208)	%	WanHua (n=73)	%	NeiHu (n=27)	%	WenSun (n=31)	%	Total (n=131)	%	(N=339)	%
Schoolteacher	208	100%	27	37%	21	78%	30	97%	78	60%	286	84%
Library	0		21	29%	3	11%	0		24	18%	24	7%
Others	0		25	34%	3	11%	1	3%	29	22%	29	9%

informed the families on their website about the home- library summer reading program and also displayed the program poster and registration form at the library. The participating library heads also reported that in addition to advertising the program, they contacted the elementary schools located nearby and handed out the family literacy program registration forms in primary classes and kindergartens. Moreover, one participating principal in WenSun reported that because the school provided families with both a home-school reading program and a follow-up home-library summer reading program, he contacted the local library near the school. The families in the home-library summer reading program were then provided with the opportunity to visit the local library and borrow books which were different from the books in the school library.

*Media promotion.* The participants in this study reported that they used media to promote the programs. For example, one library head reported using the public library's radio station, as well as advertising in newspapers and on web sites. More families ( $n=73$ ) in this community (WanHua) than in NeiHu ( $n=27$ ) and WenSun ( $n=31$ ) participated in the home-library summer reading program. In addition, both the home-school reading program and the home-library summer

reading program contacted the families by phone call. The local librarians in this study phoned the participating families prior to the weekly family literacy workshops. As day and evening phone numbers were provided by all families, reaching them was feasible and convenient.

*Leadership of the principals and local library heads.* The principals and local library heads encouraged families to participate in the family literacy programs. All of the participating principals reported that they played an important role in making decisions for providing families with the programs, including designing an effective program, gaining teachers' cooperation, encouraging family members to read with their children, and designing rewarding activities for stimulating family participation. One principal commented:

The school was located at the old community where the level of the residents' socioeconomic status was lower than other communities in Taipei. It was impossible for the residents to borrow books from the local library because they were busy earning a living. Thus, the program became an important activity since the school actively provided the family members with books to read with their children at home daily.

Moreover, all of the principals stated that a teacher's positive attitude toward a family literacy program could encourage families to read at home. They reported taking time to understand, convince, and help the teachers in a variety of ways such as inviting experts to teach them, discussing the ideas and methods of implementing the family literacy program with them, asking them to list what support they required to implement the program, and supporting them with appropriate books, book shelves, and reward cards. Furthermore, four fifths of the participating teachers reported implementing the family literacy program with the principals' encouragement and support. One teacher pinpointed the cause of family involvement in the program:

As the principal promoted the family literacy program, families reported being willing to participate in the program because they acknowledged the program and felt comfortable cooperating with the teachers. This was better than the teacher's implementing the program on his/her own, which would have engendered greater difficulties.

*Commitment and enthusiasm of the schoolteachers.* Although the participating teachers encountered many difficulties implementing the family literacy programs, they committed to the programs with enthusiasm. Rather than relying on the principals' leadership, four teachers reported that they implemented a home-school reading program with commitment and enthusiasm. The rural principal explained, "Teachers who had recognized the benefits of the program did not need my advice. The teachers who recognized the benefits of the program and were willing to implement the program would be active without my support." In this principal's view, a teacher committed to implementing a family literacy program will overcome any obstacles alone.

The commitment and enthusiasm of the schoolteachers presents itself in a variety of ways. One Grade 2 teacher stated that she asked for the family members' cooperation, commitment, and for donation of books, established a classroom library, encouraged students to read, and encouraged family members to read with their children. She reported that the participating families cooperated with her willingly. She was the only one who reported no difficulties in implementing the program. As a kindergarten teacher pointed out, "The teachers who commit and are willing to implement the program don't regard the task as a burden." Thus, teachers' commitment and enthusiasm seemed to facilitate family involvement in the family literacy program in this study.

*Supporting Families*

In addition to providing families with the family literacy programs, the interviewees also supported the families in a variety of ways. When asked, "How do you support family members in reading with their children at home?", the interviewees, including principals, teachers, and library heads, reported that they arranged family workshops, established classroom libraries, offered appropriate reading resources, and monitored families' book logs to support the participating families in the family literacy programs.

*Family literacy workshops.* Three quarters of the participating teachers and local library heads remarked that they arranged family literacy workshops to introduce the family literacy program prior to implementing the program. A teacher added, "This persuaded the families to commit and work together to advance the program." A local library head further explained that in the workshop, she invited some adult-child pairs to demonstrate reading interactions. In addition, three teachers and two library heads reported that they kept family members informed by sending them letters when family members could not attend the conference or workshop. One teacher asserted, "Even though some family members disregard the value of adult-child reading together, they will change their attitudes if the teachers advise them." In this study, almost all of the participating families reported in the questionnaires that the family literacy workshops were helpful to their participation in the programs, and facilitated their cooperation with the teachers and library heads. Because of the workshops, the participating families knew how to read with their children and did not ask me what they were supposed to do during the family visit time.

*Classroom library.* Unlike library heads, teachers needed to establish a classroom library and to design the rules for borrowing books in the home-school reading program. All of the participating teachers reported that they initially located and decorated the library in a corner of the classroom. Then, they collected books from many sources, such as using their own books, utilizing school library books, asking families to provide children's books, and asking people to donate and purchase new books. Thus, one sixth of the families in the home-school reading program participated not only by reading with their children, but also by providing classroom library books. All the children had the opportunity to access the classroom library books. One Grade 2 teacher had the children exchange books in the classroom at the same time every morning. Thus, she did not design additional procedures for borrowing and returning books.

*Appropriate reading resources.* The schools and local libraries provided books for families in the family literacy programs. One second grader reported in the book log, "I prefer the reading program not only because of the fascinating books, but because the teacher forgave me when I forgot to take the books back to school." All of the interviewees typically identified appropriate books as "interesting books," "easy to read," "less letters and more illustrations," "picture books," and "appropriate for the children's ages." One teacher stated, "The content and themes of the books are wider and may enhance the children's breadth of knowledge." In addition, two library heads added, "I labelled the appropriate books for the home-library summer reading program," and "The public libraries promoted a 'Good Books Festival' for children."

The fact that books were made available to families is consistent with the families' positive responses in the book logs, questionnaires, and family visits (see Appendix CC). During family visits, all of the families read children's books borrowed from the schools and local libraries. Moreover, three participating teachers commented that they introduced good books weekly and placed them on the bookshelves for children to read. One teacher reported, "After I introduced good books to the students, some students who had not fostered their reading habits started to borrow books from the classroom library." Another teacher reported that an effective way for selecting children's books was to refer to the lists of annual award-winning books from the local library. Many books from the library had been voted on by students in Taipei as being excellent books.

*Book logs.* The teachers designed their own book logs by referring to the format I provided (see Appendix D). The teachers adopted all of the original items (e.g., dates, book titles, reading activities, comments) in the book log form with the exception of the number of recorded lines for each page. A Grade 2 teacher designed a 16-item book log as opposed to other classes' 10-item book logs. The teacher told me that she was lazy so she designed such a book log to be more convenient for the students and herself. In fact, the students in the class liked to take three books home for daily reading so they recorded more items than other classes.

In addition, half of the teachers reported that they monitored the families' book logs to understand the families' responses and needs. One principal also remarked, "The teachers played an important role in helping the family members and monitoring the students' book logs so that the goals of the program could be

advanced.” This statement is consistent with the families’ responses in the book logs stating their appreciation of the teachers’ efforts such as selecting children’s books. For example, at the beginning of this study, two Grade 2 classroom teachers selected easy-to-read books for the children’s home reading in case some families had difficulties with reading. By reviewing family members’ comments in the book logs that the books were too easy, the teachers then selected more challenging books. Families later commented positively in the logs that they continued to enjoy reading together. One parent reported that her daughter was very happy to be able to read aloud the longer books. Thus, the book logs seemed to show the teachers’ responding to the families’ comments, and illustrated the families’ involvement in the programs.

#### *Offering Models of Reading*

When asked, “Do you have any strategies that you have found to be most effective in planning, developing, and implementing a family literacy program?”, the interviewees (i.e., principals, teachers, library heads) reported that adults could be reading models for the children, and described how opportunities had been provided for children to perform as reading models themselves. These motivated families to become involved in the literacy programs.

*Adults being reading models.* One third of the interviewees ( $n=6$ ) emphasized that adults could be potential literacy models for children in the family literacy programs. The participating teachers reported that they read aloud to the children and displayed the books they read on shelves in the classroom. Family members also reported modeling as an important reading habit. Four family members remarked during the closing celebration held by the local library that they had learned

a variety of reading strategies from the family literacy programs and applied the knowledge and skills in their family routines. This is consistent with other families' responses that families participated in the family literacy programs because they committed to being their children's reading models. One parent reported in the log:

The family literacy program encouraged me to take time to read books even though I have been thoroughly exhausted by my job. I then have a desire to read books to my child since I read so many books and absorbed so much knowledge.

Likewise, two thirds of the family members presented a variety of activities during family visits that had not been reported in their book logs (see Appendix CC). These included expressing their thoughts to their children about the books they read and encouraging their children to take good care of the books, to read reference materials, and to regard the author and illustrator as important.

*Children's performances for reading.* Two thirds of the participating teachers reported that they designed literacy-related activities to encourage children to be reading models, such as arranging children's book log exhibitions, asking the students to draw pictures or make storybooks after reading books, and to retell the stories to the class or to their families at home. This is consistent with my observations during the family visits. When I went to the schools, I saw children's hand-made bookmarks and drawings of favourite words and sentences from the books they read at home displayed in the halls. The participating libraries also displayed children's book logs on notice boards. Furthermore, the library head also arranged family literacy workshops and celebrations where children shared their reading experiences with the audience.

*Encouraging Families to Read*

When asked, "What are your suggestions to encourage families to participate in a family literacy program?", the interviewees suggested that families become involved in a literacy program because they want to encourage their children to read. Four fifths of the interviewees, including the principals, teachers, and library heads, stated that encouraging children to read was an important prerequisite to family involvement in the family literacy programs. For example, one teacher reported that a 5-year-old boy enjoyed reading very much, but his parents could not participate in the home-school reading program because of job commitments. She then assigned him a job as a helper who was in charge of managing the classroom books. Finally, his parents asked to participate in the family literacy program because they were touched by his taking a book home daily and reading alone.

In addition, rewarding children for reading facilitates family involvement in the literacy programs. One kindergarten teacher suggested, "Encourage the students to read with their family members, and reward them with prizes. This way is better than directly asking family members to read with their children." All of the participating principals and local library heads reported that they rewarded the children with certificates and praise in public. One library head also rewarded the families in the closing celebration with gifts, while one principal provided children with the opportunity to publish their reading reports. The principal's public recognition of the participating children was consistent with a Grade 2 teacher who reported that 21 out of 24 students in the class were given awards by the principal in an assembly of nearly 700 students. All of their family members reported appreciating the school's rewarding their children, and as a consequence, families

encouraged their children to read more. Similarly, schoolteachers also rewarded participating kindergarteners for reading. Two kindergarten teachers reported that the completion of young children's book logs seemed dependent on their family members' cooperation because the children were not used to writing. Some family members forgot to record their children's book logs even though they had read the books. Thus, the teachers reported that they rewarded all the children after they read ten books, regardless of whether their book logs were completed.

*Findings on Causal Conditions: Summary*

The participating families in this study became involved in the family literacy programs because the schools and local libraries provided them with the programs, and supported them in a variety of ways such as arranging family literacy workshops, establishing a classroom library, offering appropriate children's books, monitoring their children's book logs, responding to their comments, and rewarding their children for reading. The participating families reported in the questionnaires, book logs, and during family visits that they accessed the family literacy programs and reading resources through the efforts of the schools and local libraries and the collaboration between them. These are consistent with the responses in the interviews from five principals, nine classroom teachers, and three local library heads in which they reported their leadership, commitment, and enthusiasm in implementing the programs. The use of media and families' word of mouth were also found to be feasible and convenient methods to promote the programs. In addition, four fifths of the participating principals, teachers, and library heads stated that encouraging children to read with their families was an important prerequisite to family

involvement in the family literacy programs. Modeling reading habits for children and rewarding families for reading were reported to be essential in the programs. This is consistent with the families' responses in the book logs and questionnaires stating their appreciation of the schools' and libraries' encouraging their children to read.

### *Phenomena*

The phenomena (Strauss & Corbin, 1990) in this study were identified by asking the second research question, "In what types of literacy-related activities do families participate in the family literacy programs?" In this section, in addition to describing the types of family involvement in the programs, the nature of family involvement is presented to interpret and clarify the types of literacy-related activities (e.g., "Who read with the child?", "How and when did they read?", the length of daily reading, and reading responses). The results of statistical analyses of the families' daily and favourite reading activities, and the comparison between repeat and non-repeat families are also reported.

#### *Who Read with the Child?*

The participating families ( $N = 300$ ) could choose from a variety of answers to respond to the question in the questionnaire: "*Who read with the child?*" Ninety-one percent reported "The child's mother;" 48% answered "father;" 41% responded "older sibling;" 20% chose "younger sibling;" 8% answered "grandparent;" and 13% reported "uncle, aunt, tutor, friend, classmate, etc.," respectively (see Appendix W). For example, on Day 1 of the program, a second grader's parent recorded in the book log: "It was the first time that my child read aloud to her aunt seriously."

*How Did They Read?*

Three quarters of the 300 families reported reading to their children, while two thirds of them reported having their children read aloud (see Appendix L). Very few family members reported having their children write reading responses or play word games. In addition, there were statistically significant differences across the age groups for the reading activities except for taking turns reading books. More families of the preschoolers reported reading to, discussing reading content, and playing word games with their children. In contrast, the 7- and 8-year-olds reported reading aloud, silently, and writing reading responses. This is consistent with the reading activities of the visited families--all families of children aged 3-5 read to their children, while children aged 6-8 read aloud or silently (see Appendix CC).

It is noteworthy that taking turns reading books was the only reading activity that was reported widely by the participating families in their daily lives across the programs, communities, and children's age groups. One parent's comment typically reflected the popularity of this reading activity: "Through taking turns reading with my child, I am able to understand what words my child cannot read aloud." This parent only checked, "Taking turns" as her favourite reading activity even though the response choices included eight options. Likewise, children reported that they preferred to take turns reading as well: "I then do not need to read the whole book aloud. Otherwise, I would be frustrated," and "When I cannot pronounce an unfamiliar word, my mom will help me."

### *When Did They Read?*

There were statistically significant differences across the programs and children's age groups for when the reading occurred. All of the family members in the home-school reading program reported, "Bedtime" compared to two thirds of the family members in the home-library summer reading program (Appendix W). Almost all of the family members in the home-school reading program reported, "Evening" compared to two thirds of the family members in the summer reading program. In contrast, two fifths of the family members in the summer reading program reported, "Afternoon" compared to one fifth of the family members in the home-school reading program. Thus, the time the participants read differed across programs. In the home-school reading program, the family members often read with their children in the evening or at bedtime, while the family members in the home-library summer reading program read with their children in the daytime.

### *The Length of Daily Reading Time*

The families reported varied lengths of daily reading time related to their children's ages and the programs in which they participated. Two thirds of the families reported spending no more than twenty minutes reading, while one fifth of 8-year-olds in the home-library summer reading program reported reading at least one hour daily (see Table 6). In addition, there was a statistically significant effect in regard to the communities and children's ages on the length of reading time. The families in NeiHu reported spending more time reading than the families in the other communities. The finding might be influenced by the older average age of children ( $M=5.32$  for WanHua,  $M=7.08$  for NeiHu, and  $M=6.29$  for WenSun). In

**Table 6**  
*Means, Standard Deviations, Frequency, and ANOVA of the Length of Daily Reading Time Grouped by Program, Community, and Children's Age*

Variable	Length of time		1-10 min		11-20 min		21-30 min		31-60 min		Above 1 hr	
	<i>M</i>	<i>SD</i>	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Total ( <i>N</i> = 339)	2.15	1.01	105	31%	120	35%	81	24%	26	8%	7	2%
Program												
Home-Sch ( <i>n</i> = 208)	1.83	0.07	85	41%	79	38%	38	18%	6	3%	0	
Home-Lib ( <i>n</i> = 131)	2.64	0.08	20	15%	41	32%	43	33%	20	15%	7	5%
<i>F</i> ( <i>df</i> = 1, 337)	60.53***											
Community												
WanHua ( <i>n</i> = 168)	2.11	0.08	55	32%	55	32%	44	26%	12	7%	2	3%
NeiHu ( <i>n</i> = 63)	2.62	0.12	10	16%	20	32%	20	32%	10	16%	3	4%
WenSun ( <i>n</i> = 108)	1.92	0.10	40	37%	45	41%	17	16%	4	4%	2	2%
<i>F</i> ( <i>df</i> = 2, 336)	10.29***											
Children's age												
3 years ( <i>n</i> = 29)	1.69	0.17	14	48%	10	35%	5	17%	0		0	
4 years ( <i>n</i> = 38)	1.82	0.15	17	45%	12	32%	8	21%	1	2%	0	
5 years ( <i>n</i> = 79)	1.99	0.11	27	34%	31	39%	17	22%	3	4%	1	1%
6 years ( <i>n</i> = 17)	2.29	0.23	1	6%	10	59%	6	35%	0		0	
7 years ( <i>n</i> = 125)	2.06	0.08	43	34%	44	35%	27	22%	10	8%	1	1%
8 years ( <i>n</i> = 51)	3.06	0.13	3	6%	13	25%	18	35%	12	24%	5	10%
<i>F</i> ( <i>df</i> = 5, 333)	12.88***											

Note. \**p* < .05 \*\**p* < .01 \*\*\**p* < .001.

this study, the older the children were, the more time they seemed to spend reading.

In addition, three quarters of the families reported in the book logs that the length of daily reading time was longer later in the programs than at the beginning of the programs (see Table 7 for one example). Furthermore, when the adult-child interaction involved a discussion, the length of reading time was longer than only reading with the child. For example, one parent reported that she read to her son, and her son read aloud for 6 minutes as usual. However, when they added a discussion activity, the length of reading time recorded in the book logs was 15 to 35 minutes.

#### *Types of Family Involvement*

A pattern of types of family involvement in the family literacy programs emerged (see Appendix U). Although almost all of the participating families

Table 7  
*Sample of A Kindergarten Child's Book Log (Comments & Reading Time)*

Day	Family member's comment	Minute
1	She read aloud. Not only did she enhance her reading ability, but she also recognized more words.	8
2	Fascinating! Like watching a drama, she read aloud and viewed the pictures on the book carefully.	8
3	She was interested in reading, particularly when she read aloud with vocal variety.	9
6	Her speaking was clearer and more precise than before. Well done!	10
7	Her knowledge became enriched since she liked reading.	10
9	She read aloud patiently although the storybook was longer than before.	30
10	She recognized many words and read aloud without difficulties.	30
15	She enjoyed reading little by little.	30
21	Reading nourished her creativity and imagination.	30
23	She liked to brush her teeth since she read <i>Little Bear Bob Doesn't Brush His Teeth</i> .	30
27	Her capacities of speaking and communication were better than before.	30
28	Her reading speed was faster than before.	30
34	She read aloud happily because the book was very interesting.	30
38	Through reading the book, <i>I am Your Good Friend</i> , her feeling of making friends was stronger than before.	30
43	Although the storybook was very long, it was an opportunity for her to read the book and increase her patience.	40
45	So far so good! She liked to read long storybooks.	40
50	Her speed in reading and comprehension was improving.	40

reported in the book logs that they maintained reading activity in their daily lives throughout this study, their involvement in children's reading varied considerably. Table 8 shows that four fifths of the families were in Type 4 in which they both interacted with their children while reading together and completed the book logs. The adult-child interactions included talking, discussing, asking questions, storytelling, writing, and playing word games that involved the contents of the books they read on a daily basis. In Type 3 (One-way reading and reporting book

Table 8  
*Types of Family Involvement in Children's Reading by Programs*

Type	Programs				Total	
	Home-school (n=208) %		Home-library (n=131) %		(N=339) %	
1 Non-involved	1		0		1	1%
2 Having their children read silently & signing book logs	26	13%	5	4%	31	9%
3 One-way reading & reporting book logs	27	13%	4	3%	31	9%
4 Interacting with children & reporting book logs	154	74%	122	93%	276	81%

logs), family members read to their children, listened to their children's oral reading, or took turns to read without interactions, although they completed the book logs as did the families in Type 4. For example, Table 9 shows that reading the same book at home, \*Lee's parent reported spending 30 minutes discussing the book with Lee, while \*Chen's parent reported spending only 4 minutes reading to Chen without any interaction. In addition, 31 families (9%) fell in Type 2 (Having their children readsilently and signing the book logs), which is different from Type 1 (Non-involved). For example, a second grader reported in her book logs that she was used to reading silently with her mother at home for only one minute daily throughout the entire period of this study.

Thus, a child reading silently at home did not mean that his/her family did not participate in the reading program. One parent of a second grader commented in the book log, "My child enjoys reading silently everyday. When I had him read aloud, he resisted. But at least he enjoyed daily reading. That's why I would like to continue participating in the family literacy program." Also, the principal-component analysis

Table 9  
*Sample of Kindergarten Children's Reading Time and Activities*

Reading activity	Length of time (minute)			
	Family member reading to the child & discussion		The child reading aloud & taking turns reading	Family member reading to the child
Child name	Lee	Ju	Sun-Gun	Chen
Book title				
<i>The Elephant's Poo</i>	20	15	7	3
<i>The Little Turtle Desires to Read</i>	30	20	5	4

\* All names are pseudonyms.

of the 26 items relating to family members' and children's favourite reading activities supported Type 2 and demonstrated that children's silent reading was a salient factor (see Appendix M).

### *Diversity of Reading Responses*

Comments of family members and children on the books they read reported in the book logs were diverse. Comments varied across families even though their children were the same age and read the same books (see Table 10). For example, Yu-An's parent reported that her daughter could not imagine the scenes in the book, while Yan's parent reported that they viewed the beautiful scenes. In addition, the results of comparing and contrasting the family members' responses indicated that family members' comments were not necessarily related to how they rated the books

Table 10  
*Sample of 10 Family Members' Comments on their Children's Reading*

Book title	Child name	Family members' comment	Judging the book (number of stars)
<i>Countryside</i>	Yu-An	There is very little snow in Taiwan. Yu-An could not imagine the snowing scenes in the book.	4
	Yan	We were astonished by viewing the beautiful scenes in the book	4
	Ju	The child understood the ecological environment in the countryside after reading the book.	5
	Shuo	The child understood the lifestyle of the countryside.	5
	Bo	No comment (only parent's signature).	3
	Hao	The child should practise retelling stories.	4
	Dah	No comment (only parent's signature).	4
<i>Mice Ate My Candies</i>	Dah	Kindergarten children prefer colourful picture books rather than this book in which the illustrations look too messy to be accepted by young readers.	4
	Pin	After I read to him, the child was able to retell the story with the richly detailed illustrations in the book.	3
	Hao	The child easily understood the content of the book because of the interesting illustrations.	5
	Chia	The child preferred the interesting book very much.	5
	Yu-An	The book is very interesting.	5
	Ni	The illustrations in the book are interesting.	4

(e.g., they made negative comments but rated the books highly). It is likely that readers' rating a book may not match their comments on the book. A teacher requires reviewing both comments and ratings to understand whether or not the book is appropriate as a family literacy resource.

Moreover, children also responded to the same book in various ways. One child judged a book with 5 stars, while two other children judged the same book with only 1 star. Similarly, a child reported that a book was hard to understand, while one of his classmates reported that she enjoyed the book very much and asked her mother to reread the book to her. In addition, although they read together, family members' reading responses were sometimes different from their children's. Half of the family members' comments on the books they read with their children were inconsistent with their children's comments (see Table 11). The diversity of reading responses from the participating family members and children will be discussed in Chapter 5.

Table 11

*Sample Comparison of Children's and Family Members' Comments*

Book title	Children's comment	Family members' comment
<i>Mice Eat Breakfast</i> 老鼠吃早餐	I dislike having breakfast.	The book is interesting.
<i>Baby Lion Grows up on the Plain</i> 獅子寶寶在原野中成長	I like lions because they run fast.	Leopards are the fastest runners, rather than lions.
<i>Flying Starts</i> 飛行小星星	The book introduces the fireflies.	This book is describing singing.
<i>Spiders</i> 蜘蛛	Many spiders look awful.	The child better understood spiders and should read more.
<i>How Do Animals Sleep?</i> 動物怎麼睡覺	Very horrible!	The book introduces the child to the world of birds. A good book!
<i>How Do Animals Communicate?</i> 動物怎麼交談	Nothing special!	The child actively read and wrote reading responses.
<i>The Friends in the Snowfield</i> 雪地裡的朋友	I hope that I can make friends.	The child read aloud as well.
<i>The Dragon-Boat Festival</i> 端午節	I am smarter than before.	Festivals have their own stories.

### *Reading Activities*

The responses from the participants in the questionnaires, book logs, interviews, and family visits relating to reading activities in the family literacy programs are reported in the following sections.

*Favourite reading activities.* More than three quarters of the family members reported that they preferred to read with their children at home, praise their children for spending time reading, have discussions with their children, and read to their children (see Appendix R). Nine tenths of the children reported that they preferred to read at home, someone praising them and offering prizes for their reading, while four fifths of them reported that they preferred to hold the books, turn the pages, and have someone read to them, discuss reading content, and play word games with them. Three quarters of the children reported that they preferred silent reading, and someone taking turns reading with them, while two thirds of them reported that they preferred to read aloud and write responses to reading (see Appendix Y). Principal-component analysis of the 26 items relating to family members' and children's favourite reading activities revealed that a four-factor solution was best for these items. The eigenvalues for the four factors were 5.27, 3.17, 1.70, and 1.44. The factor loading of items were all over .39. Fourteen items that loaded on Factor 1 ("Family-Related Reading") constituted a subscale of reading activities based on family members' support for their children's reading. Seven items that loaded on Factor 2 ("Communication-Related Reading") constituted a subscale of reading activities based on children's communicating with family members. Factor 3 ("Silent Reading") was defined by two items that describe children's silent reading. Factor 4 ("Motivation-Related Reading") consisted of three items that are motivation-related

and pertained to what children pursued: praise, prizes, or holding the book (see Appendix M). The Cronbach alphas which are different from the eigenvalues above were also respectable: .84 for Factor 1 (“Family-Related Reading”), .76 for Factor 2 (“Communication-Related Reading”), .31 for Factor 3 (“Silent Reading”), and .61 for Factor 4 (“Motivation-Related Reading”). The total variance identified by the four factors was 44%. Thus, the four categories above emerged from 26 items relating to family members’ and children’s favourite reading activities; they will be discussed in Chapter 5.

*Daily reading activities vs. favourite reading activities.* The participating families might or might not apply their favourite reading activities in their daily lives. In this study, 53% of the family members as well as their children reported that they preferred playing word games (see Appendix N), but nine tenths of them did not play word games at home (see Appendix O). Likewise, two thirds of the family members reported that they preferred their children to write reading responses although almost all of them report that they did not ask their children to do so. Similarly, two thirds of the children reported that they preferred to write responses to reading, but very few of them did so in their daily lives. Family members and children disliked many reading activities, but they used them in their daily lives (see Appendix O). For example, 25 children reported disliking reading aloud, but they usually read aloud at home on a daily basis. A 7-year-old boy reported that he preferred his parents reading to him, yet his mother reported why she did not read to her child: “My boy is old enough to read by himself.” The gap between the participants’ favourite literacy-related activities and their actions in reality will be discussed in Chapter 5.

*Analysis of Repeat Families*

As described previously, 39 families in this study participated in both the home-school reading program and the follow-up home-library summer reading program in 2003. Of the participating families ( $N=300$ ), 37 families had participated in the home-library summer reading program in 2002 (see Figure 2), which provided them with family literacy trips and workshops. These repeat families had more experience being involved in a family literacy program than the other families ( $n=269$ ) in the programs. There were no statistically significant differences between the repeat families and non-repeat families in regard to children's age, family members' gender and educational levels, number of children living at home, community, and the role of caregivers (see Appendix P).

However, there were statistically significant differences between non-repeat families and repeat families with respect to family structure, family members' occupation, favourite and actual reading activities, and perceived outcomes and benefits of the programs. The non-repeat families in this study including the families in the home-school reading program reported that they had their children read aloud in the evening or before bedtime. Their children also reported that the program enhanced their moral education and writing skills. The means of the non-repeat families were higher than repeat families on these items (see Appendix P).

In contrast, the means of the repeat families were higher than non-repeat families on these variables, including children's willingness to go to the local library and participate in the family literacy program, family members' perceptions of their children's positive attitudes toward reading and benefits of the program (e.g., improving their children's skills for silent reading, oral reading, writing, and shared

reading), and their preferences for reading to their children, pointing out the words in the books they read for their children, and encouraging their children to go to the local library and participate in the family literacy programs. These findings showed that more stay-at-home mothers than the other mothers in this study were available for reading with their children during the daytime and taking them to the local library to participate in the home-library summer reading program (e.g., family literacy field trips and workshops). This is consistent with the repeat families' responses in the book logs. For example, in a kindergarten class the only family that reported that the mother and her son noticed the beautiful pictures in the books and regarded them as a powerful incentive for children's reading was a family that had participated in the home-library summer reading program in 2002 and 2003, as well as in the home-school reading program in this study. The significance of comparing these items will be discussed in Chapter 5.

#### *Findings on Phenomena: Summary*

The participating children reported reading with their parents, grandparents, siblings, uncles, aunts, tutors, friends, and classmates. Almost all of the children aged 3-5 reported being read to in the evening and at bedtime, while children aged 6-8 reported reading aloud or spending more time reading silently in the daytime than they had before participating in the program. Taking turns reading books was reported widely by the participating families in their daily lives across the programs, communities, and children's age groups. Family involvement in the family literacy programs was identified for type: Type 1 (Non-involved), Type 2 (Having their children read silently and signing book logs), Type 3 (One-way reading and reporting

book logs), and Type 4 (Interacting with children and reporting book logs). Principal-component analysis revealed four factors identifying family members' and children's favourite reading activities: family-related reading, communication-related reading, motivation-related reading, and silent reading. In addition, it was found that family members' comments were sometimes inconsistent with their children's, and families did not always apply their favourite reading activities in their daily lives. Repeat families reported more positive results than non-repeat families on children's willingness to go to the library and participate in the family literacy program, family members' perceptions of their children's positive attitudes toward reading and benefits of the program, and their preferences for reading to their children, recommending the program to other families, and encouraging their children to go to the library and participate in the family literacy programs.

#### *Contextual Conditions*

The contextual conditions (Strauss & Corbin, 1990) pertaining to the phenomena in this study are reported by asking the third research question, "What family factors influence family involvement in the family literacy programs?" The effects of the participating family members' gender, educational levels, and occupations, as well as other family factors on responses to 33 questionnaire items were analyzed. These questionnaire items include seven items for favourite literacy-related activities (see Appendix M), seven items for daily literacy-related activities (see Appendix O), eight items for the perceived outcomes (see Appendix S), and 11 items for the benefits of the programs (see Appendix T).

The participating family members in this study were encouraged to read with their children on a daily basis. Both family members and their children could benefit from the programs so the families maintained their involvement in the programs and continued to encourage their children to go to the local library and participate in the programs. They also recommended the programs to other families. The outcomes and benefits of the programs that the participating families perceived were considered in the broad context of family involvement when analyzing the effects of factors on family involvement in the programs. The data from the participants' responses in the book logs, interviews, and family visits were also compared to the questionnaire results.

#### *The Effect of Family Members' Gender on Perceived Outcomes*

There were statistically significant gender differences with respect to a variety of issues (see Appendix BB). Female family members were more likely to take turns reading with their children than were the male family members. Female family members also reported a greater role in their children's reading progress and more positive attitudes toward reading than did the male family members. In addition, a higher proportion of designated female than male family members accompanied their children to the local library. Also, female family members were more likely to recommend the family literacy program to other families (see Table 12). However, male family members reported in the book logs that they contributed to the family literacy programs in different ways.

For example, during the first four days in this study, 5-year-old Sun-Gun's mother read to her at home for three minutes each day. On day 5, her father and she took turns reading the book for ten minutes. From then on, she started to take turns

Table 12  
*Means, Standard Deviations, and ANOVA of the Perceived Outcomes by Family Members' Gender*

Variable		Male (n=36)	Female (n=303)	F(1,337)
Perception of children's improved reading progress	<i>M</i>	4.03	4.23	5.83*
	<i>SD</i>	0.08	0.03	
Perception of children's positive attitudes toward reading	<i>M</i>	3.94	4.24	7.05**
	<i>SD</i>	0.11	0.04	
Recommending the program to other families	<i>M</i>	3.89	4.15	4.16*
	<i>SD</i>	0.12	0.04	
Taking turns to read with their children	<i>M</i>	3.50	3.90	8.46**
	<i>SD</i>	0.13	0.05	
Children's willingness to go to the local library	<i>M</i>	4.03	4.37	5.39*
	<i>SD</i>	0.14	0.05	

Note. \* $p < .05$  \*\* $p < .01$ .

reading with her father or mother on a daily basis. In addition, she read aloud to her elder sister by the ninth day of the program (see Table 13). Her father initiated taking turns reading with her instead of only reading to her as her mother did.

Table 13  
*Sample I of Book Logs for One Family's Reading with the Child*

Date	Book title	Star	Who read	Reading activity	Length of time (minute)
4/15	排排隊	4	Mother	Reading to the child	3
4/17	媽媽我們好愛您	3	Mother	Reading to the child	3
4/19	分享的故事	4	Mother	Reading to the child	3
4/21	奇妙動物園	3	Mother	Reading to the child	3
4/22	大明小齒去上學	5	Father	Taking turns reading	10
4/23	小烏龜想	4	Mother	Taking turns reading	5
4/24	淺藍色的西瓜	5	Father	Taking turns reading	5
4/27	卡卡卡幫獅子理髮	5	Mother	Taking turns reading	4
4/28	大象的嗯嗯	5	Sister	Child reading aloud	7

Furthermore, male family members became involved in reading with their children throughout this study. As shown in Table 14, three-year-old Chou's mother read to, and discussed the book with him for 10-15 minutes daily during the first week of the program. On Day 6, his father read to him for only 2 minutes. On the next day, his father both read to and discussed the book with him for 10 minutes. The

Table 14

*Sample II of Book Logs for One Family's Reading with the Child*

Date	Book title	Star	Who	Reading activity	Minute
4/14	嘟嘟比愛洗澡	1	Mother	Reading to the child.	10
4/16	卡卡卡幫獅子理髮	3	Mother	Reading to the child, silent reading, & discussion.	15
4/17	大象的嗯嗯	3	Mother	Reading to the child, & discussion.	10
4/18	我長大了	2	Mother	Reading to the child, & discussion.	10
4/21	打鼾的土撥鼠	5	Mother	Reading to the child, the child reading aloud, & discussion.	10
4/22	打嗝的貓咪	1	Father	Reading to the child.	2
4/23	不貪心的故事	3	Father	Reading to the child, & discussion.	10
4/24	小熊的呵欠	5	Mother	Reading to the child.	10
4/26	打嗝的貓咪	2	Mother	Reading to the child.	10
4/28	哇！洗澎澎嘍	4	Mother	Reading to the child, & discussion.	10

book log showed the father's occasional reading with his child. Only one father in the family visits volunteered to read with his child. He tended to take over as reading tutor (e.g., asked his child questions) when he and his wife listened to their son's oral reading. He also had his son retell the themes of the book and corrected the child's pronunciation. During the family visit, the mother sat beside them and smilingly watched the father-child interactions. In the other 29 family visits, female adults read with their children alone.

*The Effect of Children's Age on Reading Activities and Perceived Benefits*

There were statistically significant age differences with respect to children's reading activities, rating of books, and perceived benefits of the programs (see Appendix AA). The interview data relating to suitable ages for children participating in the family literacy programs are also reported in this section.

*Reading activities.* Questionnaire data showed that the younger the children were, the more their family members read to them. Conversely, the older the children were, the more they read independently (see Appendix L). The data from the participants' book logs, interviews, and family visits were consistent with this finding.

As shown in Figure 5, children aged 3-5 relied on their family members' assistance more than children aged 6-8. In contrast, family members of the third graders had their children read aloud with vocal variety and general facial animation. More children aged 3-5 than children aged 6-8 reported in the questionnaires that they preferred to hold the books, turn the pages, take turns reading, write responses to reading, have someone read to them, discuss reading content, and play word games (see Appendix Y). In contrast, more children aged 6-8 than children aged 3-5 reported that they preferred silent reading. In addition, writing reading responses had been regarded as the most difficult activity and was felt to be beyond the capacity of young children. For example, a parent of a second grader reported after one month, "My child's reading speed is faster than before. She is also fluent in oral reading and comprehension. Perhaps it is time to encourage her to write summaries of her reading and add her own comments in the book logs." However, in this study the participating children aged 3-5 responded that they preferred writing responses to reading. This will be discussed in Chapter 5.

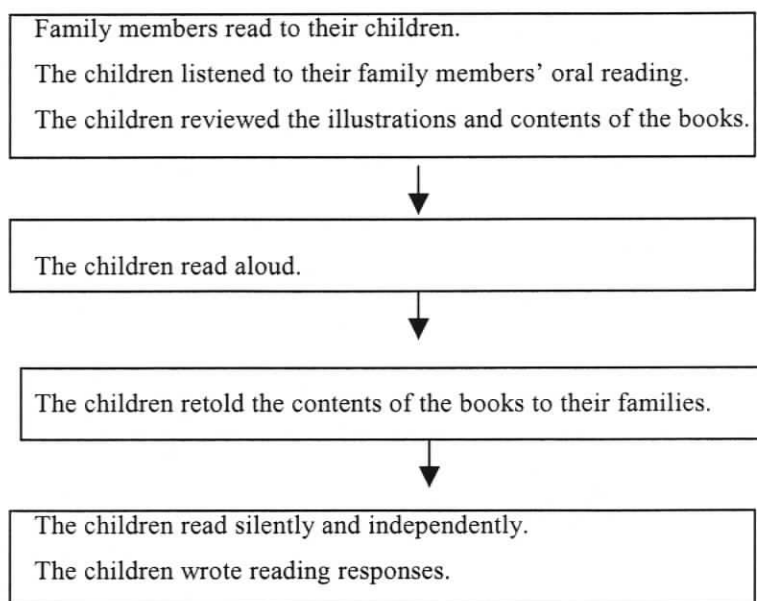
A pattern of reading activities emerged from an analysis of the book logs (see Figure 6). For example, a few family members read to their Grade 2 children at the beginning of the family literacy program, and then their children read aloud one month later. Similarly, most of the second graders read with their families at the beginning of this study, and then were reading silently at its end. When the children were old enough to read independently, who or how many people read with them seemed unimportant. A second grader reported that her parents, grandparents, or sister read with her, while she maintained silent reading throughout this study.

Figure 5 Sample of Family Members' Comments on their Children's Reading

	Week 1	Week 2	Week 3	Week 4
K1	The child was interested in the animal book.	The child thought of the real amusement park while reading the book.	The child was able to be aware of the details of the content of the book.	The child was able to understand and retell how to nicely treat others after reading.
K2	Good!	Not too bad!	Should concentrate!	Excellent!
K3	I hope the child could sit and listen to me for a longer reading time.	The child was better. He listened to me attentively, while I read aloud.	Today he knew more words after I read to him and he read aloud.	He was learning well.
K4	Keep going!	Good! Need more effort!	May create imagination!	Need more practice for retelling stories.
K5	The child wanted to turn the next page before I finished reading to him.	Funny book!	Good!	OK!
K6	The child was too young to entirely understand the content of the book.	Progressing well!	Much better!	The child has become good at asking questions about the book.
K7	The child was interested in the book and asked me to read to him several times.	The child preferred the main characters [family members] and compared them to me. We also discussed the book.	The child preferred the book [ <i>Delicious Foods</i> ] very much. She used the full-page illustrations in the book to practise counting.	She preferred the interesting book, and retold the content to me page by page.
G2-1	She read aloud and was emotionally expressive.	She also appreciated the bold, colourful, stylized illustrations in the book.	Very good!	She was touched by reading the book and almost cried with tears.
G2-2	Excellent reading aloud!	Active reading! OK!	Didn't read the book by heart. Read again!	Although reading the book carefully, [the child] should enhance the ability of retelling the content of the book.
G2-3	Yi-Yn viewed the brightly coloured illustrations while reading aloud. This not only improved her reading ability, but also enhanced the ability of word recognition.	She read aloud dramatically and was deeply interested in reading.	Her speaking is clearer and more logical than before. Reading is also enhancing her knowledge.	Although the story was very long, she read aloud patiently and enjoyably. Her reading and recognition have improved at a faster pace than before.
G2-4	Often pauses while reading aloud. Some words should be pronounced correctly.	So far so good. Excellent!	Actively looking for good sentences from the book, and writing reading responses. Good!	Actively discussing the book with others, and also asking questions.
G3-1	The child read book aloud impatiently.	The child read aloud better than before.	Keep going!	Keep going!

Note. K = Children aged 3-5. G2 = Grade 2. G3 = Grade 3.

Figure 6 A Pattern of Young Children's Reading Activities



*Rating of books.* In this study, children's ability to rate books seemed to be related to their age. Older children rated books independently, while younger children were dependent on whether or not someone read with them. As shown in Table 15, a second grade class in this study rated the four books which had been voted by students in Taipei to be excellent books. T tests showed that there were no statistically significant differences among the students' judgements of the books. Most of the second graders gave the books more than 3 stars regardless of whether there was a reading companion or not. It is important to note that the children's rating of the award-winning books was consistent with the voting results in the Taipei public libraries. This finding suggests that the classroom teachers in this study selected the award-winning books for the home-school reading program, and the children reported positively about the books they read. However, not all of the children rated the award-winning books as highly. As shown in Table 15, some students gave the books 1 or 2. For example, a family member reported in the book

Table 15  
*Means and Standard Deviations of A Grade 2 Classroom for Rating Books*

Book title	Rating of book (star)			
	嘉嘉	威威找記憶	爺爺一定有辦法	精彩過一生
Child				
S1	3	4	4	4
S2	5	5	3	3
S3	5	5	5	5
S4	4	4	3	5
S5	5	3	5	3
S6	1	5	3	2
S7	5	5	5	3
S8	5	5	5	4
S9	5	4	3	4
S10	5	5	1	5
S11	5	3	4	4
S12	5	5	4	5
S13	4	3	4	3
S14	5	5	5	5
S15	5	5	5	5
S16	5	5	4	5
S17	2	2	3	2
S18	1	3	4	5
S19	4	4	5	3
S20	3	3	5	5
S21	4	4	4	5
S22	5	1	5	5
S23	4	3	4	1
<i>M</i>	4.13	4.00	4.04	4.00
<i>SD</i>	1.30	1.15	1.02	1.22

log, "My child disliked the character in the book so he gave it only one star."

Apparently, the second graders rated books independently.

*Suitable ages for participating in the family literacy programs.* The participating principals, teachers, and library heads reported that they implemented the family literacy programs for children aged 3-8. Typical explanations included that junior kindergarten children aged 3-4 were "curious, imaginative, and creative," and were "understanding the illustrations in the books"; "The first graders started to learn letters and words. It was suitable for them to read interesting books at home"; "The

second graders were used to reading”; and “The third graders started to learn critical thinking in regard to reading a book. It was suitable for them to get help from their families at home.” This is consistent with the children’s responses in the questionnaires, indicating that almost all of them perceived benefits from the programs (see Appendix S).

However, six of nine teachers (67%) reported that they discouraged the students from going to the local library because, “The students were too young. They required their family members to assist and accompany them.” One teacher added, “It would not be too late to borrow books from the local library when they are in the third grade or above.” This finding is consistent with the families’ responses in the questionnaires, indicating that family members’ encouraging their children to go to the local library and to participate in the home-library summer reading program was related to their children’s age (see Appendix Q). This factor also seemed to inhibit the teachers from encouraging young children to utilize the local library’s resources for reading at home.

#### *The Effect of Family Members’ Occupations on Perceived Outcomes*

There were statistically significant differences with regard to family members’ occupations in the length of reading time, whether their children were willing to participate in the family literacy program, and whether they recommended the program to other families. This can be seen in Table 16, in which more family members who were homemakers than working family members reported spending time reading with their children, recommending the family literacy program to other families, encouraging their children to go to the local library, and to participate in the

Table 16  
*Means, Standard Deviations, and ANOVA Grouped by Family Members' Occupations on Perceived Outcomes*

Variable	Family members' occupation			<i>F</i> (2,336)
	Homemaker ( <i>n</i> =119)	Private agency worker ( <i>n</i> =175)	Public organization worker ( <i>n</i> =45)	
Encouraging their children to go to the local library	<i>M</i> 4.53	4.34	4.18	4.78**
	<i>SD</i> 0.07	0.05	0.11	
Encouraging their children to join in the family literacy program	<i>M</i> 4.28	3.93	4.02	6.27**
	<i>SD</i> 0.08	0.06	0.13	
Recommending the program to other family members	<i>M</i> 4.28	4.03	4.04	4.34*
	<i>SD</i> 0.07	0.05	0.11	
Their children's willingness to join in the family literacy program	<i>M</i> 4.26	3.92	3.87	4.46*
	<i>SD</i> 0.10	0.08	0.16	
The length of daily reading time	<i>M</i> 2.42	1.97	2.11	7.45**
	<i>SD</i> 0.10	0.08	0.15	
Daily reading to their children	<i>M</i> 0.71	0.63	0.82	3.29*
	<i>SD</i> 0.04	0.04	0.07	

Note. \* $p < .05$  \*\* $p < .01$ .

home-library summer reading program. Their children also reported being willing to participate in the program. In contrast, other children reported that their family members were too busy with their jobs to participate in the home-library summer reading program. Some family members who worked outside the home also reported in the questionnaire that they had no time to help their children participate in the home-library summer reading program. These results are supported by classroom teachers who stated in interviews that many family members were too busy with their jobs to take their children to the local library.

In addition, whether both or only one parent was working had a statistically significant effect on the length of daily reading time. Families in which both of the parents worked outside the home reported that they spent less time reading with their children than the families in which only one parent's salary provided the family

income (see Table 17). This finding supports the earlier finding that parents who were homemakers reported spending more time reading with their children than parents working outside the home. In addition, families having only one source of income reported being more likely to encourage their children to go to the local library than the families in which both were employed.

Table 17  
*Means, Standard Deviations, and ANOVA Grouped by Parents' Employment on Perceived Outcomes*

Variable	Parents' employment			<i>F</i> (1,337)
	One Employed ( <i>n</i> =144)	Both Employed ( <i>n</i> =195)		
Family members' encouraging their children to go to the library	<i>M</i> 4.50 <i>SD</i> 0.06	4.30 0.05		6.71*
Children's preference for writing reading responses	<i>M</i> 3.49 <i>SD</i> 0.10	3.85 0.09		7.38**
The length of daily reading time	<i>M</i> 2.30 <i>SD</i> 0.08	2.03 0.07		5.89*

Note. \* $p < .05$  \*\* $p < .01$ .

During the family visits, one third of the families visited owned houses filled with fine furniture and electronic appliances. The children in these houses had their own bedrooms and bookshelves that contained plenty of textbooks. One quarter of the family members told me that they borrowed non-textbooks from the local library so they did not need to purchase books or have spaces and shelves upon which to place books. It appears likely that all participating families gave priority to creating a suitable reading environment at home for their children, whether both parents were employed or not.

*The Effect of Family Members' Educational Levels on Perceived Outcomes*

There were statistically significant differences relating family members' educational levels to reading activities, their perceptions of their children's positive attitudes toward reading, and whether they encouraged their children to participate in the home-library summer reading program. Table 18 shows that the higher the educational level of the family members in this study, the more often they reported that they read to their children, preferred to read to their children, and perceived their children's positive attitudes toward reading. Family members at the lowest educational level reported encouraging their children to participate in the home-library summer reading program; the means ( $M= 4.50$ ) of the group was the strongest of the five educational-level groups. This will be discussed in Chapter 5. Some family members who had a master's degree reported that they had children's books which were more attractive and newer than the library books.

Table 18  
*Means, Standard Deviations, and ANOVA Grouped by Family Members' Educational Levels on Perceived Outcomes*

Variable	Family members' educational levels					<i>F</i> (4,334)
	Primary ( <i>n</i> =6)	Junior high ( <i>n</i> =16)	Senior high ( <i>n</i> =143)	Univ./Coll. ( <i>n</i> =162)	Ph.D/master ( <i>n</i> =12)	
Encouraging their children to join in the program	<i>M</i> 4.50	3.44	4.08	4.09	4.08	2.66*
	<i>SD</i> 0.35	0.21	0.07	0.07	0.24	
Perceptions of their children's positive attitudes	<i>M</i> 3.83	3.94	4.10	4.33	4.42	4.33**
	<i>SD</i> 0.26	0.16	0.05	0.05	0.18	
Preferences for reading to their children	<i>M</i> 3.00	3.56	4.04	4.01	4.00	3.88**
	<i>SD</i> 0.32	0.19	0.07	0.06	0.22	
Preferences for discussing reading content with children	<i>M</i> 4.00	3.94	4.13	4.33	4.00	2.77*
	<i>SD</i> 0.29	0.18	0.06	0.06	0.20	
Daily reading to their children	<i>M</i> 0.17	0.50	0.68	0.72	0.83	3.16*
	<i>SD</i> 0.19	0.12	0.04	0.04	0.13	

Note. \* $p < .05$  \*\* $p < .01$ .

*Number of Children Living at Home and Family Reading*

There were statistically significant differences in the number of children in the families, which affected whether or not family members encouraged their children to go to the local library, and also influenced their favourite reading activities. As shown in Table 19, except the two families having five children, the more children in the families, the more often the families reported their children reading books silently, and preferred their children reading silently. In addition, children who had 0-2 siblings reported that they preferred silent reading more than other children. Two 4-year-olds who had four siblings reported that they disliked silent reading and they did not read silently (see Table 19). Perhaps this is because they were too young to read alone, because they had many siblings read together, or because they felt excluded from the activity. This finding supports the previous findings that children's preferences for silent reading were related to their age. However, the children reported that they preferred to hold books and turn the pages on their own while

Table 19  
*Means, Standard Deviations, and ANOVA Grouped by Number of Children Living at Home on Perceived Outcomes*

Variable		1 child (n=71)	2 children (n=194)	3 children (n=60)	4 children (n=12)	5 children (n=2)	F (4,334)
Encouraging their children to go to the local library	<i>M</i>	4.44	4.36	4.48	4.25	3.00	2.46*
	<i>SD</i>	0.08	0.05	0.09	0.21	0.50	
Family members' preference for their children's silent reading	<i>M</i>	3.72	3.82	4.13	3.92	3.00	3.41*
	<i>SD</i>	0.09	0.05	0.10	0.22	0.53	
Children's preferences for silent reading	<i>M</i>	4.13	3.90	4.07	3.42	2.00	3.04*
	<i>SD</i>	0.13	0.08	0.14	0.32	0.77	
Children's preference for holding books and turning the pages	<i>M</i>	4.21	4.15	4.20	3.33	4.50	2.66*
	<i>SD</i>	0.11	0.07	0.12	0.26	0.64	
Daily reading silently	<i>M</i>	0.35	0.49	0.62	0.58	0.00	2.94*
	<i>SD</i>	0.06	0.04	0.06	0.14	0.35	

Note. \* $p < .05$ .

reading; the mean ( $M= 4.50$ ) for the group was the strongest of the five groups, as categorized by the number of children at home. Perhaps they had the opportunities to witness others performing reading behaviours, and then they acted as readers to being praised or rewarded. This will be discussed in Chapter 5.

In the family visits, the more children in the family, the more the parents hugged their youngest child while listening to their eldest child's oral reading. One exception was a parent with four children. She took turns reading with her Grade 2 and Grade 1 daughters, while her other children, aged 3 and 4, were running around them. However, because her house was located near the local library, she took her four children to the library. Even her youngest child selected books to read at home. In contrast, family members with only two children either read to or listened attentively to their children's oral reading in a relaxed and quiet atmosphere. They were also able to concentrate on the books they discussed (see Appendix CC).

#### *The Effect of Family Structure on Silent Reading and Going to the Library*

More family members in nuclear families than in extended families reported encouraging their children to go to the library, and to read books silently (see Table 20). However, during the family visits, two extended families (see Appendix CC) encouraged their children to go to the local library. One of the families hired a Philippine nanny to take care of four children and their grandfather with a handicap. The other family lived in a four-floor house, in which the child's grandparents and parents lived on different floors. Thus, in this study, family members' commitment to participating in a family literacy program seemed more important than whether the family was a nuclear family or an extended family.

Table 20  
*Means, Standard Deviations, and ANOVA Grouped by Family Structure on Perceived Outcomes*

Variable	Family structure			<i>F</i> (1,337)
		Nuclear ( <i>n</i> =272)	Extended ( <i>n</i> =67)	
Encouraging their children to go to the local library	<i>M</i>	4.43	4.21	5.00*
	<i>SD</i>	0.04	0.09	
Daily reading silently	<i>M</i>	0.51	0.37	3.90*
	<i>SD</i>	0.03	0.06	

Note. \**p*<.05.

*The Effect of the Role of Caregivers on Perceived Outcomes*

In this study, married parents reported spending more time reading with their children than did grandparents and single parents. Children with married parents were more likely to be willing to go to the local library and perceived that they had benefited from the reading program more often than did the children living with grandparents or single parents (see Table 21). A second grader reported in the questionnaire, "I need to ask my grandma and uncle whether they have time to

Table 21  
*Means, Standard Deviations, and ANOVA Grouped by the Role of Caregivers on Perceived Outcomes*

Variable	Caregiver			<i>F</i> (2,336)
		Single parent ( <i>n</i> =21)	Married parent ( <i>n</i> =317)	
Preferences for reading with their children	<i>M</i>	4.48	4.29	6.87**
	<i>SD</i>	0.14	0.04	
Preferences for reading to their children	<i>M</i>	4.00	3.99	3.24*
	<i>SD</i>	0.17	0.04	
Their children's willingness to go to the local library	<i>M</i>	3.95	4.37	3.63*
	<i>SD</i>	0.18	0.05	
Their children's perceptions of benefits from the family literacy program	<i>M</i>	4.14	4.41	5.38**
	<i>SD</i>	0.12	0.03	
The length of reading time	<i>M</i>	1.57	2.18	3.67*
	<i>SD</i>	0.22	0.06	

Note. \**p*<.05 \*\**p*<.01.

accompany me to the local library.” Perhaps the children who lived with single parents or grandparents had more difficulties going to the local library than the children who lived with married parents. However, single parents reported that they preferred to read with their children at home more often than did married parents and grandparents, of which the means ( $M= 4.48$ ) was the strongest in the three caregiver groups. In contrast, the lowest means was in the grandparent group which reported less preference for reading with/to the children than the other two groups, while the children reported less willingness to go to the local library and less benefits from the program than did the children with married or single parents. This will be discussed in Chapter 5.

#### *Family Members' Commitment to Program Participation*

All of the participating principals, teachers, and library heads reported that family members' commitment to becoming involved in the family literacy programs contributed to the success of the program. One library head even suggested that the first step for a successful family literacy program was to “select” the family members who were available to read with their children daily. A Grade 2 teacher who has taught for 25 years reported, “Some family members, who are independent, read with their children automatically at home and need no help from teachers.” This is consistent with the responses to the family visits, in which all of the family members reported that they took time off from their daily tasks regardless of their occupations, educational levels, roles as caregivers, and their children's ages (see Appendix CC). Thus, family members' commitment to reading with their children seemed to be an important factor in this study.

*Families' Concern about their Children's Reading*

In this study, families showed concern about their children's reading. They had high expectations for their children's reading. One fifth of the family members reported their concern about their children's reading comprehension in comments such as "There is very little snow in Taiwan. My child could not imagine the snow scene in the book," and "My child didn't understand the content of the book [*I Want to Buy Sands*]." A typical example was that a second grader reported in the book log, "After reading the book [*The Little Rabbit Looking for Cousin*], I have learned that rabbits also have cousins." This comment was followed by her mother's asking, "What is the theme of the book?" Apparently, the parent knew the book and was disappointed by her child's response to the book. Likewise, one tenth of the families reported their children's improper behaviour. Typical responses were, "My son should read more books, watch less TV, and play fewer computer games,"; "My child behaved improperly because he was having a snack while reading," and "My child is not used to brushing his teeth. I hope that he will be used to brushing his teeth daily after reading the book [*The Little Bear Bailey Brushing Teeth*]." The family members during the family visits also showed their concern about their children's reading. One third of the families corrected their children's pronunciation, while nine tenths of the families asked their children questions to make sure that the children correctly comprehended the themes of the books they read together (see Appendix CC).

Likewise, most of the family members reported their expectations for their children's reading skills and comprehension. Half of the family members reported having their children practice oral reading, while two fifths of them reported taking turns reading aloud on a daily basis (see Appendix L). Typical concerns were "My

child read aloud with no expression. His intonation and stress should be improved,” and “My child should understand the theme of the book after reading it aloud.” It is worthy of note that the eighth item in the reading activities shown in the book log was open to the family members to indicate how they innovated in different ways from my anticipation of adult-child interaction (see Appendix D). One fifth of the family members who chose to select this item preferred to have their children retell the stories after reading.

In addition, the participating families valued their children’s reading and tended to reward their children in order to motivate additional reading. Three quarters of the family members reported in the questionnaires that they preferred to reward their children’s reading (see Appendix X), while almost all of the children reported that they preferred being rewarded for reading (see Appendix Y). This is consistent with the family members’ responses in the book logs such as “Can the school reward the children with bigger prizes after they finish reading 500 books?”

Moreover, the participating families regarded their children’s academic achievement as important. The parents during the family visits stated that the ultimate purpose of children’s schooling is academic achievement. For example, with great pride a mother of three children aged 4,6, and 8 showed me the academic awards her children had won at school. Families became involved in the literacy programs because they wanted to help their children with reading. One Grade 2 teacher in this study reported that families could come to value their role of assisting their children’s reading with teachers’ encouragement and help. She said, “I encouraged the students to read the textbooks to their family members daily, while they were in the first grade.

Through listening to their children's reading, family members understood their children's learning." The teacher in this study selected non-textbooks for the children in second grade to read at home, and the family members continually cooperated with her. One tenth of the participating family members supported the statement that they regarded helping their children's reading as a family obligation; thus, they became involved in the family literacy programs. For example, one parent of an 8-year-old child reported:

Summer time is long enough for my child to participate in the library program. One of the many advantages is that I can be carefree because my child's spending time reading library books at home is safe physically and spiritually. Also, the program increases the positive adult-child relationship so that I can understand my child's reading progress and positive attitudes toward reading.

Although the participating families regarded their children's academic achievement as important, they might not participate in the home-library summer reading program. Two thirds of the participating teachers reported that family members asked the teachers to improve their children's reading abilities. One teacher said:

The family members in Taiwan would like to take advantage of their children's academic achievement, and regard the teachers and learning centres, rather than themselves, to be in charge of their children's education. Some family members made an excuse that they were too busy to read with their children.

This teacher's report indicated that families might not be willing to participate in the follow-up home-library summer reading program. This is consistent with a typical response from family members of the participating kindergarten children, which was that they had no time in the summer to take their children to the local library and read with them at home. A typical response from 7- and 8-year-olds was

that they had many academic activities and much homework in the summer so they had no time to participate in the home-library summer reading program. Other responses were, "The summer is the time to get rid of books,"; "I want to play in the summer," and "I will go abroad with my family this summer." In addition, one child reported, "It [the home-library summer reading program] would be no fun." When family members perceived that "reading was their children's concern rather than their own, and that the teachers, rather than themselves, were responsible for their children's reading," participating in the home-library summer reading program might not be their priority.

#### *Families in Rural or Urban Areas*

Although this study was conducted in the urban city of Taipei, one third of the interviewees were working or had worked in rural areas. All of them reported deficiencies in rural family literacy programs compared to the programs in this study. Comments included, "Unlike urban children, children in a rural area have insufficient books to read," and "Rural family members [rather than the participating families in this study] are not able to take advantage of the family literacy program because of their insufficient conditions [e.g., lack of time and reading materials]." One principal concluded, "Rural schools implementing the family literacy program have more difficulties than urban schools." This is consistent with the responses to the family visits with six families that lived in a rural area but overcame barriers (e.g., transportation) in order to participate in the home-library summer reading program only provided in the city. Thus, urban families in this study found it easier to become involved in the family literacy programs than did rural families.

*Findings on Contextual Conditions: Summary*

In the family visits, the family members reported their commitment to read with their children, regardless of the family factors such as family members' gender, occupations and educational levels, number of children living at home, family structure, and their children's age. However, the results from the questionnaires indicated that there were statistically significant differences in the family factors relating to reading activities, and perceived benefits and outcomes of the family literacy programs. Female family members reported being more active than the male family members in encouraging their children to go to the local library, recommending the home-library summer reading program to other families, and perceiving their children's improved reading progress and positive attitudes toward reading. Younger children reported more perceived benefits from the programs than older children. Family members who were homemakers reported spending more time reading with their children than did working family members, and were more likely to recommend the home-library summer reading program to other families, and encourage their children to go to the local library and to participate in the program. Their children also reported being more willing to participate in it. Family members with higher educational levels reported more frequently than those with lower educational levels that they read to their children and perceived their children's positive attitudes toward reading. Family members with lower educational levels reported more frequently than those with higher educational levels that they encouraged their children to participate in the home-library summer reading program. Married parents reported spending more time reading with their children than did grandparents and single parents, while single parents reported that they preferred to

read with their children at home more often than did other parents. Families in which both of the parents worked outside the home reported spending less time reading with their children. They were also less encouraging of their children going to the local library than were single income families.

A pattern of reading activities emerged in this study which indicated that when the participating children read silently and independently, they could write reading responses on their own. Families of children aged 3-8 were deemed suitable for participating in the family literacy programs, and family members' commitment to become involved in the programs was important. The participating teachers also reported that they should encourage families to become involved in the family literacy programs.

### *Reading Strategies*

Strategies are used by the participants to manage, handle, carry, and respond to the phenomena (Strauss & Corbin, 1990). In this study, family members' use of reading strategies to support their children's literacy development is one of the family factors identified as relevant to their involvement in the literacy programs. The fourth research question is, "What reading strategies do families report using, and are observed using, in the family literacy programs?" The participants' responses, relating to strategies used by families to become involved in the literacy programs, were analyzed and sorted. Four categories emerged: time management, text management, quality management, and long-term commitment.

*Time Management*

All of the interviewees reported that family members taking time to read with their children was a fundamental requirement for becoming involved in the family literacy programs. Typical suggestions included, "Both parents may take turns reading with their children," and "Reading with their children starts with ten minutes a day. Gradually, day by day, the time to read with their children should increase." In addition, one third of the interviewees admitted that children reading alone was an acceptable alternative. For example, one teacher suggested, "Family members may discuss a reading agenda with their children, including having the children read silently if their family members are not available." Moreover, two thirds of the family members reported, in the questionnaire, that they had developed a strategy for prioritising their time in order to hear their children read. One fifth of them had their children retell the contents of the books after the children read either aloud or silently. They also asked their children questions about the book. For example, one parent reported, "It is because both of us [parents] are busy with full-time jobs, and we also assume that children benefit from oral reading. Thus, we have our child read aloud, and then summarize the book for us." One parent commented in the book log that she managed reading time efficiently:

My child read aloud, while I was mopping the floors. Not only did I finish cleaning, but I also listened to his reading and asked him questions about the book. This strategy [doing the housekeeping while listening to the child's oral reading] is very efficient. I waste no time.

The strategy of family members' time management was also observed during the family visits. In addition to having their children read aloud or silently, one third of the designated family members took turns reading with children who read slowly.

Thus, all of the families were observed having read at least one book and had additional literacy-related activities during 15-20 minutes of the family visit.

### *Text Management*

During the family visits, the family members reported that they understood their children's reading capacities, so they adjusted their approach to the texts for reading with their children. To deal with their children's favourite, yet thick books, five family members showed their children the illustrations in the book and introduced the text of each page to the child without pointing out every word on the page. Seven family members of school-aged children had their children read silently, and then asked questions to elicit their reading responses, while five family members had their children select their favourite chapters to read aloud. This is consistent with the responses in the book logs that family members, with children who could not read independently, talked about the illustrations in the books with their children. Likewise, one teacher suggested, "Family members should carefully read the books prior to reading with their children." As family members understood what their children read, they could also adjust their approach to texts for reading with their children.

Moreover, four fifths of the family members reported in the family visits that by scaffolding, their children derived word meanings from expository texts (see Appendix CC). The family members discussed the book cover with their children prior to reading the book, and encouraged them to describe the contents of the books. They then turned the pages to name each word, showed the illustrations to them, and asked them questions. They watched and listened to their children. They utilized metaphors, body language, word games, and their children's prior experiences to

teach their children unfamiliar words. Two fifths of the families encouraged their children to summarize the contents and to expand on the themes of the books they read. Three family members further encouraged their children to research additional information and add to what was in the books or ask new questions of their own. This conclusion is consistent with the responses in the book logs. A typical example involved a mother who helped her 7-year-old child read a book, *Sister Wind Is Coming*, using metaphors and personification of the wind. The mother reported that she helped her child understand the meaning of unfamiliar words right away. She had her child read the text aloud and explain what the text was about. Her child then considered the potential meanings of the context. With the mother's scaffolding, not only did her child summarize the information and retell the story eloquently, but also recognized the figurative language of the composition. Thus, the parent reported, "Since reading more books, my child has learned many words which her schoolteacher has not taught her."

Furthermore, media played an increasing role in influencing their children's reading. Four fifths of the family members during the family visits utilized a variety of activities in reading with their children (see Appendix CC). For example, a parent turned on a CD player and provided the adult-child reading activity with a soft symphony as background music. The visit time was pleasant and relaxing and the children seemed to enjoy reading with their mother. When I stopped recording the adult-child reading, the children wanted to read more. Likewise, a participating parent of two children, aged 6 and 8 living in a rural area, selected an urban library for the family visit site. She borrowed some children's books with cassettes from the library.

She told me that while she cooked meals for the family, her children were able to read the books and listen to the cassettes alone. One third of the visited families reported that, after they received their adult-child reading report from me, they rewound the recorder several times to reflect on their reading interactions with their children and made paragraph-like comments in the family visit report. Similarly, a parent wrote in the book logs, "My child was deeply impressed by the book [*101 Dalmatians*]. Because he had seen the movie before, he was familiar with the content of the book." However, the book log also indicated that the child gave the book five stars yet spent only three minutes reading silently.

### *Quality Management*

Four fifths of the participating principals and teachers reported the importance of providing quality-reading time rather than regarding reading as a routine task, and suggested several ways for improving the quality of reading time. Nearly all of the interviewees reported more concern with a comfortable reading atmosphere than with the content of reading materials. For example, one teacher remarked, "Even though family members read a book ten times to their children, their children do not feel bored because of the comfortable and pleasant reading atmosphere." The participating families' responses to the family visits supported the notion that all of the family members created a comfortable reading atmosphere for reading with their children (see Appendix CC). Two thirds of the families had their children select their favourite books to read, while nine tenths of them listened to, and had eye contact with, their children when the children were talking and discussing reading content. In addition, five family members of preschoolers used body language and child-like voices to read

to their children, making the reading fun. Family members of school-aged children asked questions that the children were able to answer with confidence and eagerness.

Moreover, half of the interviewees suggested that family members maintain a good mood and a sense of humour while reading with their children. This is consistent with the participating families' responses in the book logs and family visits. Typical responses were, "The book was so funny that my child laughed happily while reading it," and "The book offered high-interest, recreational reading for us. I felt happy after reading with my child." In addition, one quarter of the interviewees suggested that family members regard their children as friends and praise them for reading. This is consistent with the participating families' responses in the book logs and family visits, indicating that they encouraged and praised their children during reading. A typical example was a log entry by a family member of a 3-year-old child: "Although my child could not read aloud well, we won't be discouraged! We'll keep going! Reading together is fun!" Likewise, nine tenths of the families reported, during the family visits, that they encouraged their children to express their thoughts and praised them (see Appendix CC). The families did not deride or criticize their children while reading together. For example, a mother could not help laughing when her son suggested a refrigerator for camping equipment. She only reported, "Yes, that's a good idea."

Furthermore, half of the participating teachers suggested that family members model reading behaviour for children so that their children learn from them a preference for reading and an appreciation of books. This is consistent with the participating family members' responses in the book logs and the observations

recorded during family visits. Common statements were, "Reading to my child aloud is also like reading to myself. It's good for me to keep reading," and "Reading with my child and establishing a daily family reading routine has become an enjoyment in life." Similarly, during the family visit, a family member reported, "I prefer reading. I am used to reading at home and taking my children to the bookshops." Her 8-year-old son showed me his bedroom filled with books.

### *Long-Term Commitment*

The participants' responses from the questionnaires, book logs, interviews, and family visits relating to the strategies used by families in order to ensure a long-term commitment to reading with their children included the need for family members' patience in daily reading, a continued cooperation with teachers and the program, and the need to design a reading plan and book log.

Half of the participating principals and teachers suggested that family members should be patient when reading with their children. For example, a teacher advised family members not to "expect too much or be in a rush to see your children improve. Constantly read with your children until they can read independently." A typically negative response from a family member was, "My child read the book aloud impatiently." In contrast, nine tenths of the family members during the family visits reported that they patiently used eye contact while listening to their children and shared opinions (see Appendix CC). In addition, half of the participating teachers reported that family members should continue to cooperate with them and the family literacy programs. Typical suggestions were, "Family members should cooperate with the rules of borrowing and returning books," and "They should contact the experts

and get help when encountering difficulties reading with their children.” This is consistent with the family members’ responses to the questionnaire, book logs, and family visits. Typical comments were, “My child enjoyed reading very much. I will help him continue to participate in the family literacy program,”; “Many thanks to the teacher for implementing the family literacy program with continuity. It encouraged my child to read daily,” and “I am very satisfied with the family literacy program. Please continue to encourage my child’s daily reading habits.”

Furthermore, two thirds of the interviewees reported that teachers and library heads had difficulty providing children with a family literacy program so that family members should not depend on the schools or local libraries to implement the program. For example, one principal and one teacher in the interviews suggested that family members should design a reading plan and book log for their children on their own. However, three quarters of the participating family members reported that they appreciated the programs and they encouraged their children to participate in them, so the schools and local libraries should implement the programs (see Appendix R). In addition, most of them suggested that the schools and local libraries should reward their children for reading (see Appendix X).

#### *Findings on Reading Strategies: Summary*

A variety of the strategies (e.g., time management, text management, quality management, long-term commitment) for family involvement in a family literacy program were suggested by the schools and local libraries or developed by the participating families. Family members setting aside time for reading with their children on a daily basis reported this to be important, although children’s silent

reading without a reading companion was also acceptable. The creation of a comfortable and supportive reading atmosphere, the adjustment of texts to meet their children's capability, and the use of media, such as CD players and cassettes, were other key strategies for families to become involved in the family literacy programs. All of the kindergarten teachers in this study suggested that family members take time to complete their children's book logs in addition to reading with them. One third of the interviewees suggested that adults should let the children select their favourite books, while one quarter of them reported that family members should select appropriate books for their children. Although none of the participating teachers reported that they utilized the resources from the local libraries for the home-school reading program, they did believe that the local libraries should have been obligated to provide families with the books they wanted. In addition, not every interviewee agreed that schools and local libraries had an obligation to provide families with family literacy programs. However, most of the participating families reported that they appreciated the programs provided by the schools and local libraries, and they asked the schools and local libraries to continue to reward their children for reading.

### *Consequences*

Consequences that are the outcomes of action and interaction result from the strategies (Strauss & Corbin, 1990). In this study, the fifth research question was, "What outcomes and benefits do families perceive as a consequence of their involvement in the family literacy programs?" The perceived outcomes (e.g., encouraging children to participate in the family literacy programs) and benefits from the family literacy programs (e.g., enhancing knowledge) reported by the

participating families, principals, teachers, and local library heads were analyzed and are presented in this section.

### *Perceived Outcomes of the Programs*

In 94% of the participating families, both family members and their children reported in the questionnaires about the children's improved reading progress (see Appendix N). In 88% of the participating families, family members reported that their children had positive attitudes toward reading after participating in the family literacy programs (see Appendix R). This is consistent with their responses recorded in the book logs and during family visits. Typical responses in the book logs were, "After reading the books, my child was thrilled to bits," and "My child and his sister enjoyed reading the books enormously." Likewise, a child during the family visit demonstrated that he was astonished, saying "Wow!" as he stared at the illustrations in disbelief. He pointed out the illustrations with his index finger and smiled as he showed his mother. In addition, most of the family members reported in the questionnaires that they were pleased with their children's reading progress, were willing to encourage their children to go to the local library and to participate in the home-library summer reading program, and were willing to recommend the program to other families (see Appendix R). A typical example was from a mother who had three children and had participated in the home-library summer reading program for two years. She stated:

I told my friends and relatives about my participation in the program. It cost no money and the children got prizes and field trips for free. Why wouldn't I share this opportunity with other people?

Moreover, half of the visited families reported that they preferred the local library as the location for their families being visited in this study. A typical response was, "My family would like to be visited at the local library because we are able to return books and borrow books at the same time." One mother of a 3-year-old girl further commented that family visits to the local library were ideal because the library had air conditioners during the hot summer months. Similarly, most of the children reported in the questionnaires that they were willing to go to the local library and to participate in the home-school reading program and the home-library summer reading program (see Appendix R). It was evident that during the family visits at the local libraries, half of the children went directly to the bookshelves and looked for their favorite books.

However, more 7-year-olds than younger children disliked participating in the home-school reading program (see Table 22). A typical response from 7-year-olds was that they had many academic activities and homework, so they had no time to read non-textbooks.

Table 22  
*Frequency by Children's Age on their Willingness to Participate in the Home-School Reading Program*

Response	3 ys. (n=23)		4 ys. (n=31)		5 ys. (n=58)		6 ys. (n=0)		7 ys. (n=89)		8 ys. (n=7)		Total (N=208)	
Strongly dislike	0		0		0		0		4	5%	0		4	2%
Dislike	0		1	3%	2	3%	0		7	8%	1	14%	11	5%
Uncertain	0		0		2	3%	0		18	20%	0		20	10%
Prefer	11	48%	7	23%	14	24%	0		20	22%	4	57%	56	27%
Strongly prefer	12	52%	23	74%	40	70%	0		40	45%	2	29%	117	56%

### *Perceived Benefits from the Programs*

Almost all of the participating children reported that they benefited from the family literacy programs (see Appendix R) regardless of the types of programs and the community in which they lived (see Appendix Q). Principal-component analysis of all 11 items in the children's questionnaire regarding benefits loaded onto a single factor. The factor loading of items were all over .53, and the Cronbach alpha was 0.86, which indicates that the scale was reliable for a population of children. Forty-two percent of the total variance was identified by this single factor. The finding indicated that the children in this study made no distinction among the benefits of participation in the family literacy programs (see Appendix M).

However, principal-component analysis of the 12 items in the family members' questionnaire relating to the benefits of participation in the family literacy programs revealed that a four-factor solution was best for these items (see Appendix M). The eigenvalues for the four factors were 3.37, 1.47, 1.20, and 0.93. The Cronbach alphas were also respectable: .76 for Total items, .59 for Factor 1, .61 for Factor 2, .61 for Factor 3, and .59 for Factor 4. The factor loadings of the items were all over .50. The total variance identified by the four factors was 58%. These factors are described below.

*Social skill-related benefits.* Three items in the questionnaires that loaded on Factor 1 constituted a subscale of benefits based on social aspects (e.g., increasing positive relationships, enhancing children's ability to share reading responses, fostering children's reading habits). The responses in the interviews, book logs, and family visits regarding social skills-related benefits from the programs were

categorized under three headings: enhancing children's experiences, patience, and self-esteem.

Two thirds of the family members and children completing the questionnaires reported that positive relationships had been enhanced through the family literacy programs (see Appendix T). This is consistent with the responses in the book logs and the observations recorded during family visits. A typical response was "My child used to squabble with his elder brother. After reading the book [*Super Brother*], my child told me that he should love his brother and treat others kindly." In addition, when reading the book, *Mother and Father Divorce*, a family member reported, "Don't worry! We will live together forever because we love each other." Likewise, four fifths of the principals, teachers, and library heads stated that family literacy programs benefited the family members and children in creating situations that potentially enhanced their positive interactions. One third of the families, during the family visits, gave evidence for this statement. They reported that they understood the discord between their children and resolved the problems gently. They typically said to their children mediating comments such as, "You have already read aloud. Right now, let your older sister take a turn."

Moreover, half of the family members and two thirds of the children reported that the programs enhanced children's ability to share reading responses (see Appendix T). For example, one family member reported, "My child behaved just like a teacher and read aloud each sentence in the book, and had her younger sister join in when there were any repetitive phrases." In addition to using books to share reading,

the participating children were also encouraged to share their thoughts with their families. A mother reported that she appreciated the family literacy program because:

The program is splendid! Not only does sharing reading responses benefit the child, but it also helps me understand the child's opinions of the books we read. I am able to correct him immediately if he has any misconceptions.

Moreover, two thirds of the family members, three quarters of the children, and half of the interviewees reported that the family literacy program fostered children's reading habits. One teacher explained:

In the past, I encouraged the students to borrow books from the school library, but they seldom did. Now [after implementing the family literacy program] I provide them with books, and I am able to ask them to read at home daily.

A typical response from the participating family members was:

We really appreciated the teachers' implementing the program. My child disliked reading in the past. Now he reads aloud while viewing the illustrations. This showed that he is interested in reading. He actively read the books to me. It is obvious that reading has become an interest and an everyday routine.

A typical response from the participating children was:

I really prefer the books which are filled with happiness, excitement, nervousness, and astonishment. I always read it again because sometimes I forget the details in the books. When I reread the books, I can remember the details. Cool!

In addition, the participating children's siblings who did not participate in this study, also developed a reading habit because of the family literacy programs. One family member reported:

Since the teacher had my child read a book daily, not only did he read with great enthusiasm, but his sister also acquired reading habits because of reading daily with him. I hope the program will continue to be implemented.

One quarter of the family members reported that the family literacy programs also enhanced their reading habits. Typical comments were, "I have read all of the books that my child brought home from school. The reading program definitely benefits him and also encourages family members to read," and "Reading together is a very interesting and enjoyable activity, compared to the frustration of earning a living."

Furthermore, nine tenths of the families reported, during the family visits, that the family literacy programs enhanced their children's experiences. Typical examples centred on recalling past experiences such as, "Do you remember the movie we saw last summer?" and "You had already read this book in the first grade. Did you reflect differently on the book while rereading it today?" Making associations was another common experience found in this example: "My child told me that I take care of him like the cat in the book takes care of the kittens." Also, the participating families reported that the family literacy programs enhanced their children's patience. For example, on Day 4 of the program, one family member of a 4-year-old child reported, "My child started to enjoy reading. I took him to a bookshop, and he sat down for more than one hour reading books. I think this is a good start." Similarly, one family member commented, "The story in the book is long enough to foster my child's patience with reading." In addition, the participating families also reported that the family literacy programs enhanced their children's self-esteem. Three quarters of the families reported during the family visits that they asked their children prior to reading, "Would you like to read the book aloud?" They then praised the children with such typical statements as, "Bravo! You can observe every detail in the illustrations as well," and "You have a wonderful memory. Perfect!" In return, the

children replied to their family members with confidence, enthusiasm, and pleasure. For example, a 7-year-old girl sang a song related to the book they had read. Similarly, one family member reported in the book logs, "My child felt that she was a good child, so she actively and confidently continued reading after the principal rewarded her." It is worthy to note that one principal reported, "Most teachers agreed that some classes participating in the family literacy program had better manners and behaviour than other classes."

*Literacy-related benefits.* Factor 2 consisted of three items in the family questionnaires that are literacy-related and pertained to what the children had learned about silent reading, reading aloud, and writing. The responses in the interviews, book logs, and family visits about literacy-related benefits showed that the program seemed to enhance the children's appreciation of books.

Most of the families and one quarter of the participating teachers reported that the family literacy programs enhanced children's silent reading skills. A typical response from the families was, "My son told me that the obvious benefit of the family literacy program was that the speed of his silent reading was faster than before. I totally agreed with that." One Grade 2 teacher reported that, because children were reading more quickly than before, she had to offer some students three books daily. Although she did not conduct a reading assessment for the class, she knew that all of the students had read and understood the books because they discussed the books animatedly in the classroom.

Most of the participating children and two fifths of the family members reported that the family literacy programs enhanced children's oral reading skills (see

Appendix T). A typical response was, "My child read the book aloud fluently and dramatically. Her vibrant oral reading fascinated and excited me." The most striking thing that occurred during the family visits was that both a mother and her 6-year-old daughter read aloud in chorus for 10 minutes. The mother's deep sonorous voice, and the child's careful oral reading filled the living room, while the eldest child read silently and two younger children played around. The choral reading of the storybook unfolded a special scene of family literacy practices.

One fifth of the family members and three fifths of the children reported that the family literacy programs enhanced children's writing skills. One family member described this benefit precisely:

The child has read 82 books. Her reading and writing skills have improved remarkably. Recently, I have enjoyed watching her write reading responses. Thus, I may stop writing reading responses in the book logs. However, her dad will write it if any interesting things need to be mentioned.

One family member commented, "Not only did the family literacy program encourage my child to read more books, but it also benefited her elder brother who often read with her. As a result, his schoolteacher praised him because his writing skills have improved." This is consistent with teachers' responses in the interviews. A participating teacher reported that she provided the third graders with the opportunity to revise the stories in the books which she had them read at home. She found that they did well. Nine tenths of the families during the family visits gave evidence of this benefit. Family members encouraged their children's writing by asking, "What is your reading response?" and "What does the word 'tact' mean? Yes, you may use the word in your writing. For example, with great tact he left there to avoid upsetting people."

Half of the families reported in the book logs that the family literacy programs enhanced their children's appreciation of books (e.g., authors, illustrators, translators, colours, strategies of drawing). One tenth of the family members reported in the family visits that they had their children take good care of the books borrowed from the schools and local libraries. After reading at the local library, they had their children place the books back on the shelves properly.

*Action-related benefits.* Factor 3 was defined by three items in the questionnaires to describe children's active exploration of books. They included speaking out, asking questions, and being creative. The responses during the family visits about action-related benefits from the programs are also presented here.

Two fifths of the family members, two thirds of the children, and one quarter of the teachers reported that the family literacy programs encouraged children to speak out. Typical responses were, "My child listened to me reading the book only once, and then he summarily told me the content of the book without reading it. Excellent!" and "My child eagerly discussed the book." Almost all of the families during the family visits gave evidence for this finding. They reported that they had their children repeat and associate words by using tasks such as pointing to the illustration in the book and asking the child, "What is this? Yes, it is a dragonfly," and "What happened to the pig? Yes, the pig was falling down." In addition, they motivated their children's speaking and thinking by asking them, "And then?... Why is that?..."

Most of the families reported that the family literacy programs encouraged children to ask questions (see Appendix T). For example, a mother reported that her

3-year-old daughter asked so many questions about the book that she spent as long as 30 minutes reading with the child. Likewise, after implementing the family literacy program for two months, one participating teacher reported, "The students' thinking became keen." Thus, she asserted, "The family literacy program facilitated the opportunities for family member-child discussions, and enhanced children's ability to ask questions."

Most of the participating families reported that the family literacy programs enhanced children's creativity (see Appendix T). Typical responses were, "The book describes the clouds' variations. The lively, colorful illustrations supplement the text, and stimulate my child's mind and prompt a multitude of creative responses," and "The wordless book provides my child with the opportunity to develop oral language, and promotes imagination and creativity." Similarly, one teacher reported that the children enjoyed reading the illustrated books she offered them. They then used their imagination to role-play the characters in the books. Three quarters of the families, during the family visits, gave evidence for this finding. Typical examples indicated a family member saying to her children, "The main character devoured food like a wolf and a tiger," or in another case, asking, "What shape do you think the object has?" The children were rushing to answer the question, "A slice of a pizza!" or "A top!" followed by laughter. A mother opened and waved her arms energetically to show her children how a bird flew. In return, her 3-year-old girl excitedly crawled on the ground like the animal mentioned in the book they read.

Half of the families reported that the family literacy program encouraged the participating family members and their children to apply the knowledge that they

learned from reading to their lives. A typical example would be this statement from one family member: "My 3-year-old child understood the content of the book [*Dou-Dou Taking a Bath*] and appreciates taking a bath now." Two children aged 5 and 7 in different families happened to read the same book [*Monkey and Gold*]. The mother of the 5-year-old child told the child, "The lines for drawing a monkey are so simple that you could draw a monkey like that." In contrast, the 7-year-old boy said to his mother, "It is not about money or gold. The most important thing for my future is that I know what I am pursuing and accomplishing." Family members also reported that they applied the learning obtained from reading with their children. For example, after reading the book, *Father, Do You Love Me?*, one family member reported, "Don't simply tell the child that you love him. Accompany him in activities."

*Cognition-related benefits.* Factor 4 consisted of three items: enhancing children's knowledge, increasing family members' general knowledge, and children's moral education. The responses in the interviews, book logs, and family visits about cognition-related benefits were also divided into two categories: enhancing children's observation skills and sound recognition and enhancing children's interest in learning the English language.

Most of the families reported that the family literacy programs enhanced children's knowledge (see Table 23). Typically, family members reported in the book logs, "The child understood [the theme of the book] after reading the book," while the children reported, "I learned (or knew) [the theme of the book] after reading." In addition, family members reported that their children improved their ability to recognize words after reading the books. For example, a mother stated that "Since

Table 23  
*Sample of Book Logs for Family Members' Comments on Reading*

Date	Book title	Who read	Family members' comment
4/14	綠驢子	Father	She knew many amazing facts about the animals.
4/19	卡答卡答	Mother	She understood human beings' reactions.
4/20	嘩啦嘩啦	Father	She was able to read aloud as she saw the illustrations and knew the content of the book.
4/21	紅綠燈的叮嚀	Mother	She knew safety information and precautions, the meanings of the traffic signs and lights.
4/22	達達的大姆指	Mother	She understood the family relationships.
4/23	快樂假期	Father	After looking at the illustrations, she knew the various activities of a happy vacation.
4/24	達達會幫忙	Mother	After looking at the illustrations, she knew what housekeeping activities were, and how to help me at home.
4/26	收拾	Father	She was able to read aloud as she saw the illustrations and knew the content of the book.
4/28	達達洗澡	Father	I had her read aloud as she saw the illustrations and knew the content of the book. I also had her reread aloud several times.

reading books, my child has learned many words that his schoolteacher did not teach him. He recognized the words in the books and read faster than before.” This is consistent with the interviewees’ responses. Half of the participating teachers stated that the family literacy programs provided children with a wide variety of non-textbooks so that children gained new knowledge from sources other than textbooks. In addition, one third of the family members reported that the family literacy programs enhanced their knowledge (see Appendix AA). As a family member commented, “Reading good books is like having an excellent teacher and a knowledgeable friend.” After reading the book, *Awen’s Little Blanket*, a family member commented, “That’s a perfect solution. Awen’s mother is very smart!” Similarly, one family member reported, “After reading the book [*Newspapers*], I have reviewed the folded sheets of a newspaper. I realized how the text is printed.” Another family member reported:

The book [*Happy Birthday, Polly*] informs me that for a child, the happiest thing is that his family members spend time with him. Family members should make time for their children rather than give them money.

Two fifths of the family members and two thirds of the children reported, in the questionnaires, that the family literacy programs enhanced children's moral education (see Appendix T). This statement by one family member reflects typical comments in the book logs: "Children should not have a bad temper, throw stuff violently, and be impolite to adults," while the children typically reported, "After reading, I knew that I could not eat what I want. From now on I will not be greedy anymore," and "The book teaches us that we should be content, meek, and decent. I knew that I would have no friends if I were too stubborn and selfish." One quarter of the visited families gave examples of enhancement of children's moral education. One mother informed her child: "The moral is clear: you should not disobey your family members."

Two thirds of the family members reported during the family visits that the programs enhanced their children's ability to observe and their ability to recognize sounds. Typical responses in the book logs were, "The book helped my child to observe people," and "After reading the book [*Mr. Spider in the House*], my child observed a variety of spider webs during our family field trips on the mountain." A child reported, "I really love the family literacy program because I can listen to stories every single day. I am always looking forward to reading time at home."

Three visited families reported that they encouraged their children to learn the English language. A mother of two children aged 4 and 5 reported that she pointed out an animal in the Chinese book and asked her children, "How do you call this animal in English?" Her 5-year-old boy excitedly replied, "Zebra!" His younger

brother stared at him with admiration and interest. The mother said, "Good! You have learned it in the after school English class. You still remember it. Very Good!" In addition, after reading a Chinese book with her son, a mother reported that he was also interested in reading English books. She then had her son show many English books and magazines to me.

*General benefits.* The responses in the interviews, book logs, and family visits relating to general benefits from the family literacy programs could be classified in four categories: economic and timesaving aspects; creating an appropriate and supportive reading environment; enhancing family involvement and positive teacher-family interactions; and achieving long-term success.

Four fifths of the families reported that the family literacy programs were beneficial in saving time and money. Typical comments from the family members were, "The family literacy program was splendid in providing reading materials for free. It reduced our burden of purchasing books. Not only did we save money, but we also read a new book daily"; "The family literacy program that had children exchange books for reading was very effective"; and "The program benefited me very much indeed. Being busy with work, I did not know what books were appropriate for my child to read and did not have time to look for some." Likewise, typical responses from the children were, "I love the family literacy program because I can receive a new non-textbook daily, and read it for fun," and "I don't need to spend time going to the school library and borrowing books. How nice!" In addition, during the family visits, the family members commented that they had saved both money and space in

their small rooms because they did not need to purchase books and bookshelves and make places for them.

All of the visited families reported that the programs encouraged them to create an appropriate and supportive reading environment for their children. During the tropical summer, they dressed in comfortable leisure clothes, and sat on cozy furniture in either the local library with air conditioning, or in a cool living room at home. With suitable light and a quiet environment, the families read without letting themselves be interrupted by the telephone or the television. In addition, a mother reported that she lightly tapped her daughter on the back during reading. She reminded her child to read with an upright posture, which was good for her sight. This is consistent with the responses to the interviews. One teacher reported, "Most of the students are short-sighted. The family literacy program improves the students' sight because their family members read with them and are aware of the lighting conditions."

One third of the participating teachers reported that the family literacy programs benefited the classes because the programs enhanced both family involvement and positive teacher-family member interactions. They further explained that not only did the family members read with their children, but they also understood their children's learning situations and reported their daily reading progress to the teachers. The programs made a direct attempt to establish a positive relationship between teachers and the families. A participating principal gave evidence for this fact and reported, "The family members appreciated the teacher's implementation of the family literacy program. They e-mailed me and asked me to thank and acknowledge the teacher."

Four fifths of the interviewees stated that the programs foster lifelong learning habits in order to achieve long-term success. One principal indicated the salient advantage in this way:

In fact, many classes are implementing the family literacy program. Yet only the classes that implement the home-school daily reading program will achieve long-term success. Because of their continuity and long-term commitment, their efforts advance the success of the program. Children will foster lifelong learning behaviour by reading. Family members should take time off today to benefit their children tomorrow.

*Findings on Consequences: Summary*

Most of the participating family members in this study reported that their children had positive attitudes toward reading after participating in the family literacy programs and that they were pleased with their children's reading progress. They were willing to recommend the programs to other families, and they encouraged their children to go to the local library and to participate in the home-library summer reading program. Similarly, most of the participating children reported that they were willing to go to the local library and to participate in the home-library summer reading program.

In addition, almost all of the participating families reported that they benefited from the family literacy programs. These benefits were categorized according to four factors: Factor 1 (Social skill-related benefits), Factor 2 (Literacy-related benefits), Factor 3 (Action-related benefits), and Factor 4 (Cognition-related benefits). Other general benefits included saving the participating families' money and time by making the purchase of books unnecessary. The programs also increased the children's positive relationships with their families, fostered their reading habits and skills for lifelong learning, enhanced their ability to share their reading responses,

their appreciation and their observations, improved their creativity and application, as well as their reading and writing skills. In addition, the programs encouraged the children to speak out and ask questions. The programs were also credited with enhancing the children's knowledge, experiences, patience, self-esteem, moral education, and learning of the English language. Not only did the participants report that the programs enhanced family members' reading habits, general knowledge, family involvement and positive teacher-family member interactions, but also that they encouraged the families to create an appropriate and supportive reading environment at home in order to help their children achieve long-term success.

## Chapter 5

### Summary, Discussion, and Recommendations

In this chapter, the background, design, and methodology of the study are summarized. The results and implications of the study, and possibilities for future research based on this study are then discussed.

#### *Summary*

The purpose of this study was to investigate the relationship of family factors and family involvement in family literacy programs in Taiwan. Family factors were defined as access to appropriate children's reading materials; favourite reading activities; reading strategies; the amount of home reading; the quality of shared book reading; children's age; family members' gender, occupations, and educational levels; the number of children living at home; the role of caregivers (e.g., grandparents, married parents, or single parents); and family structure (e.g., extended or nuclear family). Previous research in family literacy practice neither represented Taiwanese homes nor focused on establishing young children's daily reading habits in Taiwan. The effects of family factors on involvement in family literacy programs in Taiwan have as yet been little documented.

The locations of this study were four elementary schools and two local libraries across three communities in Taipei, Taiwan. The 617 participants consisted of five principals, three local library heads, nine schoolteachers, and 300 parent/grandparent and child pairs, the latter aged 3-8. Nine tenths of the participating parents and 51% of the children were female. Four principals and eight teachers implemented a home-school reading program in four schools, while one principal and

two local library heads implemented a home-library summer reading program to establish children's reading habits. Of the 300 participating families, 208 participated in the home-school reading program, 131 in the home-library summer reading program and 39 in both programs.

Interviews, family visits, book logs, and five questionnaires were the instruments for collecting data in this study. Interviews with five principals, nine teachers, and three local library heads were conducted to generate data on their roles, obligations, experiences, and the obstacles encountered when implementing the family literacy programs. Their suggestions to encourage family involvement in the programs were also recorded. During the family visits, I observed the verbal interactions and reading activities that took place between family members and their children. Information was also collected from the families' book logs, as well as enrollment and feedback questionnaires. In addition, a grounded theory approach and principal-component analysis were selected to make comparisons between the responses of participants. Like Faires, Nichols, and Rickelman (2000), who used a combined quantitative-qualitative methodology to examine the effects of parental involvement in developing competent reading, this study integrated multiple approaches. The process of triangulation used in this study verified the quantitative and qualitative data obtained by different approaches (see Appendix V). For example, parent-child choral reading was found incidentally in both family visits and book logs, while the families' appreciation of the teachers' efforts was found in the questionnaires, book log, and interview transcripts. As such, the interview, family visit, and book log data presented an attempt to complement and enhance the

interpretability of the statistical data. The complementary use of research methodologies provided corroborative evidence for the validity of these research findings (Goodwin & Goodwin, 1996).

### *Discussion of Results*

In this section, the results are summarized and discussed in relation to the five topical sub-questions that this study sought to answer. This will then be followed by a synthesis of the findings of this study and presentation of a theoretical model of family factors that influence involvement in literacy programs.

#### *Causal conditions*

##### *How and why do families become involved in the family literacy programs?*

The participating families in this study became involved in the family literacy programs because the schools and local libraries provided them with the programs, and supported them in a variety of ways, such as arranging family literacy workshops, establishing a classroom library, offering appropriate children's books, monitoring their children's book logs, responding to their comments, modeling reading habits for children, and rewarding their children for reading. The participating families accessed the family literacy programs through the use of media, families' word of mouth, and the efforts (e.g., the leadership, commitment, and enthusiasm in implementing the programs) of the schools and local libraries. The participating families stated their appreciation of the schools' and libraries' encouragement of their children's reading, which was an important prerequisite to their involvement in the literacy programs.

The results of this study are notably different from Duke's (2000) research which showed that teachers established classroom libraries for young children but

spent only 3.6 minutes actually using the books to integrate children's literacy activities in their daily lives. The participating teachers in this study both established the classroom libraries with richly detailed picture books and served as reading models for the children, as well as asked them to take books home for daily 15-minute-reading periods. Consistent with the findings of many studies (e.g., Anderson, Anderson, Shapiro, & Lynch, 2001; Apperly, Williams, & Williams, 2004; Elster, 1998; Neuman, 1996; Sipe, 1998), the participating children in this study read interesting books with recognizable pictures and responded positively to the books. These interesting full-colour-illustration books enticed the children to read with their families on a daily basis with motivation and enjoyment, regardless of their family members' own literacy levels. Thus, the fact that the programs made it convenient for families to access stimulating reading resources not only was a cause for family involvement in family literacy, but also a means of fostering their children's daily reading habits.

These findings differ from those of other studies (e.g., Molfese, Molfese, & Modgline, 2001; National Center for Education Statistics, 2003) which used the number of books at home as an index for establishing home reading scores. This study found that the participating families used children's books from the schools and local libraries for their home reading. They reported that borrowing books from the libraries was not only economical and practical in that it saved time in selecting appropriate children's books, but it also prevented their small rooms from being cluttered with bookshelves and purchased books. Thus, a survey of family literacy focusing on book ownership and the availability of printed materials in the home may

not be appropriate for the families in Taipei. One reason is because of limited living space; Taipei has the ninth highest population density in the world (Fact Monster, 2004). Another reason is that local libraries are available to all; there are 51 local library branches in Taipei alone (Taipei Municipal Library, 2002a).

In this study, book logs were found to play an important role in the family literacy programs. Through reporting their comments in book logs, family members helped teachers by observing their children's behaviors as they read at home. The logs related information such as what books children read at home, attitudes toward reading, and how children reacted to the books. The feedback from family members provided insights into the families' motivation for children's reading. Through monitoring the participating families' book logs and responding to their concerns, the teachers encouraged families to become involved in the programs.

Consistent with the results of several studies focusing on children's motivation for reading (e.g., Guthrie, Wigfield, Metsal, & Cox, 1999; Wang & Guthrie, 2004), this study also suggests that children's reading is influenced by motivation. Children in this study seemed to be motivated to read because the schools and local libraries provided them with the family literacy programs and appropriate children's books. The evidence of intrinsic motivation in the participating children who enjoyed reading the interesting and funny books is presented in Table 7, Table 10 & Figure 5. Most of the children reported that they preferred someone praising them and rewarding them for reading. Their families also encouraged them to read by requesting the schools and local libraries increase rewards to them. Either the children desired to meet teachers' or families' expectations, or they desired to

attain socially valued outcomes (e.g., prizes, recognition from others, or required skills). Their reading motivation facilitated family involvement in the family literacy programs. With respect to the influence of the family's motivation on children's reading in this study, the participating families' response is not surprising: "Can the school reward the children with bigger prizes after they finish reading 500 books?"

### *Phenomena*

*In what types of literacy-related activities do families participate in the family literacy programs?*

Four types of family involvement in the family literacy programs emerged. In Type 1 (Non-involved), only one family occasionally recorded their children's reading logs, and the child seldom read the books brought home from school. Nine percent of the participating families fit the criteria for Type 2 (Having their children read silently and signing book logs), while nine percent of them were classified as Type 3 (One-way reading and reporting book logs). In Type 3, the family members read with their children daily and consistently made brief comments in the book logs. The reading activities reported included reading to their children, having their children read aloud, or taking turns to read. Most of the participating families (81%) were categorized as Type 4 (Interacting with children and reporting book logs). They reported reading with their children as the families in Type 3 did, but they also added other reading activities such as discussing, asking questions, writing, or playing word games that involved the contents of the books they read, on a daily basis. In concert with other studies (e.g., Baker et al., 2001; Bloome et al., 2000), the results of this study show that talking about and sharing books are integral to children's love for literature (see Figure 5). Children understand stories better when they have opportunities to ask

and answer questions about the plot and characters and to relate the story to their own lives. In this study, the participating children shared books and talked about the books with their family members during the family visits (see Appendix CC). They then responded to their book logs and feedback questionnaires about their enjoyment, understanding, and love of the books they read (see Figure 5 & Appendix R). Likewise, word games help children consolidate their learning in a “fun” way (Grant, 1994; Morrow, 1989). Most of the participating children in this study reported that they preferred to play word games (see Appendix Y). Thus, it is not surprising that families in the Type 4 category spent more time reading than families in Type 3, because their reading interaction involved many reading activities rather than a single activity focusing mainly on one-way reading (e.g., reading to their children).

The types of family involvement in family literacy programs are also consistent with the four categories of family members’ and children’s favourite reading activities which emerged in this study. The latter includes silent reading, family-related reading, communication-related reading, and motivation-related reading. In addition, the participating families in the Type 2 category reported in their questionnaires and book logs that they had their children read silently. This finding is consistent with the participating principals’, teachers’, and library heads’ responses to the interviews that children reading alone was an acceptable alternative. Children in this study were encouraged to read silently when they were able to read.

Taking turns reading books was the only reading activity that was applied widely by the participating families, regardless of their children’s age. Given the family members’ questionnaire and book-log data, it is posited that family members

took turns reading with their children in order to understand what words their children could not read aloud. In addition, choral reading was found unexpectedly in the book log recordings and family visits. Choral reading in which the child and an adult or sibling read aloud at the same time is not often found in family literacy practices, but is commonly used by schoolteachers in the classrooms (Froese, 1991). According to Stoodt-Hill and Amspaugh-Corson (2001), "Choral reading is a group activity that gives students opportunities for social cooperation because individuals focus on a common goal" (p. 285). In this study, the family member and child reading aloud together as a choral reading occurred when the child was school-aged and able to read aloud. The participating family members used choral reading to demonstrate correct pronunciation, stress, and intonation, as well as to correct their children's pronunciation, and to motivate them to read with fluency.

Both taking turns in reading aloud and choral reading are common in Taiwanese schools where all of the classmates read the Chinese or English language textbooks together. The absence of statistically significant differences due to family members' gender, occupations, and educational levels in relation to choral reading, taking turns in reading aloud, pointing out the letters, praising the child, and offering the child prizes, provides reason to believe that, not only are the reading strategies adopted and adapted by families from various socio-economic levels, but there seems to be a consensus among the families about the kinds of motivation their children need to read.

As Millard (1997) noted, current family literacy programs heavily emphasize parental (usually maternal) influences on reading, ignore the role of siblings and

friendship groups, and reinforce the role of literacy as women's work. Here, the participating families reported that their children read with family members or others (e.g., parents, grandparents, siblings, uncles, aunts, tutors, friends). Mothers were the children's primary reading companions in this study. The children also read with their father or a sibling (48% and 61% for each category respectively). This is consistent with the research findings of Paratore (2001) which indicate that "most of the adults who participated were mothers, but many other caregivers also enrolled, including fathers, grandparents, aunts, uncles, and older siblings" (p. 57). In this study, the phenomenon of family members reading together, rather than only parents reading with their children, confirms the appropriateness of the term *family involvement* and affirms that different family members contribute to the children's literacy development. Teachers can add to their support system by including all family members as partners in reading activities such as sharing books, ideas, and writing responses to reading.

However, it was found that family members' comments were sometimes inconsistent with their children's, and both family members and their children did not always apply their reported favourite reading activities in their daily lives. Schools and local libraries need to take steps to improve communication between family members and their children when planning reading activities such as family literacy workshops. For example, the participating children responded that they preferred to play word games, but their family members did not know about these games. It is necessary to introduce literacy-related activities such as playing word games to the families through family literacy workshops. In addition, resources (e.g., school

newsletters with reading guides) should be delivered to families, because families might not come to the school or local library to attend a workshop (Dietz, 1997). Furthermore, family members should be informed of the strategies for understanding and discussing their children's comments on the books they read. Thus, family literacy workshops may be an important component for diminishing barriers and stimulating family members' commitment to family literacy programs.

Repeat families who participated in both the home-school reading program and the home-library summer reading program reported more positively than non-repeat families on the perceived outcomes and benefits of the programs (e.g., children's willingness to go to the library and participate in the family literacy program, family members' perceptions of their children's positive attitudes toward reading, their willingness to read to their children and to recommend the program to other families, and their encouragement of children to go to the local library and to participate in the family literacy program). In contrast, non-repeat families including the families in the home-school reading program, rather than in the home-library summer reading program, were likely to ask their children to read aloud at home in the evening or before bedtime (see Appendix P). Thus, 90% of the children in the home-library summer reading program reported willingness to participate in the program compared to only 60% of the children in the home-school reading program. The children in the home-school reading program might be unfamiliar with the local library and unwilling to go to the library in order to borrow books for summer reading at home. This suggests that when families are shown how to connect with valuable

community resources such as the public library, they will encourage their children's reading and create literacy enrichment in the home.

### *Contextual Conditions*

#### *What family factors influence involvement in the literacy programs?*

No one single factor in this study determined all of the outcomes and benefits of family involvement in the family literacy programs, although there were some family factors that had statistically significant effects on the participants' involvement in the programs (see Appendix Z). For example, the results from the questionnaires indicated that the higher the educational level of the family members, the more often they reported that they read to their children, preferred reading to their children, discussed reading contents with them, and perceived their children's positive attitudes toward reading. Similarly, family members at the lowest educational level reported encouraging their children to participate in the home-library summer reading program; the mean score ( $M= 4.50$ ) of this group on this item was the strongest of the five educational-level groups. Single parents reported that they preferred to read with their children at home more often than did married parents and grandparents; their mean score ( $M= 4.48$ ) was the strongest of the three caregiver groups. These findings are consistent with the other findings in this study, and showed that because the programs provided the participating families with appropriate children's reading materials and literacy workshops, they engaged their children in literacy-related activities effectively, regardless of the family members' educational levels and the role of caregivers.

Perhaps because of the support and encouragement of the family literacy programs in this study, family members' educational levels did not seem to be related

to home-reading activities, to the length of daily reading time, or to the discussion of the reading content with their children on a daily basis. This factor did not seem to affect the children's favourite reading activities and perceived benefits from the programs. The family members' perceptions of their children's reading progress, their preferences for praising and rewarding their children for reading, whether they encouraged their children to go to the local library, or whether their children were willing to go to the library and participate in the family literacy program, also were not influenced by the educational level of family members (see Appendix BB).

The results of this study are consistent with the findings of many studies (e.g., Evans et al., 2000; Molfese et al., 2001; National Center for Education Statistics, 2003; Neuman & Gallagher, 1994; Payne, Whitehurst, & Angell, 1994) which showed that regardless of family members' educational levels and socioeconomic status, some families (e.g., teenage mothers, low-income families, limited English proficiency families) are willing to work hard to foster their children's reading and writing. As Whalley (2001) stated in her longitudinal study, "the research base has shown that parents, regardless of gender, class, ethnicity, have a genuine desire to be involved in their children's development and want to work in a genuine partnership with early years professionals" (p. 95). In contrast, other research has demonstrated that some family members who had a high level of education and high socioeconomic status did not ensure a consistently supportive environment for their children's reading growth even though their children were identified as reading below grade level (Faires et al., 2000). Conducting a longitudinal study of family literacy program outcomes, Hayes (1996) stated that, "Even under the worst of social conditions and

from the most unfavourable family contexts, a large proportion of children turn out OK. Conversely, even under the best of conditions and the most favourable family cultures, many children do not.”(p. 48). This concurs with the results of this study which found that educational levels and occupations of family members had no statistically significant effects on the reading progress and daily interactive reading activities of the participating children.

For the most part, the reasons for family involvement in family literacy programs in this study were related to the families’ values, as these affected the children’s academic achievement. Previous studies of the influence of Taiwanese family values on children’s educational development have suggested that family members have a high level of expectation for their children’s academic achievements. In Marsh’s (1996) survey in Taiwan, it is notable that only education, not income or occupational status, had a significant effect on children’s future social class. He found that families in Taiwan regarded education as the principal factor influencing their children’s future success and advancement in society. Taiwanese people, according to a common saying, “Hope their son will become a dragon, and hope their daughter will become a phoenix.” The term *dragon* in this context nowadays means success for the male in any endeavor; *phoenix* for the female means she will get a good education, have a good career, and marry a successful man. Attainment of these ideals by a son or daughter would cause parents not to lose face. In her study of home-school communication, Dyson (2001) found that family members of Chinese immigrants “advocated more homework, more interesting assignments, and more emphasis on basic skills such as reading” (p. 470) than did native Canadians. Consistent with these

findings, the results of this study showed that family members placed a high value on improving their children's reading skills and felt anxiety concerning their children's reading comprehension. They reported in this study that they were worried when their children could not understand the contents of the books selected by teachers.

In relation to family factors affecting family involvement in family literacy programs, statistically significant differences were found in 31 of 40 dependant variables for children's age groups (see Appendix BB). Younger children were read to more often and received more support by "pointing out the letters" and "playing word games" than older children who were asked to read aloud. With respect to the influence of family values on their children's academic achievement, it is not surprising that the participating family members actively corrected their children's oral reading and asked their children questions to make sure that the children correctly comprehended the reading content. This finding has support from Anderson's (1995) study, which indicated that Chinese-Canadian parents regarded teaching children to print and write properly, and checking understanding of what the children have read as high priorities for helping their children's literacy learning. However, by examining the Early Childhood Project, Baker, Mackler, Sonnenschein, and Serpell (2001) found that negative interactions during shared reading were associated with parental attempts to have children identify words they did not know. Family literacy program planners may require an understanding of parents' perceptions of literacy learning so as to be able to design programs to meet the needs of participating families. For example, prior to reading with their children, family members require information about creating an enjoyable reading environment at

home, which may help them avoid giving children error corrections that make the reading experience unpleasant rather than rewarding.

In addition, the findings in this study indicated that reading aloud and writing book logs appeared to be problematic for the children aged 3-5 who depended heavily on family members' assistance. In contrast, the children aged 6-8 did not report having difficulty reading and writing independently. They may not need their family members' participation in the reading activities. In this study, almost all of the children aged 3-5 reported being willing to participate in the home-school reading program compared to 67% of the 7-year-olds. All of the 6-year-olds and 94% of the 3-year-olds were willing to participate in the home-library summer reading program compared to 59% of the 7-year-olds and 68% of the 8-year-olds. Likewise, all of the family members of the 6-year-olds and 92% of the family members of the 8-year-olds were willing to encourage their children to participate in the home-library summer reading program compared to 71% of the family members of the 4- and 5-year-olds (see Appendix Q). Consistent with DeTemple's (2001) report in her case study that "Mothers talked less with the older children than with the younger children"(p. 39), the finding in this study that younger children had more perceived benefits from the programs than older children is plausible.

Moreover, the findings of this study indicated that the participating children appreciated their family members' expectations about their reading. They preferred to take turns reading because they did not need to read the whole book aloud, and their family members helped them when they could not pronounce an unfamiliar word. The children seemed to want to please their family members, and no statistically

significant differences were found among age groups relative to their preference for oral reading and someone rewarding and praising them. Similarly, two 4-year-olds who had four siblings reported in this study that they preferred to hold books and turn the pages on their own while reading with their family members at home. Their mean score ( $M= 4.50$ ) of this group on this item was the strongest of the five groups based on the number of children at home. Perhaps they had the opportunities to witness others performing reading behaviours, and then they acted as readers to being praised or rewarded. The findings support Bandura's (1989b) social cognitive theory, which valued motivation as a means of improving children's literacy learning. Family members can motivate children by rewarding and praising them for regular reading.

In addition, children may have difficulties participating in the home-library summer reading program. Most children in the home-school reading program reported being unwilling to participate in the follow-up home-library summer reading program. They explained that summer time should be free and playful, rather than spent reading. This finding seemed to indicate that the families regarded family literacy as schooled literacy. Reading the books selected from the home-school reading program was likely to be considered as children's daily homework, whereas the home-library summer reading program was optional. Because families valued their children's academic achievement, both family members and children might be motivated to participate in the home-school reading program rather than the home-library summer reading program.

In addition, with encouragement and reading materials, family members may become involved in the family literacy programs. This study showed that family

members, including the child's father, would like to participate in reading with their children if the school provides reading materials for home reading. Families in which both parents worked outside the home reported that they were less willing to encourage their children to go to the local library than were single income families. Hence, there is a need for teachers to provide families with a family literacy program which, because of the members' busy schedules, facilitates family involvement in children's literacy development.

On the other hand, local library heads have the opportunity to offer a home-library summer reading program for those children whose teachers did not implement a home-school reading program. In this study, 39 families participated in the home-school reading program and the follow-up home-library summer program. A total of 92 families initially registered for the home-library summer program without the opportunity to participate in a home-school reading program. Different from many studies (e.g., Amato & Rivera, 1999; Cabrera, Tamis-LeMonda, Bradley, Hofferth & Lamb, 2000; Cooksey & Fondell, 1996; Tamis-LeMonda, Shannon, Cabrera & Lamb, 2004) which documented paternal involvement in children's academic achievement and cognitive development, this study demonstrated that family members other than parents in the home-library summer reading program took time to read with their children on a daily basis, and they also reported that through word of mouth, they recommended the program to other families. It is important to regard the former families' commitment and enthusiasm as a family factor affecting family involvement in the program. Thus, there seems to be a need for local libraries to

provide families with a family literacy program regardless of whether or not their children's teachers implement a home-school reading program.

In addition to providing families with a family literacy program, the schools and libraries should consider recruiting volunteer reading tutors for the families with difficulty reading with their children. In this study, the lowest means in the three caregiver groups indicated that the grandparents preferred to read less with/to the children; the children with their grandparents as caregivers were also unwilling to go to the local library and perceived fewer benefits from the program than did the other children with married parents or single parents. Grandparents raising children are often socially stressed, and this negatively impacts a child's education (Strom & Strom, 1995). Family literacy programs should meet the needs of such families and provide grandparents with reading strategies (e.g., how to look at and talk about storybooks with their grandchildren rather than reading to them) through family literacy workshops or volunteer reading tutors.

In addressing family factors in relation to involvement in family literacy programs, one should note the diversity of communities in which the operations and resources of the programs may be constrained. With regards to family members' socioeconomic status, and by drawing from the interview data, it could be posited that the impact of poverty on the practice of family literacy and the lack of appropriate reading resources in the rural areas forestalled the implementation of family literacy programs and the opportunity to participate in the programs. The challenge for rural schools, local libraries, and family literacy programs is to make reading meaningful under such conditions. This may require motivating families so they can participate

and read with their children. However, this study was limited to an urban area in which Taipei municipal schools and libraries provided families with literacy programs. Thus, further research is required to examine rural family involvement in these programs.

### *Reading Strategies*

*What reading strategies do families report using, and are observed using, in the family literacy programs?*

In this study, the participating families reported using or were observed using a variety of strategies (e.g., time management, text management, quality management, long-term commitment) in the family literacy programs. These strategies, which were congruent with the circumstances and realities of the lives of the families, validated the home literacy practices of the families. Unlike the middle-class English-speaking populations that typically read with their children by sitting beside them, the participating family members in this study used their own ways to help their children complete the reading tasks as part of the children's homework. For example, most family members of the children aged 6-8 prioritised their time by doing their household chores while their children read aloud or silently. They then had their children retell or summarize the content of the books, and asked them questions about the books. In addition, family members of the children who could not read independently talked about the illustrations in the thick books with their children, and introduced the text of each page to them without pointing out every word on the page.

The findings of this study are consistent with other research findings (e.g., Barton & Hamilton, 2000; Heath, 1983; Sonnenschein et al., 2000) which showed that family literacy occurred in the social and cultural context. As Morrow (1995)

contended, to operate from a socio-contextual perspective, researchers need to “find out which literacy patterns exist within families and build on these patterns rather than imposing traditional mainstream school-like activities on parents” (p. 11). The participating families created ways of utilizing literacy practice which were very encouraging for family members who had limited time to read with their children. This finding concurs with Beals’ (2001), who suggests utilizing family mealtime conversations as a strong predictor of young children’s literacy development, referring to such experiences as “a foundation for reading, comprehending, telling, and writing one’s own stories”(p. 91).

In addition, the family members utilized many activities to foster their children’s cognitive growth. These activities included using metaphors, body language, additional references, and their children’s prior experiences to teach their children unfamiliar words. The results of this study are consistent with the findings of Dickinson and Tabors (2003) which showed that “the adults used techniques such as definitions and synonyms, inference and comparison, the child’s prior experience, or the semantic, social, or physical context to help the children understand what the new words meant” (p. 7). The findings of this study also support Vygotsky’s social learning theory, which valued the role of social interaction as a means of fostering cognitive growth (Tomasello, 1996). The family members helped their children by participating in the family literacy programs, thus raising them to higher levels of understanding and performance. With their family members’ assistance, the participating children enjoyed reading even though they were novice readers.

Families in this study also utilized media, CD players, and cassettes as key strategies to create a comfortable and supportive reading atmosphere in the family literacy programs. However, this study also showed that one child spent only three minutes reading the book because he had seen the movie related to the book. Consistent with Razel's (2001) finding, this study suggests that media may have dual effects. Media may appeal to children through literacy activities such as reading a book and relating it to the movie version. However, it may also decrease children's patience for reading books if the children already know the contents of the books from watching the video or DVD. Thus, families may benefit from utilizing media wisely in family literacy practices. For example, family members may provide appropriate support during joint book reading once the child has experienced the media version by questioning, scaffolding responses, clarifying information, restating information, directing discussion, comparing the book and the media version, sharing personal reactions, and relating concepts to life experiences (Paris & Hoffman, 2004) in order to ensure an appropriate interaction with books in conjunction with the media.

It is unlikely that family members can continue to read with their children when their children have grown up. In this study, family literacy programs were reported to be suitable for the children aged 3-8. The flip side of this statement might be that children aged eight and above may benefit little from family literacy programs because their families read with them without continuity and commitment. In addition, consistent with previous studies (e.g., Brown, Engin, & Wallbrown, 1979) which documented a sharp shift from third graders' positive attitudes to fourth and fifth graders' negative attitudes toward reading, this study showed that the families of the

children who were able to read and write independently were less likely to become involved in the family literacy programs. All of the 6- year-olds and 97% of the 4- year-olds reported that they were willing to go to the local library, compared to 72% of the 7-year-olds. Similarly, almost all of the family members of 3-year-olds reported that their children had positive attitudes toward reading compared to 83% of the family members of 7-year-olds (see Appendix Q).

However, family literacy programs may also benefit those who are beyond the age of eight. For example, the work of Moss and Newton (2002) demonstrated that, with library support and proper reading materials, the intermediate and upper elementary graders exhibited positive attitudes. Consistent with the findings of Senechal and LeFevre's (2001) five-year longitudinal study which indicated that parents' reading to their young children and teaching their children print words on a sustained basis were the key factors that improved the children's literacy development later on, this study showed that family members' long-term commitment to reading with their children seems to be an important requirement for participating in the family literacy programs. Thus, the family's commitment to participating in family literacy programs in order to read with their children on a regular, long-term basis may be a salient factor, and may be indicative of children's long-term success as proficient readers.

However, this factor falls short as a possible answer to the research question of whether or not families' long-term commitment to participating in family literacy programs influences their involvement in the literacy programs. This factor also poses a limitation on the interpretability of the results because the family literacy programs

put a time restriction on this study's length; the home-school reading program was implemented for two months, while the home-library summer reading program lasted a maximum of 50 days. This suggests the need for a longitudinal study to explore whether or not the family factor of families' long-term commitment to participating in family literacy programs influences their involvement in the literacy programs. I believe that additional research on the implementation of family literacy programs for older children would also be beneficial. Also, the nature of the support offered and strategies appropriate for older students would be very different.

### *Consequences*

*What outcomes and benefits do families perceive as a consequence of their involvement in the family literacy programs?*

Family literacy programs can benefit every participating child regardless of whether they are good or poor readers. Most of the participating families in this study reported perceived outcomes and benefits of the family literacy programs. These perceived outcomes included the positive attitudes of the children toward reading after participating in the programs, and the willingness of most of the children to go to the local library and to participate in the home-library summer reading program. The perceived benefits of the programs included fostering the children's reading habits and the skills of lifelong learning, and enhancing their ability to share their reading responses as well as their reading and writing skills. The results of this study are notably different from Stanovich's (1986) finding that readers were set in opposing spirals of achievement where the rich got richer and the poor got poorer. For the participating children in this study, regardless of whether they were good or poor readers, the family literacy programs afforded them opportunities to develop

literacy skills with their family members' help. These programs also functioned well and gave rise to productive understandings and expertise. Thus, within and across the participating families, reading activities set up mutual, reciprocal, and cumulative patterns of influence on involvement in the family literacy programs where both the "rich" and "poor" received benefits from the programs.

Consistent with Hargrave and Senechal's (2000) finding which indicated that regular reading to children was better than none, and other studies (e.g., Bus et al., 1995; Molfese et al., 2001; Saracho, 1997) which suggest that preschoolers who are read to regularly at home start school with strong reading skills, this study showed that family members perceived the improvement of their young children's reading skills after reading with them on a regular and sustained basis. The perceived benefits of the family literacy programs in this study were consistent with findings reported in Crain-Thoreson, Dahlin, and Powell's (2001) longitudinal study, and Hoff-Ginsberg's (1991) study. The researchers found that the language the family members used during shared reading with their children was richer and more varied than that used during their daily lives. This research supports the findings of the present study in which family members read with their children and enhanced the children's knowledge and experiences, as well as their ability to share their reading responses. In addition, Ewers and Brownson (1999) found that kindergarteners who asked and answered questions during reading produced more words and demonstrated greater knowledge than children who passively listened to their parents reading to them. The finding was consistent with this study in which the participating children were encouraged to speak out and ask questions. They responded to the books by talking to

their family members about their prior experiences. They used the books in conjunction with their real-world needs, concerns, and interests, and that made their reading more fruitful and enjoyable.

The outcomes and benefits of the family literacy programs in this study perceived by the participating families were consistent with Morrow and Young's (1997) study which reported that the children had positive attitudes toward reading after participating in the family literacy program and that family members were pleased with their children's reading progress. The programs also enhanced family members' knowledge, family involvement and positive teacher-family member interactions. It is a Taiwanese saying that "The children who enjoy reading will not become bad." That may be one reason reading was considered to be important and beneficial for young children by families in Taiwan.

Improving the health of children's sight was reported as one of the benefits of the family literacy programs in this study, which has not been shown in any other research studies. During the family visit, a mother reminded her daughter to read with an upright posture, which was good for her sight. One teacher reported that the family literacy program was good for children because when family members read with their children, they were aware of the lighting conditions so their children's sight would not worsen. This is consistent with the Taiwan Ministry of Education's (2005) Students' Healthy Sight Plan, which has brought a great amount of attention to the issue of students' short-sightedness and has advocated that school teachers and families should care about the conditions of their children's reading environment

(e.g., lighting). This study potentially improved the children's sight because it heightened awareness of issues such as proper reading posture and lighting.

It is also noteworthy that a lack of involvement in the family literacy program does not necessarily indicate a lack of motivation (Bhola, 1996). Appendix R indicated that only 8% of the family members participating in the home-school reading program reported in the questionnaire that they were not willing to encourage their children to participate in the follow-up home-library summer reading program because their children were too young and could not go to the library alone. However, eventually 81% of the family members did not participate in the home-library summer reading program (see Figure 2). One might wonder at the gap between families' reported motivation for involvement in the family literacy program and their actions in reality. Appendix BB indicated that family members' occupations and educational levels, and children's age impeded their participation in the home-library summer reading program which was optional. Thus, program facilitators need to direct more effort towards encouraging family involvement in the home-library summer reading program than in the home-school reading program. A home-library summer reading program that is community-based and works with families should be flexible and responsive to the constraints in their lives. For example, librarians may select appropriate children's books for the different age groups of the participating children and then contact their family members to borrow their favourite books from the collections. A home-library summer reading program should offer prizes (e.g., book gift certificates) to encourage young children and their families to participate.

*Comparison of Family Involvement in the Programs*

Comparison of the responses of the participating families in the home-school reading program and those in the home-library summer reading program revealed that more family members in the home-library summer reading program preferred all of the reading activities compared to those participating in the home-school reading program (see Appendix R). These activities included (a) praising and rewarding their children for reading, (b) reading with their children, (c) having their children read aloud, (d) taking turns to read, (e) playing word games, and (f) writing reading responses. In addition, more family members in the home-library summer reading program than in the home-school reading program reported positive results in almost all of the perceived outcomes of the program (see Appendix Q). Almost all of the family members in the home-library summer reading program reported that (a) their children had positive attitudes toward reading; (b) they were pleased with their children's reading progress; (c) they were willing to recommend the home-library summer reading program to other families; and (d) they were willing to encourage their children to go to the local library and participate in the home-library summer reading program. Similarly, their children reported that they were willing to go to the local library and participate in the home-library summer reading program.

Moreover, there were statistically significant differences between the programs in almost all of the perceived benefits of the family literacy programs (see Appendix AA). More family members in the home-library summer reading program than in the home-school reading program reported all of the perceived benefits of the program as positive. These benefits included an increase of knowledge both for their children and themselves, an improvement of their children's language and literacy

skills, an enhancement of their children's reading interest, moral education, creativity, and an increase in positive family member-child relationships. Likewise, families in the home-library summer reading program reported spending more time reading with their children ( $M=2.64$ ) than did those in the home-school reading program ( $M=1.83$ ). In contrast, only 63% of the families in the home-school reading program reported that they were willing to encourage their children to participate in the home-library summer reading program, whereas 85% of them reported that they were willing to encourage their children to go to the local library. Perhaps some families who had participated in the home-school reading program were not familiar with either the home-library summer reading program or both the local library and the home-library summer reading program so they were reluctant to commit to it. A home-library summer reading program should make more effort than a home-school reading program to reach out to families and encourage them to go to the local library and participate in the program.

However, there was a lack of statistically significant differences in children's perceived benefits between the programs (see Appendix Q). Also, there was no statistical discrepancy regarding who read with the children between the programs (see Appendix W). Regardless of the family literacy programs, the participating children perceived that they benefited from the program because they read with their family members (e.g., parents, grandparents, siblings, uncles, aunts). These findings indicated that efforts to involve families in their children's literacy learning can positively affect children's progress regardless of whether the family literacy program is a home-school reading program or a home-library summer reading program.

Through such reading activities with their families' support, children have more frequent contact with books and are more likely to benefit from the family literacy program. They develop a positive attitude toward reading, possess a greater awareness of the physical characteristics of books, and foster their reading habits which in turn help develop literacy skills.

These results could imply that in the short term, programs that offer services to families are equally successful, but over the long term, differences may be observed. That is, when families are prepared to support their children's literacy learning after the implementation of the programs, benefits may amass for the children in later years. In order to fully interpret the lack of statistically significant difference between the programs in children's perceived benefits and in who read with the children, perhaps more detailed and long-term data are needed.

#### *Comparison of Family Involvement in the Communities*

As is shown in Appendix Q, there were statistically significant differences between the communities in some of the perceived outcomes of the family literacy programs. The participating families in WanHua, where the home-library reading program had already been implemented once, were much more likely to recommend the program to other families, and to encourage their children to go to the local library. Their children also reported that they were willing to go to the local library and participate in the home-library summer reading program. The findings suggest that when the families have more opportunities to participate in the family literacy programs, they are more likely to become involved.

In addition, there were no statistically significant differences between the community of WanHua and the other two communities in some of the perceived outcomes of the programs. These outcomes included (a) the family members' reports that their children had positive attitudes toward reading after participating in the program, (b) their pleasure in their children's reading progress, (c) their willingness to encourage their children to go to the local library, and (d) their children's reports that they benefited from the family literacy program. Thus, regardless of the community, the participating families perceived positive outcomes from the family literacy programs. The three target communities in this study demonstrated specific socio-economic characteristics. One community had low education and low income, one had high education and high income, and one community was positioned midway (see Chapter 3). Since family members' educational levels did not seem to affect their perceived outcomes of the programs, as discussed previously, the lack of statistically significant differences across the communities in some of the perceived outcomes of the programs was reasonable. For example, despite their educational levels, the participating family members reported that they perceived their children's improved reading progress. These results correspond regardless of the community in which the participating family members lived. Again, perhaps in the short term the communities provided the participating families with comparably beneficial services. More detailed and long-term data are needed to fully interpret the lack of statistically significant differences across the communities in relation to the families' perceived positive outcomes.

Although on the surface the participants' perceived outcomes of the family literacy programs were similar in the three communities, substantial underlying differences among the communities first emerged when the participating families' daily and favorite reading activities were analyzed (see Appendix L & Appendixes X-Y). For example, children in WanHua preferred to read at home, have someone read to them, discuss reading content, take turns to read, write reading responses, and play word games, more than the children in the other communities. In contrast, the children in NeiHu preferred silent reading and someone praising and offering them prizes for their reading. Perhaps this is because the average age of the participating children in NeiHu was higher than in the other communities, while the average age of the participating children in WanHua was younger ( $M=5.32$  for WanHua,  $M=7.08$  for NeiHu, and  $M=6.29$  for WenSun). Further findings indicated that there were statistically significant differences in family members' reading activities according to the community. More family members in WanHua than in the other communities reported reading to their children, discussing reading content, and playing word games. Perhaps this was because family literacy workshops had been conducted in WanHua one year prior to the implementation of the home-library summer reading program. Family members in that community might have been familiar with the reading activities and applied them in their daily lives. In contrast, the family members in NeiHu had not been introduced to playing word games. Thus, children's daily and favourite reading activities appear to be highly related to their ages and to the family's awareness of reading activities. In addition to providing families with family literacy workshops in which they may learn to read with their

children, family literacy programs should consider children's ages in developing appropriate family literacy practices.

Another substantial difference among the communities emerged when the causal condition of family involvement in the family literacy programs was analyzed (see Table 5). Almost all of the participating families in NeiHu and WanXin reported that their children's schoolteachers informed them about the family literacy programs so that they could participate in them. In contrast, the majority of the participating families in WanHua were informed by their friends and the local library. This latter finding may result from the fact that there had been a previous program in WanHua, and these families were used to receiving the registration information for the summer reading program from the local library or friends rather than from the schoolteachers. Once families have participated in a family literacy program, they may be motivated to become involved in the program again when the program is available. Thus, there is a need for implementation of more family literacy programs in order to encourage family participation in the programs.

#### *Significance of the Study*

It is easy to count the number of seeds in an apple, yet it is difficult to estimate the number of apples produced by a seed. Like a pioneer, I attempted to help teachers and library heads implement family literacy programs to establish young children's daily reading habits in Taiwan. This study describes family literacy programs, contributes to the establishment of Taiwanese family literacy practices, and yields valuable knowledge for the benefit of children, families, teachers, administrators, and

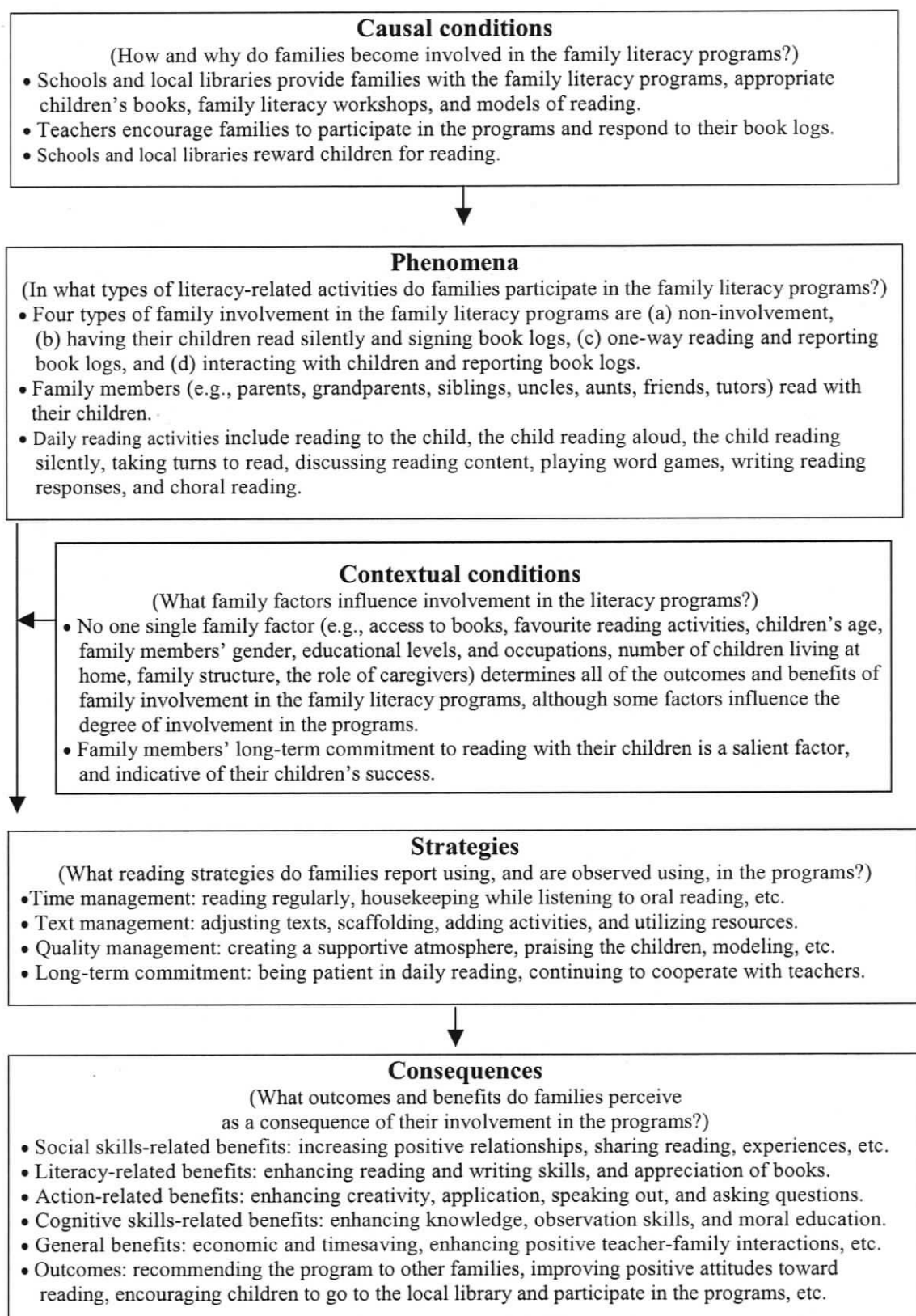
librarians. The importance of this study is derived from three perspectives: theoretical, methodological, and educational. Each of these perspectives will be elaborated below.

### *Theoretical Significance*

This study provided insight into how families become involved in family literacy programs. As shown in Figure 7, a theoretical model using a grounded theory approach was developed describing (a) causal conditions that underlined the schools' and local libraries' efforts to implement the programs and encouraged families' participation in the programs, (b) phenomena that influenced the degree of family involvement in the programs, (c) contextual conditions that indicated family factors influencing family involvement in the programs, (d) strategies that were utilized by families when reading with their children, and (e) the consequences of these strategies and how they benefited families in the programs. Subcategories of each component of the theoretical model were identified and were illustrated by the data.

In addition, theoretical sensitivity was used in this study to aid the development of the theoretical model. According to Strauss and Corbin (1990), "Theoretical sensitivity refers to the attribute of having insight, the ability to give meaning to data, the capacity to understand, and capability to separate the pertinent from that which isn't" (p. 42). By having some familiarity with literature about family factors influencing family involvement in family literacy programs in North American and Taiwan, I had a rich background of information that sensitized me to this study. My experiences with family involvement in family literacy programs and schools' and local libraries' implementation of the programs also helped me understand what I saw and heard during the interviews and family visits. For example,

Figure 7 A Theoretical Model of Family Factors in A Family Literacy Program



in this study none of the interviewees and families who participated in family visits made any changes when they were given transcripts either of their interviews or of the visits. These transcripts were reviewed, signed, and returned to me. Perhaps this was because I understood their thoughts related to the research questions and was able to transcribe their opinions accurately. Some of the interviewees I had never met before but, because of this study, we gained opportunities to communicate fully with each other. Likewise, some of the families being visited frequently met me in the family literacy workshops in this study, while some of them actively contacted me after I was acknowledged by their children's school.

Moreover, this sensitivity also helped me to make comparisons when I analyzed the four data sets and developed the theoretical model about the concepts and their relationships. Once I had established categories of information, the theoretical model was elaborated upon (Creswell, 1998), and it became a working model for ensuring that family factors were considered when studying a family literacy program.

As a result, the following elements, driven by the theoretical model, might be identified as effects of family factors regarding involvement in family literacy programs:

1. All children and their families can benefit from family literacy programs.
2. What family members do at home to foster literacy is more important than who they are or the particular configuration of their family.
3. A sustained collaboration involving the local library, school, and families in family literacy programs benefits young children's literacy development.

4. With family literacy program efforts such as offering appropriate children's reading materials, reading strategies, book logs, and rewards for children's reading, families are encouraged to read with their children on a daily basis.
5. The role of schoolteachers in the implementation of a family literacy program influences families' enthusiasm and commitment to reading with their children.
6. The amount of home-reading time and the quality of family member-child interactions increase through book-shared reading.
7. The values placed by families on children's literacy learning influence the way they support their children's reading.
8. Children's ages influence the ways their families support their reading. Younger children have more perceived benefits from the family literacy programs than do older children.
9. For families, reading with their children in the home-school reading program seems to be considered as part of daily homework, whereas the home-library summer reading program seems optional.

#### *Methodological Significance*

This study provides an example of an analysis of a large, complex body of data gathered from questionnaires, book logs, interviews, and family visits. This study provided opportunities to observe family member-child reading interactions, record their daily home reading, present problems and comments, and explore in depth the principals', teachers' and library heads' thoughts about the programs. According to Goodwin and Goodwin (1996), qualitative data (e.g., the strategies, such as choral reading, demonstrated by the participating family members during the

family visits) can be used to validate, interpret, clarify, and illustrate quantitative findings (e.g., the comparative tables of participating families' favourite and daily reading activities reported in their book logs and questionnaires). For example, two thirds of the family members presented a variety of activities during family visits that had not been reported in their book logs. These included expressing their thoughts to their children about the books they read and encouraging their children to take good care of the books, to read reference materials, and to regard the author and illustrator as important. This study is an indication of how quantitative and qualitative methods of analyzing data may be incorporated within the same study. The richness of the data and the confirmation of the findings from different data sources provide strong support for the choice of the multiple-methods approach used in this study.

In addition, accuracy and appropriateness in this study were safeguarded by having two independent proofreaders who were graduate students proficient in both English and Chinese review the translations of the data collected, with Chinese versions translated directly to English. Moreover, the return rate of 678 completed questionnaires, 339 book logs, 17 interview reports, and 30 family visiting reports was 100%. As a coordinator of the family literacy programs in this study, I used phone calls, letters, and occasions (e.g., family literacy workshops, a closing celebration) to contact the participants and encourage them to return the completed survey. I also used prizes (e.g., book certificates and gifts provided by the local libraries) to encourage the participating children to return the completed questionnaires. For some preschoolers who were unable to read and fill out the questionnaire, I used a six-colour pen, and a transparent file folder with colourful

illustrations to catch their attention. Prior to explaining the questions of the survey to them, I showed them the six-colour pen, and asked them which colour they preferred. They excitedly chose one colour and then curiously watched me using the colour pen to fill out the questionnaire according to their responses. Partly as a result of such efforts, the participation was 100%. Similar ways of supporting the data collection process may be considered in future research. However, the potentially biasing impact of these methods should be acknowledged, as the researcher is simultaneously the program designer, program evaluator, and prize giver.

### *Educational Significance*

Knowledge about family involvement in family literacy programs in Taiwan has significant implications for instruction and practice. This study was exploratory, as very little has been reported about the implementation of family literacy programs designed to establish children's daily reading habits in Taiwan. This study offered a forum for the combined voices of the children, families, teachers, principals, and library heads who both participated in and collaborated on the programs. Particularly, children in this study reported their opinions which were rarely found in many studies (e.g., Thomas, Fazio, & Stiefelmeyer, 1999a). The information gathered in this study has added to the general knowledge base about family literacy programs in Taiwan. It has contributed to an understanding of the obstacles which families face, and strategies that they develop during their participation in family literacy programs. The information may also encourage teachers to provide supportive literary environments during the early primary years of a child's formal education. Moreover, as a result of their involvement in a family literacy program, families may be able to recognize and

appreciate their crucial role in their children's literacy development (Paratore, Melzi, & Krol-Sinclair, 1999). They can assist by creating an enjoyable reading environment at home in their daily lives. The families may also learn strategies to foster literacy and to learn about literacy resource materials (Paratore, 1995). Not only can children enjoy reading within schools and communities, but they may also be more successful in school and become life-long learners.

### *Recommendations*

This study describes one attempt to introduce both a home-school reading program and a home-library summer reading program in Taiwan, to work with families, schools, and libraries, and to share insights into family factors influencing participants' involvement in the programs. Not only do the results of this study posit recommendations for facilitating family involvement in family literacy programs in Taiwan but they also may prove instructive for other program implementers and researchers. Thus, the following points are offered as recommendations for (a) the Taiwan Ministry of Education, (b) schools and local libraries, (c) teachers, (d) parents, (e) researchers, and (f) program evaluators.

#### *Taiwan Ministry of Education*

*Provide schools and local libraries with funding.* Recruitment, retention, and motivation are related issues in family literacy programs and all are contingent, to some degree, on adequate funding. In this study, WanHua public library branch received financial support from the Taipei Municipal Library prior to distributing a program poster, flyers, and book logs and offering family literacy workshops and prizes (e.g., book gift certificates of 100 Taiwanese dollars each) to reward children

for reading. These initiatives promoted the program and encouraged more families to participate than in the other two home-library summer reading programs, where no such incentives were offered. In contrast, the participating *teachers* in WanHua, as well as in the other communities, had to strive to provide children with prizes (e.g., stickers). Although the Taiwan Ministry of Education (2004a, 2004b) rewards the groups/persons who promote family literacy programs, little financial support is granted to these initiatives that would receive a citation for their efforts. Adequate funding would substantially benefit the schools and local libraries that implemented the programs. With adequate funding for implementing family literacy programs, the schools and local libraries would not be forced to fundraise, and they would then be in a better position to assist existing programs and collaborate. They would likely be more willing to expend the effort to develop new programs. Families would be more likely commit to the long-term involvement in family literacy programs if both a home-school reading program and a home-library summer reading program were a more permanent feature. Therefore, it is recommended that the Taiwan Ministry of Education should consider expanding this funding for family literacy programs.

*Address and monitor the implementation and development of family literacy programs.* It is recommended that the family literacy programs which were implemented in this study to foster young children's daily reading habits be introduced with the coordinated involvement of the media, such as newspapers, TV, radio stations, internet, billboards, and schoolboards, in promoting the programs. The fundamental importance of encouraging young children to read with their family members on a daily basis must be recognized and endorsed by the public. Not only do

family literacy programs have the appeal to mobilize families to support them, but teachers and local libraries could be encouraged to provide young children with the programs. It is recommended that the Ministry of Education provides curriculum that includes family involvement in young children's literacy development as well as family literacy programs. It is recommended that the Committee on Research and Education Development (Taiwan Ministry of Education, 2006) monitors the implementation and development of family literacy programs to maintain a collaborative atmosphere in order to support young children, parents, teachers, schools, and local libraries.

*Enrich teachers' and librarians' guidebooks and training.* The strategies used by the schools and local libraries to implement the family literacy programs proved effective in encouraging family involvement in the programs, and they can be described in teachers' and librarians' guidebooks. Some of the strategies reported in this study should be considered for inclusion in teachers' and librarians' training, such as quality management of text and time during family member-child reading interactions. In addition, reading strategies such as choral reading, dramatizing and retelling stories, playing word games, and writing reading responses could also be demonstrated to families in the family literacy workshops by either teachers or librarians. It is recommended that teachers and librarians be provided with a family literacy program guidebook including both a rationale for promoting the programs and more instructional strategies and examples for encouraging and rewarding young children for reading. Such a guidebook, which could be developed by the Ministry, offers the possibility of reducing the barriers to implementation of

the programs and helping them to utilize up-to-date resources (e.g., the web sites of family literacy organizations, program planning information, and reading materials).

*Continue to reward family literacy program implementers.* The Taiwan Ministry of Education (2004a, 2004b) plays an important part in rewarding the groups/persons who promote family literacy programs. Public acknowledgement of the teachers' and librarians' efforts of implementing the family literacy programs and encouraging family involvement in the programs would help the program implementers overcome obstacles. It is recommended that the Taiwan Ministry of Education recognize that strong collaborative structures between the school and local library are vital to the success of implementation and development of family literacy programs. The principals and library heads play a key role in sharing decision-making, promoting professional development in the broadest sense, and encouraging and valuing teachers' and librarians' efforts in implementing the programs. The Taiwan Ministry of Education may regularly report on the activities of the rewarded principals, library heads, teachers, and librarians in the media (e.g., newspapers, radio stations, Internet) to promote the programs and motivate family involvement in the programs. Not only could families recognize the programs within the community where they live but they may also develop positive attitudes toward participating in the programs.

*Continue to provide schools and local libraries with the National Conferences.* The Taiwan Ministry of Education should continue to arrange the National Family Literacy Conferences in which teachers and librarians are encouraged to familiarize themselves with the implementation and development of

family literacy programs, to share with others their efforts and experiences, and to facilitate the collaboration between schools and libraries (Taiwan National Central Library, 2003).

### *Schools and Local Libraries*

*Provide families with literacy programs, workshops and rewards.*

Schools and local libraries need to consider the existing perceptions of family members about their children's reading progress, and provide families with family literacy programs in which family members are encouraged to read with their children and understand their reading processes. The programs should include family literacy workshops that help family members learn to incorporate literacy activities into family routines and to encourage and respond to their children's questions about print. The programs should also promote the use of book logs, which can be beneficial and enriching for family literacy practice. Furthermore, schools and local libraries may use rewards (e.g., book gift certificates, prizes) appropriately to encourage young children and their families to participate in the programs and to facilitate family member-child interactive literacy activities at home. In addition, a continuation of the home-school reading program is needed during the school year and should be followed by a home-library summer reading program. To help ensure the success of the family literacy programs, families should be encouraged to get involved and commit to long-term reading practices.

In this regard, local libraries need to direct more effort towards encouraging family involvement in the home-library summer reading program. The findings of this study indicated that family members' occupations and educational levels and

children's age impeded their participation in the home-library summer reading program which was optional. A home-library summer reading program that is community-based and works with families should be flexible and responsive to the constraints in their lives. Librarians need to plan budgets, design the program poster and flyer, advertise the program with media, and contact the nearby schools. In order to attract young children and their families to go to the library and participate in the program, librarians should be made aware of the effectiveness of arranging a variety of engaging events such as were used in this study (e.g., family field trips, storytelling and movie time, a closing celebration).

*Provide families with appropriate children's books.* The provision of appropriate children's books is an important aspect of family literacy programs. The participating families reported in this study that one of the benefits of the programs was that they conveniently accessed appropriate reading materials so they saved money and time by rendering the purchase of books unnecessary. In addition to providing families with appropriate children's books, the programs should be flexible and responsive to the needs of families. For example, at the beginning of the home-school reading program, family members may find reading with their children on a daily basis difficult. Schools may thus provide families with appropriate children's books, which are easy-to-read with interesting and colourful illustrations, and encourage family members to read with their children at home for approximately ten minutes on a daily basis. One month later, family members may recognize the importance and enjoyment of reading with their children, and their children may want to read more. At this stage, the program may appropriately develop to meet the

families' needs by providing longer books and increasing the recommended length of reading time to twenty minutes. Similarly, in order to encourage families to go to the library and participate in the home-library summer reading programs, librarians may select appropriate children's books for the different age groups of the participating children and then contact their family members to invite them to borrow their favourite books from the collections.

### *Teachers*

*Understand young children and their families.* Teachers play an important role in helping families participate in family literacy programs by encouraging children with their reading. Because young children are typically very reliant on their family members' assistance in reading with them and recording the book logs, some children may feel discouraged if their family members cannot or do not support them. The responses of the families in this study support this statement. Most of them did not integrate their favourite reading activities into their daily lives (see Appendix O). In this regard, a teacher's privileged relationship with every child in the classroom puts him/her in the position to understand the preferences of the family members in order to encourage children and their family members to integrate favourite reading activities into their daily routines. Therefore, to foster the success of family literacy programs, it is recommended that teachers may encourage the families to consider questions such as, "What reading activity does the child prefer? Who is available to read with the child? What reading activities do the family members prefer?" and encourage the favourite reading activities, rather than follow what they think the school is expecting.

*Implement the program appropriately.* When implementing a home-school reading program, teachers may consider the following points. First, it is ideal to implement the family literacy program early in the school year (Galda, Rayburn, & Stanzi, 2000). Second, appropriateness of reading resources requires teachers to strive to make the integral connection between literacy learning and personal empowerment (Neuman, Caperelli, & Kee, 1998), so that children's literacy skills and comprehension abilities are improved as their families wish. To make this connection, teachers need to select reading materials in conjunction with teaching lessons so children can take books home immediately and begin reading with their families. Ultimately, it is connecting literacy learning and personal empowerment that encourages family involvement in the program to meet these needs (e.g., improving their children's literacy skills).

Third, teachers may utilize the local libraries. As discussed previously, the participating families in this study appreciated the programs in which they conveniently accessed appropriate children's books. If some schools have difficulties providing families with appropriate reading materials, neighbourhood schools or local libraries could assist. These could be an integral part of the family literacy program, so that support networks/advocates for families could be developed. Thus, collaborations in the community may help the school, local library, and family overcome their barriers. It is recommended that teachers utilize the local libraries effectively. This includes borrowing appropriate reading resources from the local library by referring to the lists of annual award-winning books from the local library and by utilizing information technology to acquire reading materials through inter-

branch loans (e.g., looking for children's books on the Web sites, accessing information on-line). Fourth, teachers may also encourage the use of local libraries by organizing field trips to acquaint children with the facilities. Once children learn about their local library, they may encourage family members to visit and participate in the home-library summer reading program.

*Communicate with families fully.* Prior to implementation, it is recommended that teachers send a letter home to family members explaining the benefits of the program and describing specific strategies for reading with their children. These benefits reported in this study could be communicated to encourage involvement in the program and their cooperation with teachers. In addition, it is strongly recommended that teachers arrange a family literacy workshop for a family-teacher conference in order to introduce the program and demonstrate family member-child reading strategies, as well as models of reading (see Chapter 4). The activities of the family literacy workshops described in this study (see Appendix E) may be useful for encouraging families to create a comfortable, enjoyable, and supportive reading atmosphere in order to develop both family members' and their children's positive attitudes toward reading together and to stimulate family literacy practice on a daily basis.

*Monitor and respond to families' book logs.* Teachers must consider taking time to monitor and respond to families' book logs. This study suggests how teachers may benefit from the family literacy programs by establishing a positive relationship with the family members. In this study, the book logs showed that family members increasingly wrote about themselves as readers. They recommended books,

talked about the books they liked and disliked, and shared their observations about their children's reading progress. Each family used the book logs to connect with their child's teacher. The book logs became a useful tool to help teachers understand families' needs, interests, and values. Once teachers get personally involved in monitoring children's book logs and responding to family members' comments promptly, their enthusiasm may positively influence families. It is recommended that for monitoring families' feedback on the program and seeking to address their needs, teachers may design simpler book logs than were used in this study to decrease the workload demands on them. For example, a page of a book log could include a thirty-day report with space for the date, book title, and the parent's/caregiver's initials, but with one comment column and two or three suggestion forms. These suggestion forms, designed to encourage the participants' immediate feedback throughout the program, can be cut out and returned to teachers. Using such a book log, teachers can easily obtain the participants' feedback on the program and reply appropriately to them.

*Have sufficient flexibility.* Teachers should allow for flexibility and expect the unexpected. In this study, the participating children expressed their appreciation of teachers overlooking the fact that books were occasionally returned late. This suggests that teachers may need to utilize extra books and have children take them home if they have forgotten to return books to school. In addition, when family members forget to sign their children's book logs or children forget to read at home, teachers may need to be willing to accept such a situation and continue to encourage families to cooperate with them. By following these suggestions when implementing the family literacy program, teachers may mitigate many difficulties encountered

during the initial period. This could result in a supportive classroom routine which encourages children to establish daily reading habits. More importantly, it could enhance children's capacities for life-long learning.

### *Parents*

*Recognize and appreciate their crucial role in young children's literacy learning.* Parents play an important role in their children's literacy learning. Almost all of the children in this study reported that they preferred to read at home, have someone read to them, discuss reading content, play word games with them, praise them, and offer prizes for their reading. Their responses about parents helping them participate in the programs and read with them on a daily basis also indicated that parents could contribute to family literacy. Literacy is embedded in the fabric of the family's daily life. Similarly, almost all of the parents in this study reported that they were pleased with their children's reading progress and positive attitudes toward reading. Their responses about motivating their children to literacy learning and encouraging them to flourish indicated that children seemed to realize that literacy learning is meaningful and want to continue to share it with their parents. Many parents in this study seemed to recognize their crucial position as their children's teachers, reading models, helpers, and audience. It is recommended that parents need to maintain literacy practice with their children and learn from them how influential they are with regard to their children's literacy development.

*Participate in the family literacy programs and workshops.* As presented in this study, the participating principals, teachers, library heads, and parents reported a variety of strategies for reading with their children (e.g.,

management of text, time, and quality, long-term commitment, scaffolding). In addition, the participating families in both of the programs in this study showed more positive results than the other families. It is recommended that parents participate in the family literacy programs and workshops so that they may learn to create an enjoyable literacy environment at home for their children on a regular and continual basis.

### *Researchers*

*Utilize multiple research methodologies and instruments.* It is recommended that researchers utilize a combination of qualitative and quantitative research methodologies to explore fully the family factors influencing involvement in family literacy programs. First, it was important to employ a qualitative research methodology as used in this study. As shown, choral reading and scaffolding were found through the observations during the family visiting, but were not indicated in the questionnaires. In addition, the open-ended interviews allowed principals, teachers, and local library heads the freedom to express themselves. Thus, using a qualitative research methodology can validate and respect the participants' voices, knowledge, and experiences.

Second, book logs and open-ended questionnaires can be used to collect data for both quantitative and qualitative research on monitoring families' daily reading practices and feedback on their involvement in the programs. In addition to providing information about the book title, the length of reading time, who read with the child, and the reading-related activities, book logs can be designed to encourage families in the creative exploration of literacy practices. Through reporting the book logs, families have the opportunity to self-reflect and make comments on their strategies

for coping with any difficulties experienced while reading with their children. For example, in this study a mother reported that she listened to her son's oral reading while mopping at home. Such a condition for reading with children was affirmed and valued in the book log reports, but might not be represented during a researcher's family visit. Moreover, the family members endeavoured to create more literacy-related activities and opportunities for enriching the quality of family member-child reading interactions and reported these in their children's book logs on a daily basis.

Likewise, a questionnaire provides an important tool in research into family factors influencing involvement in family literacy programs. A questionnaire that includes family demographic data can provide researchers with efficient access to necessary information. The open-ended questions designed in the questionnaires also allow the respondents to express their opinions.

Third, qualitative findings can be used to validate, clarify, illustrate, and interpret quantitative data. It is recommended that research on family literacy programs may consider incorporating qualitative and quantitative methods for collecting and analyzing data. Open-ended questions can be designed in the questionnaires while family members and children might be interviewed after reading together in the family visits. Children's book logs might be designed to make comments on a weekly, rather than on the daily basis used in this study.

*Invite collaboration.* Research on family involvement in family literacy programs requires teachers' and library heads' collaboration. Being involved in the lives of people is never a predictable or easy process. It requires a commitment and investment of self, transparency and authenticity, all of which are necessary before

any participatory process can be initiated. Without the establishment of trust and familiarity, there will be no honest communication. For example, I had spent time addressing issues related to the concerns of the families. While we did talk about some of them, I sometimes overlooked many of their needs. Issues of improving their children's literacy skills and comprehension abilities deserve attention as they affect their willingness to participate in the family literacy programs which seek to address their needs. It is recommended that unless there is a strong collaboration to support a participatory process, the foundation for research on family involvement in family literacy programs will be unstable.

#### *Program Evaluators*

*Understand collaborations in the community.* Each community is unique; family literacy program evaluators need to visit the community or be a part of it. Program evaluators need to address the types of challenges in the community, such as funding. Collaborations in the community might also be a challenge because teachers or local library heads might have difficulties providing young children with a family literacy program in which children require their families' help for reading at home. For example, during the SARS outbreak, one target school stopped the family literacy program while three target schools in the other communities carried on with the program. Similarly, one target library arranged an opening ceremony and a closing celebration for the program while the other library in the other community did not have any assembly. It is recommended that program evaluators consider the importance of collaborations in the community.

*Have sufficient time for overall program evaluation.* The time required for engaging in community-based work should not be underestimated. The process is very time-consuming and there are no short-cuts. Prior to the implementation, the participating principals and library heads required six months to consider planning and managing budgets for designing the program poster and flyer, advertising, and purchasing appropriate children's books and prizes for the programs. During the four months of the implementation for both the home-school reading program and the follow-up home-library summer reading program in each of the three communities, this program evaluator had a busy schedule. This included travelling among the four schools and two local libraries to collect data from children's book logs and family visits and interviewing the participants and distributing the family members' and children's feedback questionnaire form afterward. It is recommended that program evaluators give careful consideration to time management and its location for evaluating one or more family literacy programs within one or more communities.

*Recognize the complexities of undertaking the dual roles of researcher and program evaluator.* It is not easy to achieve balance between the role of researcher and program evaluator. As shown in this study, data were collected from both the home-school reading program and the home-library summer reading program without difficulties in three target communities located in the west, east, and south of Taipei City. However, collecting data from the varied family literacy programs proved an exhausting process involving many skills, roles, and tasks, and for a lone researcher these physical and social burdens can be quite overwhelming. Many times I found myself comparing the actual process to the "ideal" participatory

research process. I was in some way trying to dictate how this study should progress and was then getting unnecessarily paralyzed by the fear of failure because of the tangent it seemed to be taking instead. During the four months of data collection, every week I made phone calls to the families participating in the home-library summer reading program in the three communities to build relationships and monitor their reading progress; twice a week, I contacted the participating teachers to borrow their students' book logs and I made a copy for my research which seemed to remind the teachers: "Have you done your part?" As a result, it was not unexpected that the return rate of data collection in this study was 100%.

Family involvement in the family literacy programs as a process should be allowed the space to evolve on its own terms and in its own direction. And that means starting where the participants are, and not where I, as the researcher and program evaluator, think they should be. For example, I should not make phone calls to the participating families and encourage the participating children to complete their book logs and to receive the prizes for reading. The participating children should foster their reading habits on their own. It is recommended that researchers need to take care when they assume the dual roles of program designer and researcher, ministering and evaluating their own programs.

### *Future Research*

In this final section, recommendations for future research will be presented in the areas of (a) longitudinal studies, (b) the implementation of family literacy programs in rural areas, and (c) the implementation of family literacy programs for older children.

In this study, most of the participating children seemed to have established daily reading habits, as well as positive family member-child relationships during the joint implementation of the home-school reading program and the home-library summer reading program. The longitudinal impact of this study has not been measured. More time and investigation are necessary to measure empirically long term and lasting effects of family involvement in the family literacy programs. After a period of several years, further research would be beneficial to understand the impact of such programs on fostering young children's daily reading habits. To do this, the participants (i.e., repeat families and non-repeat families) could be re-recruited to determine whether the schools and local libraries had continued to implement the programs, whether the families had continued to support their children with reading on a sustained and committed basis, and whether the children had daily reading habits after a sustained period of time. Following this, the family literacy programs could be modified to better fit the participants' needs and to maintain productive family literacy practices.

This study has fostered young children's daily reading habits by implementing both a home-school reading program and a home-library summer reading program in Taipei. Replication of the implementation of family literacy programs to examine the effects of family factors in relation to reading with children who have insufficient reading resources and parental assistance in rural areas would be of interest. For example, this might include using participants from rural communities who take their children to the city libraries every week and borrow books for daily reading at home. Further study might also include investigating

schools and local libraries in rural areas to determine whether they are willing to offer family literacy programs, and whether there are teachers who will commit to the implementation of the home-school reading program for families.

Further research on the differences between the family involvement in family literacy programs with young children and older children may likely be necessary if the study's findings are also to be useful. In this study it was found, not unexpectedly, that the younger the children, the more they relied on their family members' help in reading. Conversely, the older the children in this study, the less they read with their families. Future research might examine other family literacy program models that support reading interactions between older children and family members.

#### *Summary*

Some families may require opportunities and encouragement to participate in family literacy programs. This study began by asking the general question: What is the relationship of family factors and family involvement in family literacy programs? Considering its strengths as a source of information and despite the limitations inherent in its design, this study does make a contribution to the understanding of how families become involved in family literacy programs in Taiwan. Much useful information has been gathered and organized, and some specific recommendations for the facilitation of family literacy practice have been made. The overall impression that was generated by the respondents' answers was that schools and local libraries play an important role in implementing the family literacy programs and encouraging family involvement in the programs, and that their efforts are appreciated by both young children and their families.

From this study, families who committed to the family literacy programs facilitated their children's reading progress despite a variety of factors within families. This study represents a step in documenting and analyzing family literacy programs, which were collaborative efforts supported by the schools and local libraries. This study has also shown that these Taiwanese family members are accustomed to referring to teachers as authorities, so they responded readily to the requests from their children's teachers for participation in the family literacy programs. Family members' socioeconomic status and educational levels may not necessarily be a factor in determining family involvement in family literacy programs in this context. In this study, most of the families created opportunities for their children to read at home regardless of the family members' jobs and education.

Likewise, the quantity of reading materials owned by Taiwanese families should not be considered a predictor of children's literacy attainment. Most of the families in this study borrowed books from the schools and local libraries for reading with their children. Following participation in the programs, family members and children in this study seemed more confident in the way they utilized the resources, and reported reading at home with greater pleasure. In order for young children to establish daily reading habits, family literacy programs must be appropriate, functional, and meaningful in the context of families' daily lives. Programs must ensure that young children are able to read regularly and pleasurably with their family members' assistance. This can promote inclusion by providing all families with appropriate and responsive family literacy programs, and by supporting them to read with their children on a sustained and committed basis.

*Reflections*

I started this study with zeal, theoretical understanding, and learned assumptions. Throughout this study, my horizons and understanding have constantly been enlarged. Indeed I found that I have learnt much from this study, and that realization inspired me to overcome the challenges of analyzing the complex data and writing up the research results. When I started this study and contacted the participating principals, teachers, and library heads for the implementation of the programs, their excitement and enthusiasm supported me so I could be submerged in the process of research and could fully communicate with the participating families.

As I was working largely on my own, I had to learn to trust my instincts, insights, and intuitions as the struggle of trying to delicately balance guiding and directing, teaching and learning, engaging and disengaging could not be conducted according to guidelines printed in any handbook. This study entailed for me an involvement in a variety of conditions. Perhaps because I am a parent, a former teacher, a Ph.D. candidate, and an author of some articles in newspapers, I felt reasonably assured and confident in knowing what I was doing or proposing. My background also helped people trust me and feel comfortable to contact me.

Throughout this study, I encountered challenges that frustrated me. For example, one librarian was suspicious of the validity of the children's book logs and rewards. I explained the potential effects of family literacy programs such as encouraging families to access the library and to utilize the library effectively and continually. I also emphasized the support of the summer program from the director of the Taipei Municipal Library, and then we reached a consensus prior to implementing the program and thus gained cooperation from participants.

I now believe that helping schools, libraries, and families promote family literacy programs is tremendously important. A participating principal reported in the interview, "Family members should take time today to benefit their children tomorrow." Likewise, schools and local libraries should, as soon as possible, provide families with family literacy programs that will enable children to become lifelong learners. This study is offered as one model for helping to make this goal an attainable reality.

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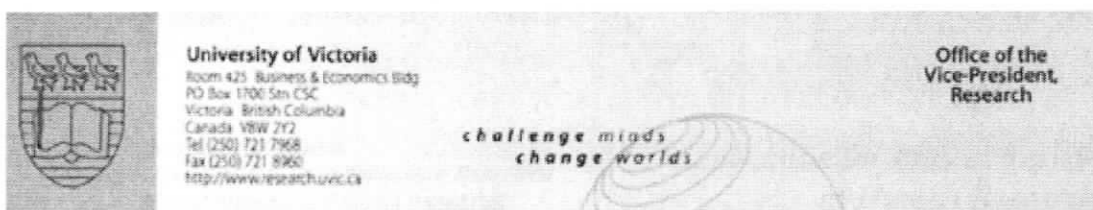
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## Appendix A: Human Research Ethics Committee Certificate of Approval



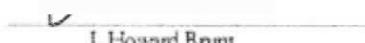
**University of Victoria - Human Research Ethics Committee**

### *Certificate of Approval*

<b>Principal Investigator</b> Hui-Mei Tsai Graduate Student <u>Co-Investigator(s):</u>	<b>Department/School</b> EDCC	<b>Supervisor</b>	
<b>Title: Family Factors in Family Literacy Programs in Taiwan</b>			
<b>Project No.</b> 085-03	<b>Approval Date</b> 24-Mar-03	<b>Start Date</b> 24-Mar-03	<b>End Date</b> 23-Mar-04

### Certification

This is to certify that the University of Victoria Ethics Review Committee on Research and other Activities Involving Human Subjects has examined the research proposal and concludes that, in all respects, the proposed research meets appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Subjects.

  
 J. Howard Brunt  
 Associate Vice-President, Research

This Certificate of Approval is valid for the above term provided there is no change in the procedures. Extensions/minor amendments may be granted upon receipt of "Request for Continuing Review or Amendment of an Approved Project" form.

Office of Vice-President, Research - UVic  
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 Victoria, BC V8W 2Y2

Tel (250) 471-4362  
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 E-mail: ovpres@uvic.ca

085-03 Tsai, Hui-Mei

## Appendix B: Sample Letters

### *Sample Letter Sent to School principals*

Date

Dear Principal/Teacher:

I am a graduate student in the Faculty of Education at the University of Victoria in Canada. I am conducting a study entitled, "Family factors in family literacy programs in Taiwan", as part of my dissertation. I am looking for volunteers who will be willing to participate in this study. I have been collaborating with teachers in home-school reading programs for many years. I have also designed a family literacy program for teachers in Taiwan to foster family literacy through young children's daily reading at home. One of my articles, "The Enjoyment and Rewards of a Home-School Reading Program", was published in the *United Daily News* (November 17, 2002, p. 35). The family literacy program was implemented by a Grade 2 teacher and benefited her students in reading. Following the successful implementation of this program, I would like to assist you in order to help more parents enjoy reading with their children at home. If you agree to participate in the study, you will be expected to undergo the following process: at an arranged day and time you will be interviewed and audio-taped individually for one to two hours. The interview will focus on exploratory data gathering. At a later date, you might be expected to meet with me again for confirmation, clarification, and elaboration of your interview report, if needed. If you agree to participate in this study, please sign the two consent forms attached. Please use the stamped, self-addressed envelope to mail one copy of the consent form to me by April 20, 2003, and retain one copy of the consent form for yourself. I would greatly appreciate your help, support and cooperation. Please contact me if you have any questions or concerns. My phone: XXX-XXXX

Fax: XXX-XXXX E-mail: XXX

Thank you for your consideration.

Yours sincerely,

Hui-Mei Tsai

Enclosed: A stamped, self-addressed envelope and two copies of the consent form.

## Appendix B: Sample Letters (Continued)

*Sample Letter Sent to Local Library Heads*

Date

Dear XXX:

I am a graduate student in the Faculty of Education at the University of Victoria in Canada. I am conducting a study entitled, "Family factors in family literacy programs in Taiwan", as part of my dissertation. I am looking for volunteers who will be willing to participate in this study. I have designed the Summer Family Literacy Program for libraries in Taiwan to foster family literacy through young children's daily reading at home. One of my articles, "Treasure Hunting at a Library", was published in the *China Times* (August 12, 2002, p. 37). Many parents were pleased with the Summer Family Literacy Program because it benefited their children's reading abilities. Following the successful implementation of this program, I am hoping to assist you to implement a similar program in the summer of 2003 in order to help more parents enjoy reading to/with their children at home. If you agree to participate in the study, you will be expected to undergo the following process: at an arranged day and time you will be interviewed and audio-taped individually for one to two hours. The interview will focus on exploratory data gathering. At a later date, you might be expected to meet with me again for confirmation, clarification, and elaboration of your interview report, if needed.

If you agree to participate in this study, please sign the two consent forms attached. Please use the stamped, self-addressed envelope to mail one copy of the consent form to me by May 13, 2003, and retain one copy of the consent form for yourself. I would greatly appreciate your help, support and cooperation. Please contact me if you have any questions or concerns. My phone: XXX-XXXX  
E-mail: XXX. My supervisor is Dr. M. Mayfield (XXX-XXXX).

Thank you for your co-operation and assistance.

Yours sincerely,

Hui-Mei Tsai  
PhD Candidate

Enclosed: A stamped, self-addressed envelope and two copies of the consent form.

## Appendix B: Sample Letters (Continued)

### *Sample Letter Sent to Families*

Dear Family member:

The home-school reading program is an important component of our class literacy program that may foster your child's literacy development, and interest in reading. Your help, support, and cooperation is urgently needed in order to make this program a success. Here are the procedures I encourage you to follow:

1. Set aside a regular time to read with your child on a daily basis. To facilitate and encourage reading at home, it is important to set aside a specific time (e.g., after dinner or before bedtime), create a quiet place in the home where your child can read without being interrupted (e.g., away from television), and share reading activities with your child from 10 to 20 minutes using reading a book brought home from school.
2. Try some of the following activities to read with your child: ①reading books to your child, ②having your child read aloud, ③taking turns to read, and ④discussing books with your child:
  - (1) Discuss the book title and the illustration on the cover page with your child before reading the book. Encourage your child to predict the contents of the book using creativity and imagination.
  - (2) Focus on your child's needs and interests. If your child prefers to read aloud, you may encourage him/her to do so. If your child prefers to listen to you reading, you may read to your child with enthusiasm, tracking the words with your finger. Praise your child's reading to encourage him/her to read aloud with you. Eventually, both of you may take turns and read together.
  - (3) Discuss the passages and illustrations in the book when you read with your child, by asking questions such as "What is missing?" or "How many green birds?" as you progress through the book.
  - (4) Let your child turn the pages, allowing him/her to think and appreciate the passages and illustrations of the book.

## Appendix B: Sample Letters (Continued)

### *Sample Letter Sent to Families*

- (5) Let your child reflect on the characters, settings, objects, events, and resolution after reading. Encourage him/her to retell the story in the book.
  - (6) Discuss a variety of things learned from reading the book, such as problem-solving skills, new vocabulary, making sentences, opposites and similarities of the new words learned from the book. Instead of the characters, settings, and objects in the books, encourage your child to create new ones.
3. Fill in the Book Log daily and be responsible in caring for the book:
    - (1) Let your child fill in the Book Log with the date, the book's title, and the number of stars for the book you read.
    - (2) Record in the log the reading activity performed with your child using the number code (more than one can be used). In addition, record in the log the length of time you spend reading with your child, and your comments about the activity(ies).
    - (3) Please keep the transparent plastic bag with the book, the Book Log, and this letter in your child's school bag to carry the items back to school daily.
  4. Prize: Your child will receive a card from the school for every 10 books he/she reads. When he/she receives 26 cards, his/her accomplishment will be recognized on the morning school broadcast and he/she will be awarded a certificate from the school principal.

Please let me know if you have any questions or concerns. Thank you for your help, support, and cooperation in making the family literacy program a success.

Yours sincerely,

XXX Elementary School  
Grade 2 classroom teacher  
XXXXXXXX

## Appendix C: Consent Letters

### *Consent Form for Family Participation in the Study*

You are being invited to participate in a study entitled "Family Factors in Family Literacy Programs in Taiwan." My name is Hui-Mei Tsai, and I am a graduate student in the Department of Curriculum and Instruction at the University of Victoria in British Columbia, Canada. As a graduate student, I am required to conduct research as part of the requirements for a Doctorate of Philosophy. If you have further questions, you may contact me by phone: XXX-XXXX or e-mail: XXX. This research is being conducted under the supervision of Dr. Margie I. Mayfield. You may contact my supervisor at XXX-XXXX or by e-mail: XXX.

The purpose of the research is to investigate the relationship of family factors and family involvement in the family literacy programs. The objectives of the research are to investigate the effects of family factors on family literacy programs, and to understand in what ways these programs contribute to establishing children's daily reading habits in Taiwan. Research of this type is important because even though research in family literacy is extensive, very few studies have focused on family involvement in establishing children's daily reading habits in Taiwan, and its relevance to the implementation of Taiwanese family literacy programs. This research will make the following contributions: The information gathered in the research may add to the establishment of Taiwanese family literacy practices, describe family literacy programs, and yield valuable knowledge for the benefit of children, families, schools, and libraries. Through their participation in a family literacy program, the families may be able to recognize and appreciate their crucial role in their children's literacy development, as well as have the opportunity to create an enjoyable reading environment at home in their daily lives. The families may also learn strategies from local libraries and schools in order to efficiently use literacy resource materials.

You are being asked to participate in this study because of your background and experience. You would be an excellent candidate for this research. The information with which you provide me will be strictly confidential. If you agree to voluntarily participate in this research, you will be asked to perform the following tasks: you will dedicate from ten to twenty minutes daily to reading books with your child as well as filling out the book log at home. You and your child will also complete the questionnaires, which will take from ten to twenty minutes, at the end of the program. If you participate in a home-school reading program, you and your child will be required to do daily reading for nine weeks, from April 14th to June 13th. If you participate in a home-library summer reading program, you and your

## Appendix C: Consent Letters (Continued)

### *Consent Form for Family Participation in the Study (Continued)*

child will be required to do daily reading for seven weeks, from June 29th to August 15th. Some of you may agree to be visited and audio-taped for twenty minutes. If more than 30 families agree to be visited, there will be a draw to select 30 families for family visits. If you are one of the 30 families, the first visit will last from ten to twenty minutes. During this time, you will be reading with your child. You may choose your child's favourite book to read. You may use the same reading activity that corresponds to your daily reading at home. The second visit will last from ten to twenty minutes. I will come back to you with the transcription of the first visit. You may tell me if the observations that I made were accurate.

Participation in this study may cause some inconvenience to you, especially due to the time commitment necessary for reading at home, and completing a questionnaire. The research will be conducted from April 2003 to August 2003. I will take into consideration your work and personal schedules when arranging the surveys, which may be re-scheduled, should the need arise. There are no known or anticipated risks to you by participating in this research; however, I would be glad to discuss any risks you might perceive or concerns you may have, at any time. The potential benefits of your participation in this research include an opportunity to reflect on personal values and attitudes toward your involvement in a family literacy program, and an opportunity to establish young children's daily reading habits. Not only is this an opportunity for you to understand, appreciate, and promote family literacy programs, it also is a chance for you to develop and extend home, school and library literacy connections.

Please note that your participation in this research study is completely voluntary. If you should decide to participate, you may withdraw at any time without any consequences or any explanation. If you do withdraw from the research study, your data will be used in the analysis ONLY if you agree to this. Options are also available should you not want your family visited or the visit audio-taped. There are separate check boxes for participation in this study, family visits, and audio-taped family visits. You may choose not to answer any questions you do not wish to answer. If you have participated only partly in the process and wish to withdraw, I will use the partial data collected from your family visit only if you agree to this. Your anonymity will be protected; I will be assigning code names to which all data will be matched. Transcripts of the audio-taped family visits will not include any personal information, and your name will not appear in the Ph.D. Dissertation, published articles, or

## Appendix C: Consent Letters (Continued)

### *Consent Form for Family Participation in the Study (Continued)*

materials prepared for conference presentations or workshops. If you decide that you do not want your family visit to be audio-taped, written observation field notes will be used instead of audio-taping. Your personal confidentiality as well as that of your data will be protected by keeping the separate files locked in my home. No identifying data will be made available to anyone other than myself, and by signing this consent form, we have entered into an agreement whereby I will guarantee that your confidentiality will be protected. All data will be destroyed after completion of the doctoral defense and submission of the dissertation. Written transcripts, notes, and drafts will be shredded through the university of Victoria confidential shredding facilities; all computer files will be deleted, audio-tapes and back-up discs destroyed through the same facilities.

It is anticipated that the results of this study will be shared with others in the following ways: Participants will have access to the transcriptions of their individual information; they will also have copies of the findings of the study made available to them upon its completion. They will be able to contact me if they wish for more information.

In addition to being able to contact me and my supervisor at the above phone numbers, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Associate Vice-President of Research at the University of Victoria (002-1-250- 472- 4632). Your signature below indicates that you understand the above conditions of participation in this study, that you have had the opportunity to have your questions answered by me, and that you agree to participate in the study.

I consent to participate in the study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I consent to being visited.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I consent to having the family visits audio-taped.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

<i>Name of Participant (Parent)</i>	<i>Signature</i>	<i>Date</i>
I assent to participate in the study.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
I assent to being visited.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
I assent to having the family visits audio-taped.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<i>Name of Participant (Child)</i>	<i>Signature</i>	<i>Date</i>
------------------------------------	------------------	-------------

*A copy of this consent will be left with you, and a copy will be taken by the researcher.*

## Appendix C: Consent Letters (Continued)

### *Consent for Interview and Audio-Taping*

You are being invited to participate in a study entitled "Family Factors in Family Literacy programs in Taiwan". My name is Hui-Mei Tsai, and I am a graduate student in the Department of Curriculum and Instruction at the University of Victoria in British Columbia, Canada. As a graduate student, I am required to conduct research as part of the requirements for a Doctorate of Philosophy. If you have further questions, you may contact me by phone: XXX-XXXX or e-mail: XXX. This research is being conducted under the supervision of Dr. Margie I. Mayfield. You may contact my supervisor at XXX-XXX or by e-mail: XXX.

The purpose of the research is to investigate the relationship of family factors and family involvement in the family literacy programs. The objectives of the research are to investigate the effects of family factors on family literacy programs, and to understand in what ways these programs contribute to establishing children's daily reading habits in Taiwan. Research of this type is important because even though research in family literacy is extensive, very few studies have focused on family involvement in establishing children's daily reading habits in Taiwan, and its relevance to Taiwanese family literacy programs. This research will make the following contributions: The information gathered in the research may add to the establishment of Taiwanese family literacy practices, describe family literacy programs, and yield valuable knowledge for the benefit of children, families, principals, teachers, and local library heads. Through their participation in a family literacy program, the families may be able to recognize and appreciate their crucial role in their children's literacy development, as well as have the opportunity to create an enjoyable reading environment at home in their daily lives. The families may also learn strategies from local libraries and schools in order to efficiently use literacy resource materials. The participants, including principals, teachers and local library heads, may gain insights into the implementation of Taiwanese family literacy programs. By analyzing their own situations, they may also reduce the number of obstacles encountered, and adapt the programs developed by the research study.

You are being asked to participate in this study because of your background and experience. You would be an excellent candidate for this research. The information with which you provide me will be strictly confidential. If you agree to voluntarily participate in this research, you will be expected to undergo the following: at an arranged day and time, you will be interviewed individually for one to two hours. The interview will focus on

## Appendix C: Consent Letters (Continued)

### *Consent for Interview and Audio-Taping (Continued)*

exploratory data gathering, while a possible second meeting will focus on the confirmation, clarification, elaboration, and review of the transcript of the interview.

Participation in this study may cause some inconvenience to you, especially due to the time commitment necessary for the interview. Bear in mind that this time will not only be allotted to providing me with information, but will also give you the opportunity to review the transcriptions of the interviews, and to address any concerns that may arise in regards to the study. The research will be conducted from April 2003 to August 2003. I will take into consideration your work and personal schedules when arranging the interviews, which may be re-scheduled, should the need arise. There are no known or anticipated risks to you by participating in this research; however, I would be glad to discuss any risks you might perceive or concerns you may have, at any time.

The potential benefits of your participation in this research include an opportunity to reflect on personal values and to establish young children's daily reading habits. Not only is it an opportunity to understand, appreciate, and promote family literacy programs, it is also a chance for you to extend home, school and library literacy connections. This research might add to the general knowledge base about family literacy programs in Taiwan, and may lead to an understanding of the obstacles, and strategies inherent in the implementation of such family literacy programs.

Please note that your participation in this research study is completely voluntary. If you should decide to participate, you may withdraw at any time without any consequences or any explanation. If you do withdraw from the research study, your data will be used in the analysis ONLY if you agree to this. Options are also available should you not want your interviews audio-taped. There are separate check boxes for recording interviews. You may choose not to answer any questions you do not wish to answer. If you have participated only partly in the interview process and wish to withdraw, I will use the partial data collected from your interviews only if you agree to this.

Your anonymity will be protected. I will be assigning code names to which all data will be matched. Your name will not appear in the Ph. D. Dissertation, published articles or materials prepared for conference presentations or workshops. If you decide that you do not want your interviews to be audio-taped, written observation field notes will be used instead of audio-taping.

## Appendix C: Consent Letters (Continued)

### *Consent for Interview and Audio-Taping (Continued)*

Your personal confidentiality as well as that of your data will be protected by keeping the separate files locked in my home. No identifying data will be made available to anyone other than myself, and by signing this consent form, we have entered into an agreement with each other whereby I will guarantee that your confidentiality will be protected.

All data will be destroyed after completion of the doctoral defense and submission of the dissertation. Written transcripts, notes, and drafts will be shredded through the university of Victoria confidential shredding facilities; all computer files will be deleted, audio-tapes and back-up discs destroyed through the same facilities.

It is anticipated that the results of this study will be shared with others in the following ways: Participants will have access to the transcriptions of their individual interviews; they will also have copies of the findings of the study made available to them upon its completion. They will be able to contact me if they wish more information.

In addition to being able to contact me and my supervisor at the above phone numbers, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Associate Vice-President of Research at the University of Victoria (002-1-250- 472- 4632).

Your signature below indicates that you understand the above conditions of participation in this study, that you have had the opportunity to have your questions answered by me, and that you agree to participate in individual interviews.

I consent to being interviewed.

Yes

Being interviewed on \_\_\_\_\_ (month) \_\_\_\_\_ (date) at \_\_\_\_\_ (a.m. / p.m.).

No

I consent to having the interviews audio-taped.  Yes  No

---

*Name of Participant*

---

*Signature*

---

*Date*

*A copy of this consent will be left with you, and a copy will be taken by the researcher.*



## Appendix E: Description of the Home-Library Summer Reading Program

Event	Time	Activity	Note
Opening ceremony in WanHua	1:45   2:00 p.m.	Day 1: The library greeted families and distributed a book bag and book log to each family. The library provided permanent colour markers on the desks of the library and Let the children choose a spot to draw or decorate their book bag and book log cover.	Before this workshop, the library had prepared the book bags and book logs.
	2:00   2:20	The Taipei Municipal Library Director introduced the library head, staff members and me to the families.	The library head invited the director from the main library.
	2:20   3:00	I explained the regulations of borrowing and returning books, the types of adult-child literacy interactions, writing in the book log, and the rules for the prizes. Directions for the Playing Reading Echo Game: 1. First, read a sentence, then your child reads the sentence back to you. This technique encourages children to read with expression and without hesitation. 2. Hold the attention of children by making appropriate sounds to accompany their storybooks. This technique keeps children more involved during read-aloud time. Let the children practice dialogue by changing their voices to represent different characters. You can read the story, pausing to let children read or recite certain parts. 3. Provide some warm-up questions. For example, "Do you want me to read this book?" or "This is a birthday story. What are you going to do on yours?" 4. Pause briefly throughout the story so that children can talk, question, or answer a question asked by the family member. Keep questions to a minimum, and use pictures as the focus of a comment or question. 5. Encourage children to ask questions and to predict the contents of the books. Act very interested, and tell them how much you are enjoying the reading, too. 6. Use a few post-reading questions to follow up on the warm-up questions.	I showed library stickers and certificates to the families.
	3:00   3:40	I showed family members and children: (a) the age-suitable books on the library shelves, (b) the program activities (i.e., storytelling time, family trips, and workshops), and (c) the library counter for borrowing and returning books, and obtaining a family library card.	The library had borrowed 300 books from other branches and put them on the library shelves.
Storytelling and movie time in NeiHu & WenSun		The libraries greeted family members and children in the children's reading room at 2:00 p.m. on Wednesdays for movie time and on Saturdays for storytelling time.	The families referred to the Taipei Municipal Library Calendar for the topics of the activities.
Family field trips in WanHua	9:00   9:20 a.m.	The librarians and I greeted the 20 pairs of family members and children in front of the library branch for a field trip, and guided the families to take the bus to the Taipei Municipal Main Library on Day 7 and to the Taipei Zoo on Day 35.	The library had contacted the main library. The Taipei Municipal Library requested the Taipei zoo to supply free tickets and guides for the families visiting the areas.
	9:30   11:30	Day 7: The librarians guided the families in a visit to the main library including the children's studio, and family video room. Day 35: The zoo guides led the families.	
	11:30   11:50	The librarians and I guided the families in taking the bus to return to the library branch.	

### Appendix E: Description of the Home-Library Summer Reading Program (Continued)

Event	Time	Activity	Note
Family lite- racy work- shops in Wan- Hua	9:30 9:40	The library greeted family members and children in the children's reading room.	I had prepared for the workshop.
	9:40   10:00	Day 14: I introduced 50 books to the families, and encouraged them to borrow the books for sharing reading responses with the group. I also introduced utilizing coupons and puppets for reading with children. Procedures for making reading coupons: 1. You may make a scrapbook of coupons from supermarket flyers, and show your child the names of the products. 2. You may hang the coupons around the house and leave notes inside your child's pockets or lunch bags.	I selected 50 children's books for the families.
		Day 21: I demonstrated utilizing the audio-visual aids borrowed from the libraries to read with children. A librarian taught the use of library computers for seeking resources such as borrowing children's CD-ROMs, placing items on hold, and contacting adult education services.	I selected 50 children's books with cassettes or CD-ROMs for the families.
		Day 28: I demonstrated playing word games (e.g., I Spy, Guess the Animals) for the families. I distributed cards to each family so that they could play word games at home. Children aged 3-5 received cards with single words, while 6-8 year olds played with more complex combinations of words. The words were as follows: (a) a word that rhymes with <b>an</b> (ㄢ) is __ (e.g., han 汗, shian 先); (b) a word that sounds like <b>f</b> (ㄈ) is __ (e.g., fa 伐, fen 分); (c) the first word that rhymes with <b>w</b> (ㄨ) is __ (e.g., wei tzu 位子, wu lun 五倫); and (d) The second word that rhymes with <b>a</b> (ㄚ) is __ (e.g., chang ya 長牙, shi gua 西瓜). Young children played with easier words, while other children played with more complex notions such as found in examples as (c) and (d). In addition to sitting beside and watching their children, the family members encouraged their children to say the words they matched up.	I prepared 60 cards for the families.
		Day 42: I encouraged the families to discuss the use of resources in the community such as taking a bus, going to the supermarkets, grocery store, and parks for playing games. I also encouraged them to talk and write with their children.	I selected 50 children's books relating to the community for the families.
	10:00 10:30	The families shared reading responses with the group, and exchanged books for reading at home.	I assisted in the activity.
	10:30 10:50	The library head allowed the group to ask questions. The library head and I reported to questions.	I assisted in the activity.
Clo- sing cele- bration in Wan- Hua	9:00- 12:00 a.m.	The librarians made the certificates for the children who completed the book logs. I collected families' feedback questionnaires, and reviewed their comments on the program.	The librarians prepared certificates, presents, and prizes.
	1:45- 2:00	The library provided snacks for the families. I contacted the director so that she could reply to the families' comments.	The library prepared snacks for the families.
	2:00- 2:50	The Taipei Municipal Library Director welcomed the families and rewarded the children with certificates and presents.	The librarians took photos for the families.
	3:00   3:40 p.m.	I hosted a public speaking activity for the family members and children who were willing to introduce their favourite books and share reading responses with the audience. The library head presented the speakers with prizes.	I assisted the activity.

## Appendix F: Interview Questions

### *Principals*

- 1A. Have you ever implemented a home-school reading program? If yes, how did you implement the program? If no, what obstacles or difficulties might inhibit you from implementing the program?
- 1B. If you have ever implemented a home-school reading program, in what grades are (were) the children? Why?
2. How would you describe the role schools play in providing a home-school reading program for families? Very important, important, uncertain, or unimportant? Why?
3. Do you encourage teachers to implement a home-school reading program for their students? If yes, how do you do that? If no, why not?
4. Do you support teachers in implementing a home-school reading program for their students? If yes, how do you support them? If no, why not?
5. Do you think that schools have common difficulties in implementing a home-school reading program? If yes, what do you think the common difficulties might be? Do you think there would be different difficulties across schools? What difficulties would there be? What support would you require to overcome the difficulties?
6. Do you think some home-school reading programs are better than other programs for families? What programs are best?
7. Do you have any strategies that you have found to be most effective in planning, developing, and implementing a home-school reading program?
8. If a teacher attempts to implement a home-school reading program for his/her class, what are your suggestions for the teacher?
9. What are your suggestions to encourage families to participate in a family literacy program?
10. Do you have other comments on implementing a family literacy program?

### *Teachers*

- 1A. Have you ever implemented a home-school reading program? If yes, how did you implement the program? If no, what obstacles or difficulties might inhibit you from implementing it?
- 1B. If you have implemented a home-school reading program, in what grades are (were) the children? Why?
2. How would you describe the role teachers play in providing a home-school reading program for families? Very important, important, uncertain, or unimportant? Why?
3. Have you ever established a classroom library that provides children with reading materials? If yes, how did you establish it? If no, why not?
4. Have you encouraged children to go to the school library to borrow books for reading at home? If yes, how did you encourage them? If no, why not?
5. Have you encouraged children to go to the local library to borrow books for reading at home? If yes, how did you encourage them? If no, why not?
6. Do you encourage family members to become involved in reading with their children at home? If yes, how do you encourage them? If no, why not?

## Appendix F: Interview Questions (Continued)

7. Do you support family members in reading with their children at home? If yes, how do you support them? If no, why not?
8. Do you have any strategies that you find to be most effective in planning, developing, and implementing a home-school reading program? If yes, what are these strategies?
9. Do you think that schools have common difficulties in implementing a home-school reading program? If yes, what do you think the common difficulties might be? Do you think there would be different difficulties across schools? What difficulties would there be? What support would you require to overcome the difficulties?
10. Do you think some home-school reading programs are better than other programs for families? What programs are best?
11. If the school or the public library attempts to implement a family literacy program, what are your suggestions for them?
12. What are your suggestions to encourage families to participate in a family literacy program?
13. Do you have other comments on implementing a family literacy program?

### *Library Heads*

- 1A. Have you ever implemented a home-library summer reading program? If yes, how did you implement the program? If no, what obstacles or difficulties might inhibit you from implementing the program?
- 1B. If you have implemented a home-library summer reading program, how old were the children that were enrolled in the program? Why?
2. How would you describe the role library heads play in providing a home-library summer reading program for families? Very important, important, uncertain, or unimportant? Why?
3. Do you encourage family members to participate in reading with their children at home? If yes, how do you encourage them? If no, why not?
4. Do you support family members to participate in reading with their children at home? If yes, how do you support them? If no, why not?
5. Are there strategies that you find to be most effective in planning, developing, and implementing a home-library summer reading program? What are these strategies?
6. Do you think that libraries have common difficulties in implementing a home-library summer reading program? If yes, what do you think the common difficulties might be? Do you think there would be different difficulties across libraries? What difficulties would there be? What support would you require to overcome the difficulties?
7. Do you think some home-library summer reading programs are better than other programs for families? If yes, what programs are best?
8. If a public library attempts to implement a home-library summer reading program, or a school attempts to implement a home-school reading program, what are your suggestions for them?
9. What are your suggestions to encourage family participation in a home-library summer reading program?
10. Do you have other comments on implementing a family literacy program?

## Appendix F: Interview Questions (Continued)

### *Explanations of Common Questions*

I asked the interviewees 10 questions about their roles, obligations, experiences, and obstacles in implementing the family literacy programs, and their suggestions for families to become involved in family literacy programs.

1A. Have you ever implemented a home-school (library) reading program? If yes, how did you implement the program? If no, what obstacles or difficulties might inhibit you from implementing the program?

The first part of question # 1A asks principals, teachers, and library heads about the implementation of family literacy programs at their schools or libraries. If the answer was "Yes," I would learn about current types of family literacy programs in Taiwan. If the interviewees were known to have experience with a family literacy program, they would possess more credibility when initiating the program at the local level. If the answer was "No," the interviewees would identify obstacles that inhibited the implementation of a family literacy program at the school or library. Their responses might indicate that some situations should be taken into consideration when providing families with a family literacy program (e.g., Did the obstacles relate to families, school policy, public library policy, or community?).

1B. If you have ever implemented a family literacy program, in what grades were the children? Why?

Question # 1B asks principals, teachers, and library heads for the age of the children whose families were involved in a family literacy program. If the answer referred to the primary grades, it would be consistent with my intention of developing a family literacy program for young children. In contrast, if the answer tended to senior grades, I had to know the family literacy practices at that level. Furthermore, the teachers in this study were asked the same question as their principals. I used triangulation of methodology by collecting the same data from different samples, to contribute to the confidence in this research finding (Gall, Borg, & Gall, 1996).

2. How would you describe the role schools (libraries) play in providing a family literacy program for families? Very important, important, uncertain, or unimportant? Why?

Question # 2 asks principals, teachers, and library heads about their opinions of the importance of providing a family literacy program at their schools or libraries. According to Quezada and Nickse (1993), one of the barriers confronted by the Community Collaboration for Family Literacy was lack of sufficient authority to commit their agency to program development. The interviewees in this study could be aware of the importance of a family literacy program, and encourage colleagues to implement the program for families. If the interviewees perceived that it was important to provide such programs in the schools (libraries) but they had not ever implemented the programs, it is likely that the obstacles they encountered might be serious enough that they could not accomplish this. On the other hand, if they perceived that it was unimportant to provide a family

## Appendix F: Interview Questions (Continued)

literacy program in their schools (libraries), it is reasonable to assume that they have never implemented such a program. In addition, if the interviewees perceived that other programs were more important than a family literacy program, the interviewees' responses for the question might indicate whether their values and expectations were focused on children's literacy development.

3. Do you encourage teachers in implementing a home-school reading program for their students? If yes, how do you do that? If no, why not?

Question # 3 is related to question # 2 and asks principals, teachers, and library heads about encouraging families to become involved in family literacy program. The explicit encouragement of the interviewees on family involvement in a family literacy program might indicate that they place a high value on the program. The positive responses from the interviewees who implemented the programs in this study might be consistent with the responses from the participating families who became involved in the programs.

4. Do you support teachers in implementing a family literacy program for their students? If yes, how do you support them? If no, why not?

Question # 4 is related to question # 3 and asks the interviewees if they actively provided colleagues and families with resources for establishing a classroom library or utilizing the school (or local) library to assist children to read books at home. The interviewees' reasons for supporting or not supporting colleagues and families might reflect their attitudes toward the value of such a program. If the interviewees' responses to this question were positive yet their schools or libraries did not implement a family literacy program, the interviewees might have common obstacles for implementing the program (e.g., Is support and information given to encourage family members to read with their children? What can the interviewees do to support families in promoting family literacy?)

5. Do you think that schools (libraries) have common difficulties in implementing a family literacy program? If yes, what do you think the common difficulties might be? Do you think there would be different difficulties across schools (libraries)? What difficulties would there be? What support would you require to overcome the difficulties?

Question # 5 is related to question #1 and asks the interviewees if they encountered similar obstacles in implementing a family literacy program in different schools or libraries (e.g., Did they require support to overcome the obstacles of implementing a family literacy program? Did they find that different schools or libraries had different policies for promoting family involvement in a literacy program?).

## Appendix F: Interview Questions (Continued)

6. Do you think some home-school (library) reading programs are better than other programs for families? What programs are best?

Question # 6 asks the interviewees for their perceptions of family literacy programs suitable for families reading at home. They might identify the effectiveness and benefits of family literacy programs while responding about the diversity of the programs (e.g., Did they know about many family literacy programs? Did they utilize resources from the community to enhance family literacy? What were their perceptions about the collaboration among school, families, and community?).

7. Do you have any strategies that you have found to be most effective in planning, developing, and implementing a home-school (library) reading program?

Question # 7 asks the interviewees for their experiences and opinions about planning, developing, and implementing a family literacy program. Quezada and Nickse (1993) state that a major barrier to collaborations for family literacy is the absence of the full complement of agencies. They further point out that the "perception of the library's role within the community as a passive place for literacy activities to occur is not uncommon" (p. 32). The interviewees' responses to this question could indicate if there were obstacles influencing the collaboration between schools and libraries.

8. If a teacher (library head) attempts to implement a home-school (library) reading program for families, what are your suggestions for the teacher (library head)?

Question # 8 asks the interviewees for suggestions for supporting schools or public libraries in implementing a family literacy program. What did they expect of colleagues who attempted to implement the program? How did they accommodate the communities, and acknowledge the resources and funding they required for implementing the program? The interviewees' responses to this question might indicate their attitudes toward supporting a family literacy program.

9. What are your suggestions to encourage families to participate in a family literacy program?

Question # 9 asks the interviewees for their suggestions on family involvement in a family literacy program. Their responses might indicate their perceptions of family involvement in family literacy programs, their understanding of families' situations for reading with children, their roles in assisting families in daily reading, and their support of family literacy practice.

10. Do you have other comments on implementing a family literacy program?

Question # 10 asks the interviewees if they have comments that have not been noted in the nine previous questions. The last question might solicit the interviewees' personal views, additional remarks or expansion of previous responses if they wished.

## Appendix F: Interview Questions (Continued)

### *Explanations of Specific Questions for Teachers' Interviews*

In addition to asking the teachers the ten questions above, I also asked them three additional questions.

1. Have you ever established a classroom library that provides children with reading materials? If yes, how did you establish it? If no, why not?

This question asks teachers about the classroom library that is important for promoting both students' literacy development and family involvement in family literacy. Teachers' responses might indicate their perceptions of establishing and managing a classroom library, including how they utilize reading resources for the classes and the rules for children borrowing and returning books.

2. Have you encouraged children to go to the school library to borrow books for reading at home? If yes, how did you encourage them? If no, why not?

This question asks teachers about the use of the school library. If teachers do not establish a classroom library, they might encourage children to borrow books from the school library. The teachers' responses to this question might indicate how satisfied teachers are with the school library; if teachers think that the school library could support them to implement a family literacy program; if teachers arrange a timetable for children to regularly borrow books from the school library; and if teachers encourage children to read books at home.

3. Have you encouraged children to go to the local library to borrow books for reading at home? If yes, how did you encourage them? If no, why not?

This question is related to the previous two questions, and asks teachers about the sources of children's reading materials. If a teacher has not established a classroom library and encourages their students to borrow books from the school library and local library, perhaps his/her perception of the teacher's role as an essential facilitator for promoting children's literacy development is uncertain. Teachers' responses to these particular questions could be consistent with their responses to the common interview questions that indicate whether or not providing a family literacy program for families is perceived of as important. In addition, teachers' responses to this question might also indicate if teachers know about the local library; how satisfied teachers are with the local library; if teachers think that the local library could support them to implement a family literacy program; if teachers arrange for children to visit the local library; and if teachers encourage and arrange for children to borrow books from the local library regularly.

## Appendix G: Family Members' Feedback Questionnaire (Home-School)

DIRECTIONS: Please fill the blank or check the box that indicates your answer. Your answers will remain confidential. Please return the completed survey and drop it at the classroom mailbox by June 13<sup>th</sup>, 2003. Thank you very much.

(BACKGROUND DATA)

Your age:  Below 20  20-29  30-39  40-49  50-59  Above 60

Your child's age: \_\_\_\_\_

Your gender:  Male  Female                      Child's gender:  Male  Female

Your education:  Primary  Junior high  Senior high  University/College  Ph.D/Master

Your occupation:  Homemaker  Private agency  Public organization

Other (Please specify) \_\_\_\_\_

How many children live in your home?  1  2  3  4  5  More than 5

Do your child's grandparents live with you?  Yes  No

1. Do you think that your child's reading abilities have improved during the program? (Please circle one of the following numbers)

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
(Highest)    5	4	3	2	1    (Lowest)

If you answer "Strongly agree" or "Agree", please elaborate below:  
In what ways do you feel this program has been beneficial?

- |  |  |
|--|--|
| <input type="checkbox"/> It has fostered my child's reading habits.                                | <input type="checkbox"/> It has enhanced my child's knowledge.   |
| <input type="checkbox"/> It has enhanced my child's speaking skills.                               | <input type="checkbox"/> It has enhanced my oral reading skills. |
| <input type="checkbox"/> It has enhanced my child's writing skills.                                | <input type="checkbox"/> It has enhanced my child's creativity.  |
| <input type="checkbox"/> It has increased my child's moral education.                              | <input type="checkbox"/> It has enhanced my knowledge.           |
| <input type="checkbox"/> It has enhanced my child's silent reading skills.                         |  |
| <input type="checkbox"/> It has enhanced my child's ability to ask questions.                      |  |
| <input type="checkbox"/> It has increased my child's positive relationships with family.           |  |
| <input type="checkbox"/> It has facilitated my child's ability to share his/her reading responses. |  |
| <input type="checkbox"/> Other (please specify) _____  |  |

If you answer "Disagree" or "Strongly disagree", please elaborate below:  
If your child has not progressed with reading during the program,  
what do you believe has caused your child to stop progressing?

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Appendix G (Continued):  
Family Members' Feedback Questionnaire (Home-School)

2. How would you describe your child's current feelings about reading at home?  
 Strongly enjoys it    Enjoys it    Uncertain    Dislikes it    Strongly dislikes it
3. Who read with your child? (Can be more than one choice.)  
 The child's  father    mother    grandfather    grandmother    older sibling  
 younger sibling    uncle    aunt    babysitter    tutor  
 friend    other (Please specify) \_\_\_\_\_
4. At what time did your child typically read?  
 Morning    Noon    Afternoon    Evening    Bedtime
5. How much time did your child typically spend reading every day?  
 1-10 min.    11-20 min.    21-30 min.    31-60 min.    Above 1 hour
6. What typically happened during reading time? (Can be more than one choice.)  
 You read to the child.  
 Your child read aloud.  
 You and your child took turns to read the book.  
 You discussed the book with your child.  
 You played word games with your child.  
 Your child read silently.  
 Your child wrote reading response.  
 Other (Please specify): \_\_\_\_\_
7. Would you agree to recommend this program to other families?  
 (Please circle one of the following numbers)  

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Highest	5	4	3	2	1
					Lowest

 Why or why not? \_\_\_\_\_  
 \_\_\_\_\_
8. Would you agree to encourage your child to go to the local library?  
 (Please circle one of the following numbers)  

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Highest	5	4	3	2	1
					Lowest

 Why or why not? \_\_\_\_\_  
 \_\_\_\_\_

Appendix G (Continued):  
Family Members' Feedback Questionnaire (Home-School)

9. Would you agree to encourage your child to join in the home-library reading program this summer? (Please circle one of the following numbers)

Strongly agree    Agree    Uncertain    Disagree    Strongly disagree  
Highest            5            4            3            2            1            Lowest

Why or why not? \_\_\_\_\_

10. Suggestions for improving the home-school reading program.

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11. What was your favourite part of the program? For each item, place a "✓" in one of the columns ("strongly enjoyed" to "strongly disliked")

	Strongly enjoyed it	Enjoyed it somewhat	Un- certain	Disliked it	Strongly disliked it
Reading with the child at home					
Reading to the child					
The child reading aloud					
The child reading silently					
Taking turns to read					
Discussing the book with the child					
Pointing out the words in the book					
Playing word games with the child					
Encouraging the child to write in a reading journal					
Letting the child hold the book, and turn pages					
Praising the child for reading					
Rewarding the child for reading					
Other:					

Comment: \_\_\_\_\_

Thank you very much.

## Appendix H: Children's Feedback Questionnaire (Home-School)

**DIRECTIONS:** Please fill the blank or check the box that indicates your answer. Your answers will remain confidential. Please return the completed survey and drop it at the classroom mailbox by June 13<sup>th</sup>, 2003. Thank you very much.

(BACKGROUND DATA)

Your age: \_\_\_\_\_ Your gender:  Male  Female

1. Do you think that you have benefited from the program?

(Please circle one of the following numbers)

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
(Highest) 5	4	3	2	1 (Lowest)

If you answer "Strongly agree" or "Agree", please elaborate below:

In what ways do you feel this program has been beneficial?

- |   |   |
|---|---|
| <input type="checkbox"/> It has fostered my reading habits.                           | <input type="checkbox"/> It has enhanced my knowledge.          |
| <input type="checkbox"/> It has enhanced my silent reading skills.                    | <input type="checkbox"/> It has enhanced my speaking skills.    |
| <input type="checkbox"/> It has enhanced my oral reading skills.                      | <input type="checkbox"/> It has enhanced my writing skills.     |
| <input type="checkbox"/> It has enhanced my ability to ask questions.                 | <input type="checkbox"/> It has enhanced my creativity.         |
| <input type="checkbox"/> It has increased my moral education.                         | <input type="checkbox"/> It has enhanced my observation skills. |
| <input type="checkbox"/> It has increased my positive relationships with family.      |   |
| <input type="checkbox"/> It has facilitated my ability to share my reading responses. |   |
| <input type="checkbox"/> Other (please specify) _____                                 |   |

If you answer "Disagree" or "Strongly disagree", please elaborate below:

If your reading has not progressed during the program,  
what do you believe has caused you to stop progressing?

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2. Do you think that your feelings about reading have improved during the program? (Please circle one of the following numbers)

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
(Highest) 5	4	3	2	1 (Lowest)

Why or why not? \_\_\_\_\_

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Appendix H (Continued):  
Children's Feedback Questionnaire (Home-School)

3. What was your favourite part of the program? For each item, place a "✓" in one of the columns ("strongly enjoyed" to "strongly disliked")



Strongly  
enjoyed it

Enjoyed it  
somewhat

Uncertain

Disliked  
it

Strongly  
disliked it

	Strongly enjoyed it	Enjoyed it somewhat	Uncertain	Disliked it	Strongly disliked it
Reading at home					
Someone reading to me					
Reading aloud					
Reading silently					
Taking turns to read					
Someone discussing the book with me					
Someone playing word games with me during the reading activity					
Writing reading responses					
Holding the book and turning pages					
Someone praising me for reading					
Someone rewarding me for reading					
Going to the local library					
Reading English books					

4. Would you like the school to provide a home-school reading program for you throughout the next school year?

(Please circle one of the following numbers)

Strongly agree    Agree    Uncertain    Disagree    Strongly disagree  
(Highest)    5            4            3            2            1    (Lowest)

Why or why not? \_\_\_\_\_

5. Will you join in the home-library reading program this summer?

(Please circle one of the following numbers)

Strongly agree    Agree    Uncertain    Disagree    Strongly disagree  
(Highest)    5            4            3            2            1    (Lowest)

Why or why not? \_\_\_\_\_

Thank you very much!

## Appendix I: Families' Enrolment Questionnaire

Please complete this family's enrolment form and register at the Long-Shan Library Branch by June 28th, 2003. Thank you.

### ENROLMENT FORM (BACKGROUND DATA)

Your name: \_\_\_\_\_ Child's name: \_\_\_\_\_  
 Your age: \_\_\_\_\_ Child's age: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Phone number: (Home) \_\_\_\_\_ (Office) \_\_\_\_\_



Please fill the blank or check the box that indicates your answer. Your answers will remain confidential. Please cut off the completed questionnaire below and drop it at the library mailbox by June 28th, 2003. Thank you very much.

1. From whom did you hear about the family literacy program?  
 School teacher  Library  Relative  Friend  Neighbour  Other (Please specify): \_\_\_\_\_
2. Did you join in the family literacy program last summer?  
 Yes  No Why or why not?  
 \_\_\_\_\_
3. How would you describe your child's perceptions about reading?  
 Strongly enjoys it  Enjoys it  uncertain  Dislikes it  strongly dislikes it
4. Who read with your child? (Can be more than one choice.)  
 The child's  father  mother  grandfather  grandmother  older sibling  younger sibling  
 uncle  aunt  babysitter  tutor  friend  Other (Please specify) \_\_\_\_\_
5. Have you ever taken your child to local libraries?  Yes  No  
 If Yes, how would you describe your feelings about the library?  
 Strongly enjoys it  Enjoys it  uncertain  Dislike it  strongly dislike it  
 Why? \_\_\_\_\_  
 \_\_\_\_\_
6. The family literacy workshops on Saturday mornings provide you with various reading strategies. Can you participate in them?  Yes  No If no, why not?  
 \_\_\_\_\_
7. What do you hope the family literacy program will offer your child?  
 \_\_\_\_\_  
 \_\_\_\_\_
8. What are your suggestions, questions or concerns about this family literacy program?  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank you very much!

## Appendix J: Family Members' Feedback Questionnaire (Home-Library)

**DIRECTIONS:** Please fill the blank or check the box that indicates your answer. Your answers will remain confidential. Please return the completed survey and drop it at the Long-Shan Library Branch mailbox by August 17th, 2003.

(BACKGROUND DATA)

Your age:  Below 20  20-29  30-39  40-49  50-59  Above 60

Your child's age: \_\_\_\_\_

Your gender:  Male  Female                      Child's gender:  Male  Female

Your education:  Primary  Junior high  Senior high  University/College  Ph.D/Master

Your occupation:  Homemaker  Private agency  Public organization  
 Other (Please specify) \_\_\_\_\_

How many children live in your home?  1  2  3  4  5  More than 5

Do your child's grandparents live with you?  Yes  No

1. How would you describe your child's current feelings about reading at home?  
 Strongly enjoys it  Enjoys it  Uncertain  Dislikes it  Strongly dislikes it

2. Do you think that your child's reading abilities have improved during the program? (Please circle one of the following numbers)

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
(Highest)	5	4	3	2	1	(Lowest)

If you answer "Strongly agree" or "Agree", please elaborate below:  
In what ways do you feel this program has been beneficial?

- It has fostered my child's reading habits.                       It has enhanced my child's knowledge.
- It has enhanced my child's speaking skills.                       It has enhanced my oral reading skills.
- It has enhanced my child's writing skills.                       It has enhanced my child's creativity.
- It has increased my child's moral education.                       It has enhanced my knowledge.
- It has enhanced my child's silent reading skills.
- It has enhanced my child's ability to ask questions.
- It has increased my child's positive relationships with family.
- It has facilitated my child's ability to share his/her reading responses.
- Other (please specify) \_\_\_\_\_

If you answer "Disagree" or "Strongly disagree", please elaborate below:  
If your child has not progressed with reading during the program,  
what do you believe has caused your child to stop progressing?

---

Appendix J (Continued):  
Family Members' Feedback Questionnaire (Home-Library)

3. Who read with your child? (Can be more than one choice.)  
The child's  father  mother  grandfather  grandmother  older sibling  
 younger sibling  uncle  aunt  babysitter  tutor  
 friend  other (Please specify) \_\_\_\_\_
4. At what time did your child typically read?  
 Morning  Noon  Afternoon  Evening  Bedtime
5. How much time did your child typically spend reading every day?  
 1-10 min.  11-20 min.  21-30 min.  31-60 min.  Above 1 hour
6. What typically happened during reading time? (Can be more than one choice.)  
 You read to the child.  
 Your child read aloud.  
 You and your child took turns to read the book.  
 You discussed the book with your child.  
 You played word games with your child.  
 Your child read silently.  
 Your child wrote reading response.  
 Other (Please specify): \_\_\_\_\_
7. Would you agree to recommend this program to other families?  
(Please circle one of the following numbers)  
Strongly agree    Agree    Uncertain    Disagree    Strongly disagree  
(Highest)    5            4            3            2            1    (Lowest)
- Why or why not? \_\_\_\_\_
- 
8. Would you agree to continue to encourage your child to go to the local library?  
(Please circle one of the following numbers)  
Strongly agree    Agree    Uncertain    Disagree    Strongly disagree  
(Highest)    5            4            3            2            1    (Lowest)
- Why or why not? \_\_\_\_\_
- 
9. Would you agree to encourage your child to join in if the library provides the home-library summer reading program next year? (Please circle one of the following numbers)  
Strongly agree    Agree    Uncertain    Disagree    Strongly disagree  
(Highest)    5            4            3            2            1    (Lowest)
- Why or why not? \_\_\_\_\_
-

Appendix J (Continued):  
Family Members' Feedback Questionnaire (Home-Library)

10. Suggestions for improving the home-library summer reading program.

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11. What was your favourite part of the program? For each item, place a "✓" in one of the columns ("strongly enjoyed" to "strongly disliked")

	Strongly enjoyed it	Enjoyed it somewhat	Un- certain	Disliked it	Strongly disliked it
Reading with the child at home					
Reading to the child					
The child read aloud					
The child read silently					
Taking turns to read					
Discussing the book with the child					
Pointing out the words in the book					
Playing word games with the child					
Encouraging the child to write in a reading journal					
Letting the child hold the book, and turn pages					
Praising the child for spending time reading together					
Participating in family literacy workshops					
Participating family field trip					
Rewarding the child for reading					
Other:					

Comment: \_\_\_\_\_

Thank you very much!

## Appendix K: Children's Feedback Questionnaire (Home-Library)

**DIRECTIONS:** Please fill the blank or check the box that indicates your answer. Your answers will remain confidential. Please return the completed survey and drop it at the Long-Shan Library Branch mailbox by August 17th, 2003.

(BACKGROUND DATA)

Your age: \_\_\_\_\_ Your gender:  Male  Female

1. Do you think that you have benefited from the program?

(Please circle one of the following numbers)

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
(Highest) 5	4	3	2	1 (Lowest)

If you answer "Strongly agree" or "Agree", please elaborate below:

In what ways do you feel this program has been beneficial?

- |   |   |
|---|---|
| <input type="checkbox"/> It has fostered my reading habits.                           | <input type="checkbox"/> It has enhanced my knowledge.          |
| <input type="checkbox"/> It has enhanced my silent reading skills.                    | <input type="checkbox"/> It has enhanced my speaking skills.    |
| <input type="checkbox"/> It has enhanced my oral reading skills.                      | <input type="checkbox"/> It has enhanced my writing skills.     |
| <input type="checkbox"/> It has enhanced my ability to ask questions.                 | <input type="checkbox"/> It has enhanced my creativity.         |
| <input type="checkbox"/> It has increased my moral education.                         | <input type="checkbox"/> It has enhanced my observation skills. |
| <input type="checkbox"/> It has increased my positive relationships with family.      |   |
| <input type="checkbox"/> It has facilitated my ability to share my reading responses. |   |
| <input type="checkbox"/> Other (please specify) _____                                 |   |

If you answer "Disagree" or "Strongly disagree", please elaborate below:

If your reading has not progressed during the program, what do you believe has caused you to stop progressing?

---



---

2. Do you think that your feelings about reading have improved during the program? (Please circle one of the following numbers)

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
(Highest) 5	4	3	2	1 (Lowest)

Why or why not? \_\_\_\_\_

Appendix K (Continued):  
Children's Feedback Questionnaire (Home-Library)

3. What was your favourite part of the program? For each item, place a "✓" in one of the columns ("strongly enjoyed" to "strongly disliked")



Strongly  
enjoyed it

Enjoyed it  
somewhat

Uncertain

Disliked  
it

Strongly  
disliked it

Reading at home					
Someone reading to me					
Reading aloud					
Reading silently					
Taking turns to read					
Someone discussing the book with me					
Someone playing word games with me during the reading activity					
Writing reading responses					
Holding the book, and turning pages					
Someone praising me for reading					
Someone rewarding me for reading					

4. Will you continue to participate in the home-library summer reading program next year? (Please circle one of the following numbers)

Strongly agree    Agree    Uncertain    Disagree    Strongly disagree  
(Highest)    5            4            3            2            1    (Lowest)

Why or why not? \_\_\_\_\_

5. Will you continue to go to the local library and borrow books?

(Please circle one of the following numbers)

Strongly agree    Agree    Uncertain    Disagree    Strongly disagree  
(Highest)    5            4            3            2            1    (Lowest)

Why or why not? \_\_\_\_\_

Thank you very much!

Appendix L: Means, Standard Deviations, and ANOVA by Program,  
Community, and Children's Age on Daily Reading Activities

Variables		Read to the child	Child read aloud	Take turns	Child read silently	Discus- sion	Child write responses	Play games	Retell stories etc.
Total	<i>M</i>	0.69	0.58	0.44	0.48	0.48	0.03	0.06	0.20
( <i>N</i> =339)	<i>SD</i>	0.46	0.49	0.50	0.50	0.50	0.16	0.24	0.40
Program									
H-S	<i>M</i>	0.70	0.61	0.46	0.36	0.51	0.01	0.07	0.21
( <i>n</i> =208)	<i>SD</i>	0.46	0.49	0.50	0.48	0.50	0.10	0.25	0.41
H-L	<i>M</i>	0.67	0.54	0.41	0.68	0.44	0.05	0.05	0.19
( <i>n</i> =131)	<i>SD</i>	0.47	0.50	0.49	0.47	0.50	0.23	0.23	0.39
<i>t</i> -test		0.49	1.16	0.94	-6.10***	1.25	-2.46*	0.52	0.36
Community									
WanHua	<i>M</i>	0.82	0.50	0.42	0.35	0.55	0.04	0.10	0.24
( <i>n</i> =168)	<i>SD</i>	0.03	0.04	0.04	0.04	0.04	0.01	0.02	0.03
NeiHu	<i>M</i>	0.51	0.71	0.44	0.73	0.38	0.00	0.02	0.11
( <i>n</i> =63)	<i>SD</i>	0.06	0.06	0.06	0.06	0.06	0.02	0.03	0.05
WenSun	<i>M</i>	0.59	0.63	0.46	0.54	0.43	0.03	0.04	0.19
( <i>n</i> =108)	<i>SD</i>	0.04	0.05	0.05	0.05	0.05	0.02	0.02	0.04
<i>F</i> ( <i>df</i> =2, 336)		14.41***	5.20**	0.29	15.34***	3.45*	1.13	3.37*	2.66
Children's age									
3 years	<i>M</i>	0.97	0.35	0.45	0.10	0.79	0.00	0.17	0.59
( <i>n</i> =29)	<i>SD</i>	0.07	0.09	0.09	0.07	0.09	0.03	0.04	0.07
4 years	<i>M</i>	0.95	0.40	0.42	0.11	0.58	0.00	0.18	0.24
( <i>n</i> =38)	<i>SD</i>	0.06	0.08	0.08	0.07	0.08	0.03	0.04	0.06
5 years	<i>M</i>	0.96	0.49	0.51	0.18	0.53	0.01	0.05	0.30
( <i>n</i> =79)	<i>SD</i>	0.05	0.05	0.06	0.05	0.06	0.02	0.03	0.04
6 years	<i>M</i>	0.77	0.47	0.41	0.59	0.53	0.00	0.00	0.29
( <i>n</i> =17)	<i>SD</i>	0.10	0.12	0.12	0.10	0.12	0.04	0.06	0.09
7 years	<i>M</i>	0.46	0.74	0.42	0.68	0.38	0.02	0.02	0.06
( <i>n</i> =125)	<i>SD</i>	0.04	0.04	0.05	0.04	0.04	0.01	0.02	0.03
8 years	<i>M</i>	0.43	0.65	0.39	0.92	0.35	0.10	0.06	0.10
( <i>n</i> =51)	<i>SD</i>	0.06	0.07	0.07	0.06	0.07	0.02	0.03	0.05
<i>F</i> ( <i>df</i> =5, 333)		25.99***	6.15***	0.45	40.16***	4.58***	2.66*	4.56***	11.87***

Note. \* $p < .05$  \*\* $p < .01$  \*\*\* $p < .001$ .

## Appendix M: Principal-Component Analysis of Families' Favourite Reading Activities and Perceived Benefits of the Programs

### *Family Members' and Children's Favourite Reading Activities*

Component loadings	1	2	3	4
Family members:				
Reading at home	<b>0.506</b>	0.091	-0.138	0.116
Reading to the child	<b>0.526</b>	-0.088	-0.343	0.081
The child reading aloud	<b>0.397</b>	0.325	0.387	0.372
The child reading silently	0.339	0.330	<b>0.527</b>	0.316
Taking turns to read	<b>0.612</b>	0.208	0.044	0.332
Pointing out the words	<b>0.615</b>	0.083	-0.287	-0.109
Discussing with the child	<b>0.552</b>	0.058	-0.190	-0.020
Playing word games	<b>0.652</b>	0.134	-0.035	0.062
Writing reading responses	<b>0.457</b>	0.384	0.245	0.092
The child holding the book	<b>0.511</b>	0.196	-0.238	-0.263
Praising the child	<b>0.596</b>	0.325	-0.144	-0.172
Family field trips	<b>0.406</b>	0.240	0.097	-0.310
Rewarding the child	<b>0.476</b>	0.347	0.013	-0.192
Family literacy workshops	<b>0.517</b>	0.203	-0.221	-0.133
The child learning English	<b>0.634</b>	0.237	0.105	0.130
Children's favourite reading activities:				
Reading at home	0.295	<b>-0.406</b>	0.298	-0.100
Someone reading to me	0.225	<b>-0.407</b>	-0.326	0.230
I reading aloud	0.360	<b>-0.429</b>	0.287	0.086
I reading silently	0.113	-0.202	<b>0.640</b>	-0.134
Taking turns to read	0.339	<b>-0.605</b>	-0.020	0.238
Someone discussing with me	0.369	<b>-0.627</b>	-0.120	0.222
Playing word games	0.370	<b>-0.535</b>	-0.093	0.212
Writing reading responses	0.268	<b>-0.576</b>	0.030	0.104
Holding the book	0.299	-0.434	0.177	<b>-0.454</b>
Someone praising me for reading	0.391	-0.356	0.131	<b>-0.391</b>
Someone rewarding me for reading	0.343	-0.233	0.219	<b>-0.409</b>
Variance Explained by Components				
	1	2	3	4
	5.273	3.170	1.701	1.436
Percent of Total Variance Explained				
	1	2	3	4
	20.281	12.192	6.542	5.525
Factor 1 (Family-related Reading)				
	Cronbach's alpha (on 14 variables, 339 cases) = 0.84			
Factor 2 (Communication-Related Reading)				
	Cronbach's alpha (on 7 variables, 339 cases) = 0.76			
Factor 3 (Silent Reading)				
	Cronbach's alpha (on 2 variables, 339 cases) = 0.31			
Factor 4 (Motivation-Related Reading)				
	Cronbach's alpha (on 3 variables, 339 cases) = 0.61			

## Appendix M: Principal-Component Analysis of Families' Favourite Reading Activities and Perceived Benefits of the Programs (Continued)

### *Family Members' Perceived Benefits of the Programs*

Component Rotated Loading Matrix (VARIMAX, Gamma = 1.0000):

	1	2	3	4
Increasing positive relationships	<b>0.764</b>	-0.135	0.073	0.141
Enhancing children's knowledge	-0.017	0.213	0.035	<b>0.816</b>
Children's silent reading skills	0.196	<b>0.692</b>	-0.102	0.205
Children's moral education	0.237	0.148	0.163	<b>0.662</b>
Children's reading habits	<b>0.634</b>	0.325	0.058	0.038
Children's oral reading skills	0.022	<b>0.750</b>	0.112	0.131
Children's speaking out	0.002	0.232	<b>0.738</b>	0.027
Children's creativity	0.197	-0.179	<b>0.626</b>	0.453
Children's asking questions	0.175	0.099	<b>0.731</b>	0.103
Children's writing skills	-0.012	<b>0.680</b>	0.312	0.070
Family members' knowledge	0.376	0.112	0.143	<b>0.504</b>
Children's sharing reading	<b>0.721</b>	0.076	0.133	0.174
"Variance" Explained by Rotated Components				
	1	2	3	4
	1.812	1.809	1.665	1.690
Percent of Total Variance Explained				
	1	2	3	4
	<b>15.097</b>	<b>15.075</b>	<b>13.873</b>	<b>14.086</b>

Total Cronbach's alpha (on 12 variables, 339 cases) = 0.764170  
 Factor 1 Cronbach's alpha (on 3 variables, 339 cases) = 0.588082  
 Factor 2 Cronbach's alpha (on 3 variables, 339 cases) = 0.613337  
 Factor 3 Cronbach's alpha (on 3 variables, 339 cases) = 0.611586  
 Factor 4 Cronbach's alpha (on 3 variables, 339 cases) = 0.590667

### *Children's Perceived Benefits from the Programs*

Component loadings:

Increasing positive relationships	<b>0.575</b>
Enhancing children's knowledge	<b>0.539</b>
Enhancing children's silent reading skills	<b>0.568</b>
Increasing children's moral education	<b>0.707</b>
Fostering children's reading habits	<b>0.661</b>
Enhancing children's oral reading skills	<b>0.662</b>
Enhancing children's speaking skills	<b>0.668</b>
Enhancing children's creativity	<b>0.734</b>
Enhancing children's skills of asking questions	<b>0.600</b>
Enhancing children's writing skills	<b>0.712</b>
Enhancing children's sharing reading	<b>0.663</b>

Latent Roots (Eigenvalues) "Variance" Explained by Rotated Components:

1	2	3	4	5
<b>4.610</b>	0.977	0.912	0.842	0.689
6	7	8	9	10
0.591	0.567	0.529	0.484	0.428

Percent of Total Variance Explained: **41.906**

## Appendix N: Comparison between Families' Preferences for Reading Activities

Family members' preference		Children's preference				
		Strong dislike + Dislike	Uncertain	Prefer + Strongly prefer		Total
		Frequency	Frequency	Frequency	%	Frequency
Reading at home	Strong dislike + Dislike	0	1	3		4
	Uncertain	0	4	25		29
	Prefer + Strongly prefer	10	13	283	84%	306
Reading to the child	Strong dislike + Dislike	5	3	5		13
	Uncertain	5	9	51		65
	Prefer + Strongly prefer	16	10	235	69%	261
The child reading aloud	Strong dislike + Dislike	4	1	2		7
	Uncertain	8	26	45		79
	Prefer + Strongly prefer	39	47	167	49%	253
The child's silent reading	Strong dislike + Dislike	3	2	5		10
	Uncertain	15	21	61		97
	Prefer + Strongly prefer	27	14	191	56%	232
Taking turns	Strong dislike + Dislike	4	3	6		13
	Uncertain	9	16	62		87
	Prefer + Strongly prefer	18	25	196	58%	239
Discussion	Strong dislike + Dislike	0	3	0		3
	Uncertain	8	6	34		48
	Prefer + Strongly prefer	17	36	235	69%	288
Playing games	Strong dislike + Dislike	6	2	6		14
	Uncertain	11	26	87		124
	Prefer + Strongly prefer	6	17	178	53%	201
The child writing	Strong dislike + Dislike	7	2	11		20
	Uncertain	17	29	70		116
	Prefer + Strongly prefer	42	42	119	35%	203
The child turning pages	Strong dislike + Dislike	4	4	8		1
	Uncertain	4	8	53		65
	Prefer + Strongly prefer	14	26	218	64%	167
Praising the child	Strong dislike + Dislike	1	0	2		3
	Uncertain	0	5	36		41
	Prefer + Strongly prefer	7	19	269	79%	295
Offering the prizes	Strong dislike + Dislike	1	1	9		11
	Uncertain	1	2	79		82
	Prefer + Strongly prefer	5	10	231	68%	246
Going to the library	Strong dislike + Dislike	3	0	4		7
	Uncertain	3	5	18		26
	Prefer + Strongly prefer	6	34	266	79%	306
The child joining in the program	Strong dislike + Dislike	6	4	6		16
	Uncertain	12	26	27		65
	Prefer + Strongly prefer	17	31	210	62%	258
The child's reading progress	Strong dislike + Dislike	0	0	0		0
	Uncertain	0	0	11		11
	Prefer + Strongly prefer	1	10	317	94%	32

## Appendix O: Comparison between Families' Preferences and Daily Reading Activities

Usual reading types		Family members' preferences				Children's preferences				Total
		Dislike	Uncertain	Prefer		Dislike	Uncertain	Prefer		
		Frequency		%		Frequency		%	Total	
Reading to the child	Usually happen	1	29	203	78%	6	7	220	76%	233
	Not happen	12	36	58	22%	20	15	71	24%	106
	Total	13	65	261		26	22	291		339
The child reading aloud	Usually happen	2	31	164	65%	25	34	138	64%	19
	Not happen	5	48	89	35%	26	40	76	36%	142
	Total	7	79	253		51	74	214		339
The child reading silently	Usually happen	3	26	134	58%	13	12	138	54%	163
	Not happen	7	71	98	42%	32	25	119	46%	176
	Total	10	97	232		45	37	257		339
Taking turns	Usually happen	2	28	118	49%	9	12	127	48%	148
	Not happen	11	59	121	51%	22	32	137	52%	191
	Total	13	87	239		31	44	264		339
Discussion	Usually happen	1	12	149	52%	7	17	138	51%	162
	Not happen	2	36	139	48%	18	28	131	49%	177
	Total	3	48	288		25	45	269		339
Playing games	Usually happen	0	9	12	6%	1	0	20	7%	21
	Not happen	14	115	189	94%	22	45	251	93%	318
	Total	14	124	201		23	45	271		339
The child writing responses	Usually happen	0	1	8	4%	3	0	6	3%	9
	Not happen	20	115	195	96%	63	73	194	97%	330
	Total	20	116	203		66	73	200		339

## Appendix P: Comparison between Non-Repeat and Repeat Families

Variable	Non-repeat families (n=269)		Repeat families (n=70)		F (df=1, 337)
	M	SD	M	SD	
Community	1.86	0.05	1.69	0.11	2.13
Children's age	5.95	0.10	5.99	0.19	0.03
Family member's gender	1.88	0.02	1.96	0.04	3.75
Family member's occupation	1.83	0.04	1.60	0.08	6.77*
Family member's education level	3.45	0.04	3.51	0.09	0.39
Number of children living at home	2.05	0.05	2.07	0.09	0.04
Role of caregivers	1.93	0.02	1.97	0.03	1.33
Family structure (e.g., nuclear family)	1.22	0.02	1.11	0.05	3.89*
Children's interests in reading before program	3.34	0.04	3.96	0.09	41.81***
Children's interests in reading after program	4.16	0.04	4.39	0.08	6.82**
Improving their children's silent-reading skills	0.60	0.03	0.74	0.06	5.00*
Fostering their children's reading habits	0.64	0.03	0.77	0.06	4.62*
Improving their children's reading-aloud skills	0.34	0.03	0.49	0.06	5.53*
Improving their children's language skills	0.36	0.03	0.50	0.06	4.58*
Improving their children's writing skills	0.15	0.02	0.26	0.05	4.27*
Increasing family members' knowledge	0.26	0.03	0.43	0.05	8.10**
Improving their children's skills for sharing reading	0.50	0.03	0.70	0.06	9.31**
Children's perceived enhancement of moral education	0.66	0.03	0.43	0.06	13.15***
Children's perceived improvement of writing skills	0.60	0.03	0.37	0.06	11.92**
Often reading in the afternoon	0.15	0.02	0.31	0.05	11.08**
Often reading in the evening	0.87	0.02	0.64	0.04	20.74***
Often reading before bedtime	0.90	0.02	0.71	0.04	15.68***
Usually children reading aloud	0.61	0.03	0.47	0.06	4.39*
Family members preferred to read to the children	3.94	0.05	4.16	0.09	4.26*
Family members preferred to take turn to read	3.80	0.05	4.09	0.09	7.76**
Family members preferred to point out the words	3.88	0.05	4.10	0.09	4.30*
Encouraging their children to go to the library	4.32	0.04	4.64	0.08	11.89**
Encouraging their children to join in the program	3.93	0.05	4.57	0.10	34.64***
Children's willingness to go to the library	4.27	0.05	4.59	0.10	7.77**
Children's willingness to join in the program	3.90	0.06	4.56	0.12	23.49***
Family members recommending the program	4.07	0.04	4.30	0.09	5.44*

Note. \* $p < .05$  \*\* $p < .01$  \*\*\* $p < .001$ .

Appendix Q: Means, Standard Deviations, and ANOVA Grouped  
by Program, Community, and Children's Age  
on Perceived Outcomes of the Programs

Variables		Family members' perceptions of their children's attitudes progress		Family members' recommending the program	Family members' encouraging their children to go to library program	Children's perceived benefits from the program	Children's willingness to join in program to go to library		
Total	<i>M</i>	4.21	4.21	4.12	4.38	4.06	4.39	4.03	4.34
	<i>SD</i>	0.64	0.48	0.73	0.72	0.85	0.56	1.05	0.85
Program									
H-S	<i>M</i>	4.08	4.15	3.95	4.14	3.71	4.43	3.76	4.19
	<i>SD</i>	0.63	0.48	0.72	0.75	0.82	0.56	1.13	0.96
H-L	<i>M</i>	4.42	4.30	4.40	4.78	4.62	4.31	4.47	4.57
	<i>SD</i>	0.59	0.48	0.65	0.44	0.56	0.56	0.72	0.57
<i>t</i> -test ( <i>df</i> = 1, 337)		-4.98***	-2.71**	-5.82***	-8.93***	-11.14***	1.92	-6.37***	-4.02***
Community									
WanHua	<i>M</i>	4.25	4.22	4.26	4.20	4.42	4.40	4.33	4.58
	<i>SD</i>	0.05	0.04	0.06	0.07	0.06	0.04	0.08	0.06
NeiHu	<i>M</i>	4.21	4.22	4.10	4.05	4.41	4.27	3.75	3.87
	<i>SD</i>	0.08	0.06	0.09	0.11	0.09	0.07	0.13	0.10
WenSun	<i>M</i>	4.15	4.19	3.93	3.86	4.32	4.44	3.73	4.22
	<i>SD</i>	0.06	0.05	0.07	0.08	0.07	0.05	0.10	0.08
<i>F</i> ( <i>df</i> =2, 336)		0.83	0.20	7.09**	5.22**	0.73	1.82	14.80***	19.36***
Children's age									
3 years	<i>M</i>	4.48	4.35	4.31	4.21	4.21	4.66	4.41	4.52
	<i>SD</i>	0.12	0.09	0.13	0.15	0.13	0.10	0.19	0.15
4 years	<i>M</i>	4.08	4.16	4.11	3.95	4.21	4.53	4.50	4.68
	<i>SD</i>	0.10	0.08	0.12	0.13	0.11	0.09	0.16	0.13
5 years	<i>M</i>	4.10	4.14	4.17	3.90	4.18	4.41	4.03	4.33
	<i>SD</i>	0.07	0.05	0.08	0.09	0.08	0.06	0.11	0.09
6 years	<i>M</i>	4.59	4.35	4.53	4.65	4.88	4.53	4.77	4.77
	<i>SD</i>	0.15	0.12	0.17	0.20	0.17	0.13	0.25	0.20
7 years	<i>M</i>	4.12	4.19	3.91	3.89	4.38	4.32	3.74	4.09
	<i>SD</i>	0.06	0.04	0.06	0.07	0.06	0.05	0.09	0.07
8 years	<i>M</i>	4.41	4.28	4.33	4.55	4.78	4.22	3.96	4.45
	<i>SD</i>	0.09	0.07	0.10	0.11	0.10	0.08	0.14	0.12
<i>F</i> ( <i>df</i> =5, 333)		4.79***	1.42	4.73***	7.52***	7.60***	3.46**	6.45***	5.01***

Note. \**p*<.05 \*\**p*<.01 \*\*\**p*<.001.

## Appendix R: Frequency of Perceived Outcomes by Program and Community

Variables	Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Family members' perceptions											
Their children's attitudes toward reading	Total	0	0		41	12%	186	55%	112	33%	
	H-S	0	0		34	16%	124	60%	50	24%	
	H-L	0	0		7	6%	62	47%	62	47%	
	WanHua	0	0		18	10%	90	54%	60	36%	
	NeiHu	0	0		11	18%	28	44%	24	38%	
Their children's reading progress	Total	0	0		11	3%	246	73%	82	24%	
	H-S	0	0		10	5%	156	75%	42	20%	
	H-L	0	0		1	1%	90	68%	40	31%	
	WanHua	0	0		3	2%	125	74%	40	24%	
	WenSun	0	0		4	4%	80	74%	24	22%	
Recommending the program to other families	Total	0	5	1%	56	17%	171	50%	107	32%	
	H-S	0	5	2%	44	21%	116	56%	43	21%	
	H-L	0	0		12	9%	55	42%	64	49%	
	WanHua	0	3	2%	19	11%	78	46%	68	41%	
	NeiHu	0	0		15	24%	27	43%	21	33%	
Encouraging their children to go to the local library	Total	0	7		26	8%	136	40%	170	50%	
	H-S	0	7	3%	25	12%	109	53%	67	32%	
	H-L	0	0		1	1%	27	20%	103	79%	
	WanHua	0	2	1%	16	9%	60	36%	90	54%	
	NeiHu	0	0		6	9%	25	40%	32	51%	
Encouraging their children to join in the home-library summer reading program	Total	0	16	5%	65	19%	140	41%	118	35%	
	H-S	0	16	8%	60	29%	100	48%	32	15%	
	H-L	0	0		5	4%	40	30%	86	66%	
	WanHua	0	3	1%	29	17%	68	41%	68	41%	
	NeiHu	0	3	4%	13	21%	25	40%	22	35%	
Children's perceptions	Total	0	1	1%	10	2%	185	55%	143	42%	
	H-S	0	0		7	3%	104	50%	97	47%	
	H-L	0	1	1%	3	2%	81	62%	46	35%	
	WanHua	0	1	1%	7	4%	84	50%	76	45%	
	NeiHu	0	0		2	3%	42	67%	19	30%	
Going to the local library	Total	3	1%	9	3%	39	11%	108	32%	180	53%
	H-S	3	1%	8	4%	37	18%	58	28%	102	49%
	H-L	0	1	1%	2	2%	50	38%	78	59%	
	WanHua	0	1	1%	6	3%	55	33%	106	63%	
	NeiHu	1	1%	4	6%	20	32%	15	24%	23	37%
Participating in the home-library summer reading program	Total	5	2%	30	9%	61	18%	96	28%	147	43%
	H-S	5	2%	28	14%	50	24%	54	26%	71	34%
	H-L	0	2	2%	11	8%	42	32%	76	58%	
	WanHua	0	6	4%	24	14%	46	27%	92	55%	
	NeiHu	5	8%	4	6%	15	24%	17	27%	22	35%
WenSun	0	20	18%	22	20%	33	31%	33	31%		

### Appendix S: Frequency of Perceived Outcomes by Children's Age Group

Variables	Children's ages	Strongly dislike		Dislike		Uncertain		Prefer		Strongly prefer	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Family members' perceptions of their children's positive attitudes	3	0		0		1	3	13	44	15	53
	4	0		0		5	13	25	66	8	21
	5	0		0		10	13	51	65	18	22
	6	0		0		1	6	5	29	11	65
	7	0		0		21	17	68	54	36	29
	8	0		0		3	6	24	47	24	47
	total	0		0		41	12	186	55	112	33
Family members' perceptions of their children's reading progress	3	0		0		0	0	19	66	10	34
	4	0		0		0	0	32	84	6	16
	5	0		0		3	4	62	78	14	18
	6	0		0		1	6	9	53	7	41
	7	0		0		7	5	87	70	31	25
	8	0		0		0	0	37	73	14	27
	total	0		0		11	3	246	73	82	24
Family members' recommending the program	3	0		2	7	2	7	10	34	15	52
	4	0		0		8	21	18	47	12	32
	5	0		0		8	10	50	63	21	27
	6	0		0		0	0	8	47	9	53
	7	0		3	2	31	25	65	52	26	21
	8	0		0		7	14	20	39	24	47
	total	0		5	1	56	17	171	50	107	32
Family members' encouraging their children to go to the library	3	0		1	3	5	17	10	35	13	45
	4	0		1	3	5	13	17	45	15	39
	5	0		4	5	6	8	41	52	28	35
	6	0		0		0	0	2	12	15	88
	7	0		1	1	10	8	55	44	59	47
	8	0		0		0	0	11	22	40	78
	total	0		7	2	26	8	136	40	170	50
Family members' encouraging their children to join in the program	3	0		1	4	4	14	12	41	12	41
	4	0		1	3	10	26	17	45	10	26
	5	0		5	6	18	23	36	46	20	25
	6	0		0		0	0	6	35	11	65
	7	0		9	7	29	23	54	43	33	27
	8	0		0		4	8	15	29	32	63
	total	0		16	5	65	19	140	41	118	35
Children's perceived benefits from the program	3	0		0		1	3	8	28	20	69
	4	0		0		0	0	18	47	20	53
	5	0		0		1	1	45	57	33	42
	6	0		0		0	0	8	47	9	53
	7	0		0		6	5	73	58	46	37
	8	0		1	2	2	4	33	65	15	29
	total	0		1	1	10	3	185	54	143	42
Children's willingness to join in the H-L reading program	3	0		1	3	1	3	12	42	15	52
	4	0		1	3	5	13	6	16	26	68
	5	0		5	6	15	19	32	41	27	34
	6	0		0		0	0	4	24	13	76
	7	5	4	17	13	30	24	27	22	46	37
	8	0		6	12	10	20	15	29	20	39
	total	5	2	30	9	61	18	96	28	147	43
Children's willingness to go to the library	3	0		0		1	4	12	41	16	55
	4	0		0		1	3	10	26	27	71
	5	0		3	4	6	8	32	40	38	48
	6	0		0		0	0	4	24	13	76
	7	3	2	6	4	27	22	30	24	59	48
	8	0		0		4	8	20	39	27	53
	total	3	1	9	3	39	12	108	32	180	52

Appendix T: Frequency of Perceived Benefits of the Programs  
by Family Members and Children

Family members' responses	Children's responses					
	No	Yes		Total		
	Frequency	Frequency	%	Frequency	%	
<b>Social-skills related benefits</b>						
Increasing positive relationships	No	75	58		133	
	Yes	63	143		206	61%
	Total	138	201	59%	339	
Fostering children's reading habits	No	43	71		114	
	Yes	33	192		225	66%
	Total	76	263	78%	339	
Sharing reading responses	No	74	82		156	
	Yes	49	134		183	54%
	Total	123	216	64%	339	
<b>Literacy-related benefits</b>						
Enhancing children's silent reading	No	34	92		126	
	Yes	35	178		213	63%
	Total	69	270	80%	339	
Enhancing children's oral reading skills	No	92	123		215	
	Yes	47	77		124	37%
	Total	139	200	59%	339	
Enhancing children's writing skills	No	130	150		280	
	Yes	22	37		59	17%
	Total	152	187	55%	339	
<b>Action-related benefits</b>						
Enhancing children's speaking skills	No	105	102		207	
	Yes	37	95		132	39%
	Total	142	197	58%	339	
Enhancing children's creativity	No	93	84		177	
	Yes	32	130		162	48%
	Total	125	214	63%	339	
Enhancing children's asking questions	No	93	88		181	
	Yes	31	127		158	47%
	Total	124	215	63%	339	
<b>Cognitive-related benefits</b>						
Enhancing children's knowledge	No	28	71		99	
	Yes	40	200		240	71%
	Total	68	271	80%	339	
Increasing children's moral education	No	95	109		204	
	Yes	36	99		135	40%
	Total	131	208	61%	339	

## Appendix U: Types of Family Involvement in A Family Literacy Program

From the participants' responses to the book logs, questionnaires and interviews in this study, I have developed the following categorization of the types of family involvement in a family literacy program:

Type 1: Non-involved in reading and book-log recording. Family members only help their children do school homework, rather than encourage children to read books at home as a source of entertainment and enjoyment (Sonnenschein et al., 2000). Families of this type do not record reading responses in their children's book logs which the family literacy program provides to children when they bring books home from school or the local library. As a result, their children do not read the books from school or the library regularly.

Type 2: Having their children read silently and signing book logs. Children read alone and silently at home for their own interest in reading without interacting with their family members. Family members sign their children's book logs.

Type 3: One-way reading and reporting book logs. Family members read with their children, listen to their oral reading, or take turns to read with them. Families report the book logs, or take their children to local libraries to borrow and return books (if there is a home-library summer reading program), or buy books from bookstores for reading at home.

Type 4: Interacting with children and reporting book logs. Family members talk, sing, tell and dramatize stories, write reading responses, and play games such as word games (i.e., oral language activities) with their children involving the contents of the books they read on a daily basis (Province of British Columbia, Ministry of Education, Skills and Training, 1996). Books are not just read but are also discussed when their children want to do so.

## Appendix V: Comparison of Four Data Sets Results

Category	Findings	Questionnaires	Book logs	Interviews	Family visits
Causal conditions	Leadership of the principals, etc.		√	√	
	Supporting family literacy workshops	√		√	√
	Offering appropriate children's books		√	√	√
	Supporting book logs		√	√	
	Responding to family member's concerns		√	√	√
	Rewarding families for reading			√	√
	Promoting additional activities			√	√
	Media promotion	√		√	√
	Collaboration between schools and local libraries			√	√
	Teachers' commitment and enthusiasm	√	√	√	√
	Offering models of reading			√	√
Phenomena	Types of family involvement		√	√	√
	Daily reading activities	√			√
	Who read (s) with the child?	√			√
	When read?	√			√
	The length of daily reading time	√	√		√
	Family members' and children's favourite reading activities	√			√
	Establishing daily reading habits		√	√	
	Diversity of reading responses		√		
	Repeat families	√	√		√
Contextual conditions	Family member's gender	√	√		√
	Children's age	√	√	√	√
	Family members' occupations	√		√	√
	Family members' educational levels	√			√
	Number of children living at home	√			√
	Family structure	√			√
	Role of caregiver	√		√	√
	Family members' commitment			√	√
	Families' concern about their children's reading			√	√
Strategies	Time management		√	√	√
	Recording book logs			√	
	Text management		√	√	√
	Scaffolding		√	√	√
	Media influences		√	√	√
	Quality management		√	√	√
	Creating a comfortable reading atmosphere			√	√
	Modeling reading behaviour for children			√	
	Long-term commitment			√	
	Family members' reading with their children on a regular and sustained basis			√	
	Continually cooperating with teachers and programs			√	

## Appendix V: Comparison of Four Data Sets Results (Continued)

Category	Findings	Question -naires	Book logs	Inter- views	Family visits
Conse- quences	Perceived outcomes of the program:	√	√	√	√
	Family members' perception of their children's current attitudes toward reading	√			√
	Family members' perception of their children's improved reading progress	√			√
	Family members' recommending the program to other families	√			√
	Family members' encouraging their children to go to the local library	√			√
	Encouraging children to participate in the home-library summer program	√			√
	Children's perceived benefits from the program	√			√
	Children's willingness to participate in the program	√			√
	Children's willingness to go to the local library	√			√
	Perceived benefits from the program:	√	√	√	√
	Economical and timesaving		√		√
	Enhancing children's experiences		√		√
	Enhancing children's observation skills		√		√
	Enhancing children's knowledge, comprehension and speaking skills	√	√	√	√
	Enhancing children's oral and silent reading skills	√	√	√	√
	Enhancing children's listening and experiencing the sounds		√		√
	Enhancing children's creativity	√	√	√	√
	Enhancing children's writing skills	√	√	√	√
	Enhancing children's shared reading	√	√		√
	Enhancing positive relationships	√	√	√	√
	Enhancing children's moral education	√	√		√
	Enhancing children's skills of asking questions	√	√	√	√
	Enhancing enjoyment of reading		√		√
	Enhancing application		√		√
	Enhancing children's reading interest and habits	√	√	√	√
	Enhancing children's patience, self-esteem, and emotional development		√	√	√
	Creating an appropriate reading environment			√	√
	Enhancing children's interest in learning English language		√		√
	Enhancing children's appreciation		√	√	√
	Establishing lifelong learning habits			√	
	Achieving the long-term success			√	
	Enhancing family member's knowledge, interest, and reading habits		√		√
	Enhancing family involvement, positive teacher-family interactions and appreciation			√	√

Appendix W: Means, Standard Deviations, and ANOVA by Program, Community, and Children's Age on Daily Reading

Variables (N=339 families)	Mother	Father	Grand parent	Older sibling	Younger sibling	Others	Morning	Noon	Afternoon	Evening	Bedtime
Total	M 0.91	0.48	0.08	0.41	0.20	0.13	0.13	0.05	0.18	0.82	0.86
	SD 0.28	0.50	0.27	0.49	0.40	0.34	0.34	0.23	0.39	0.38	0.35
Program	M 0.91	0.50	0.07	0.42	0.15	0.15	0.00	0.01	0.01	0.99	1.00
	SD 0.02	0.04	0.02	0.03	0.03	0.02	0.02	0.02	0.02	0.02	0.02
H-L	M 0.92	0.44	0.08	0.39	0.27	0.10	0.34	0.12	0.45	0.56	0.63
	SD 0.03	0.04	0.02	0.04	0.04	0.03	0.03	0.02	0.03	0.03	0.03
	F (df=1,337) 0.01 1.05 0.16 0.28 6.60* 2.08 104.58*** 21.40*** 152.94*** 148.15*** 119.58***										
Community											
WanHua	M 0.94	0.52	0.08	0.39	0.14	0.05	0.15	0.05	0.21	0.80	0.88
	SD 0.02	0.04	0.02	0.04	0.03	0.03	0.03	0.02	0.03	0.03	0.03
NeiHu	M 0.87	0.54	0.11	0.51	0.29	0.27	0.19	0.10	0.24	0.81	0.84
	SD 0.04	0.06	0.03	0.06	0.05	0.04	0.04	0.03	0.05	0.05	0.04
WanXin	M 0.90	0.38	0.05	0.38	0.23	0.18	0.07	0.03	0.09	0.87	0.83
	SD 0.03	0.05	0.03	0.05	0.04	0.03	0.03	0.02	0.04	0.04	0.03
	F (df=2, 336) 1.60 3.14* 1.28 1.64 3.56* 11.20*** 3.35* 1.81 4.25* 1.24 0.70										
Children's age											
3 years	M 0.97	0.45	0.10	0.21	0.00	0.10	0.10	0.07	0.14	0.93	0.97
	SD 0.05	0.09	0.05	0.09	0.07	0.06	0.06	0.04	0.07	0.07	0.06
4 years	M 0.92	0.53	0.05	0.34	0.00	0.03	0.03	0.00	0.05	0.87	0.97
	SD 0.05	0.08	0.04	0.08	0.06	0.05	0.05	0.04	0.06	0.06	0.05
5 years	M 0.96	0.49	0.04	0.46	0.08	0.04	0.05	0.03	0.13	0.89	0.91
	SD 0.03	0.06	0.03	0.06	0.04	0.04	0.04	0.02	0.04	0.04	0.04
6 years	M 1.00	0.53	0.18	0.53	0.12	0.06	0.30	0.06	0.29	0.65	0.65
	SD 0.07	0.12	0.07	0.12	0.09	0.08	0.08	0.05	0.09	0.09	0.08
7 years	M 0.88	0.49	0.09	0.46	0.34	0.24	0.08	0.02	0.15	0.86	0.90
	SD 0.03	0.05	0.02	0.04	0.03	0.03	0.03	0.03	0.03	0.03	0.03
8 years	M 0.86	0.39	0.08	0.33	0.33	0.14	0.41	0.20	0.41	0.61	0.59
	SD 0.04	0.07	0.04	0.07	0.05	0.05	0.04	0.03	0.05	0.05	0.05
	F (df=5, 333) 1.71 0.45 0.98 1.96 10.35*** 4.94*** 11.76*** 5.61*** 5.71*** 5.48*** 10.91***										

Note. \*p<.05 \*\*p<.01 \*\*\*p<.001.

Appendix X: Means, Standard Deviations, and ANOVA by Program, Community, and Children's Age on Family Members' Favourite Reading Activities

Variables (N=339 families)	Read with child	Read to child	Child read aloud	Take turns	Child read silently	Discussion	Child write responses	Play word games	Point out words	Child hold & turn	Praise the child	Reward the child	Field trip (n=73 families)	Work shop (n=73 families)
Total Favorite	90%	77%	75%	71%	68%	85%	60%	59%	73%	76%	87%	73%	92%	66%
M	4.29	3.99	4.01	3.86	3.85	4.21	3.71	3.73	3.93	3.98	4.36	4.01	4.37	4.22
SD	0.67	0.79	0.78	0.78	0.76	0.71	0.82	0.80	0.79	0.82	0.73	0.85	0.05	0.08
Program H-S	M 4.22	3.93	3.93	3.77	3.79	4.16	3.56	3.63	3.87	3.90	4.23	3.74		
SD	0.67	0.77	0.79	0.74	0.73	0.69	0.79	0.79	0.79	0.83	0.72	0.82		
H-L	M 4.41	4.07	4.15	3.99	3.95	4.29	3.95	3.89	4.02	4.12	4.57	4.44		
SD	0.65	0.81	0.75	0.81	0.80	0.73	0.81	0.79	0.79	0.77	0.69	0.71		
t-test	-2.47*	-1.55	-2.53*	-2.57*	-1.96	-1.67	-4.40***	-3.05**	-1.67	-2.44*	-4.23***	-7.96***		
Community	M 4.35	4.20	3.95	3.96	3.81	4.41	3.67	3.83	4.05	4.08	4.45	4.03		
WanHua	SD 0.05	0.06	0.06	0.06	0.06	0.05	0.06	0.06	0.06	0.06	0.06	0.07		
NeiHu	M 4.22	3.67	3.97	3.71	4.03	4.06	3.76	3.67	3.98	3.86	4.46	4.30		
SD	0.08	0.10	0.10	0.10	0.10	0.09	0.10	0.10	0.10	0.10	0.09	0.11		
WanXin	M 4.25	3.83	4.14	3.78	3.82	3.99	3.75	3.60	3.69	3.89	4.17	3.81		
SD	0.07	0.07	0.07	0.08	0.07	0.07	0.08	0.08	0.08	0.08	0.07	0.08		
F(df=2, 336)	1.08	14.70***	2.15	3.03	2.15	13.80***	0.42	3.04*	7.25*	2.77	5.78**	7.10**		
Children 3 ys	M 4.38	4.59	3.66	3.72	3.55	4.72	3.28	3.83	4.21	4.35	4.66	4.00		
SD	0.13	0.14	0.14	0.13	0.14	0.13	0.15	0.15	0.14	0.15	0.13	0.15		
4 years	M 4.26	4.13	3.74	3.79	3.66	4.29	3.40	3.74	4.08	4.05	4.24	3.68		
SD	0.11	0.12	0.12	0.13	0.12	0.11	0.13	0.13	0.13	0.13	0.12	0.13		
5 years	M 4.24	4.18	3.82	3.86	3.56	4.18	3.54	3.82	4.04	4.10	4.31	3.91		
SD	0.08	0.08	0.08	0.09	0.08	0.08	0.09	0.09	0.09	0.09	0.08	0.09		
6 years	M 4.47	4.24	4.35	4.00	4.24	4.53	4.24	4.06	4.18	4.24	4.77	4.77		
SD	0.16	0.18	0.18	0.19	0.18	0.17	0.19	0.19	0.19	0.19	0.17	0.20		
7 years	M 4.29	3.70	4.14	3.82	4.03	4.07	3.83	3.58	3.82	3.80	4.28	3.94		
SD	0.06	0.07	0.07	0.07	0.07	0.06	0.07	0.07	0.07	0.07	0.06	0.07		
8 years	M 4.29	3.84	4.28	4.02	4.06	4.14	4.00	3.78	3.67	3.88	4.43	4.31		
SD	0.09	0.10	0.11	0.11	0.10	0.10	0.11	0.11	0.11	0.11	0.10	0.12		
F(df=5, 333)	0.44	9.54***	6.08***	0.84	7.40***	5.23***	7.23**	1.88	3.37**	3.38**	2.81*	5.84***		

Note. \*p<.05 \*\*p<.01 \*\*\*p<.001.

Appendix Y: Means, Standard Deviations, and ANOVA by Program, Community, and Children's Age on Children's Favourite Reading Activities

Variables (N=339 families)	Read at home	Read to the child	Child read aloud	Take turns	Child read silently	Discus- sion	Child write responses	Play games	Child hold & turn	Praise the child	Offer prizes	Field trip (n=73 families)
Total Favorite	92% M 4.44 SD 0.76	86% M 4.34 SD 0.98	63% M 3.75 SD 1.13	78% M 4.07 SD 1.00	76% M 3.95 SD 1.11	80% M 4.15 SD 0.99	59% M 3.70 SD 1.24	80% M 4.25 SD 0.98	82% M 4.15 SD 0.91	91% M 4.54 SD 0.77	94% M 4.62 SD 0.71	92% M 4.52 SD 0.05
Program H-S	M 4.49 SD 0.80	M 4.31 SD 1.01	M 3.81 SD 1.18	M 4.13 SD 1.03	M 3.89 SD 1.19	M 4.23 SD 0.98	M 3.98 SD 1.23	M 4.41 SD 0.93	M 4.09 SD 1.00	M 4.48 SD 0.84	M 4.58 SD 0.80	
H-L	M 4.37 SD 0.70	M 4.40 SD 0.93	M 3.65 SD 1.05	M 3.97 SD 0.94	M 4.05 SD 0.96	M 4.02 SD 0.99	M 3.24 SD 1.11	M 3.99 SD 1.00	M 4.23 SD 0.74	M 4.63 SD 0.62	M 4.69 SD 0.54	
t-test	1.40	-0.82	1.30	1.44	-1.31	1.92	5.58***	3.91***	-1.36	-1.85	-1.33	
Community	M 4.54 SD 0.06	M 4.56 SD 0.07	M 3.86 SD 0.09	M 4.26 SD 0.08	M 3.82 SD 0.09	M 4.32 SD 0.08	M 4.02 SD 0.09	M 4.47 SD 0.07	M 4.26 SD 0.07	M 4.69 SD 0.06	M 4.70 SD 0.06	
WanHua	M 4.49 SD 0.10	M 3.97 SD 0.12	M 3.75 SD 0.14	M 3.76 SD 0.12	M 4.24 SD 0.14	M 3.95 SD 0.12	M 3.03 SD 0.15	M 3.81 SD 0.12	M 3.97 SD 0.11	M 4.35 SD 0.10	M 4.65 SD 0.09	
NeiHu	M 4.26 SD 0.07	M 4.22 SD 0.09	M 3.58 SD 0.11	M 3.94 SD 0.09	M 3.98 SD 0.11	M 3.98 SD 0.09	M 3.58 SD 0.11	M 4.16 SD 0.09	M 4.07 SD 0.09	M 4.41 SD 0.07	M 4.48 SD 0.07	
WanXin	M 4.58* SD 4.59	M 10.05*** SD 4.69	M 1.94 SD 3.93	M 7.20** SD 4.38	M 3.46* SD 3.72	M 5.50** SD 4.62	M 16.68*** SD 4.28	M 11.93*** SD 4.45	M 2.79 SD 4.28	M 7.06** SD 4.69	M 3.26* SD 4.72	
Children 3 ys	M 0.14 SD 4.71	M 0.17 SD 4.76	M 0.21 SD 4.08	M 0.18 SD 4.66	M 0.20 SD 3.66	M 0.18 SD 4.69	M 0.21 SD 4.53	M 0.17 SD 4.63	M 0.17 SD 4.42	M 0.14 SD 4.71	M 0.13 SD 4.76	
4 years	M 0.12 SD 4.38	M 0.15 SD 4.65	M 0.18 SD 3.52	M 0.13 SD 4.19	M 0.18 SD 3.66	M 0.15 SD 4.30	M 0.19 SD 4.10	M 0.15 SD 4.61	M 0.15 SD 4.24	M 0.12 SD 4.54	M 0.12 SD 4.68	
5 years	M 0.09 SD 4.59	M 0.11 SD 4.65	M 0.13 SD 3.71	M 0.11 SD 3.82	M 0.12 SD 4.35	M 0.11 SD 4.12	M 0.13 SD 3.47	M 0.10 SD 4.06	M 0.10 SD 4.29	M 0.09 SD 4.53	M 0.08 SD 4.65	
6 years	M 0.18 SD 4.38	M 0.23 SD 4.03	M 0.27 SD 3.72	M 0.23 SD 3.88	M 0.26 SD 4.07	M 0.23 SD 3.93	M 0.28 SD 3.26	M 0.23 SD 4.10	M 0.22 SD 3.93	M 0.19 SD 4.45	M 0.17 SD 4.50	
7 years	M 0.07 SD 4.33	M 0.08 SD 4.02	M 0.10 SD 3.84	M 0.09 SD 3.80	M 0.10 SD 4.29	M 0.08 SD 3.77	M 0.10 SD 3.26	M 0.08 SD 3.73	M 0.08 SD 4.20	M 0.07 SD 4.53	M 0.06 SD 4.67	
8 years	M 0.11 SD 1.74	M 0.13 SD 8.43***	M 0.16 SD 1.56	M 0.14 SD 5.61***	M 0.15 SD 3.75**	M 0.13 SD 7.37***	M 0.16 SD 12.78***	M 0.13 SD 7.99***	M 0.13 SD 2.60*	M 0.11 SD 0.96	M 0.10 SD 1.37	
F(df=5, 333)												

Note. \*p<.05 \*\*p<.01 \*\*\*p<.001.

Appendix Z: Summary of ANOVA Tables on Family Factors for Perceived Outcomes

Factors	Family members				Children			Length of daily reading time	df
	Perceptions of their children's current attitudes	Recom-mending the program	Encouraging their children to go to library	Encouraging join in program	Perceived benefits from program	Willingness to join in the program	go to the library		
Family members' gender	7.05 **	5.83 *	4.16 *	2.81	1.66	1.51	0.75	5.39 *	1, 337
Family members' occupations	0.26	0.05	4.34 *	4.78 **	6.27 **	1.82	4.46 *	2.98	2, 336
Family members' education levels	4.33 **	0.98	1.23	0.91	2.66 *	0.83	1.03	2.25	4, 334
Number of children living at home	0.18	0.89	1.66	2.46 *	1.25	0.43	0.86	0.31	4, 334
Family structure (extended, etc.)	2.26	2.09	0.92	5.00 *	3.81	2.06	0.02	2.88	1, 337
Caregiver (single, married, etc.)	0.41	0.73	2.74	0.18	1.45	5.38 **	1.88	3.63 *	2, 336
Program	22.87 ***	7.33 **	33.88 ***	22.87 ***	124.01 ***	3.69	40.60 ***	16.17 ***	1, 337
Community	0.90	0.20	7.09 **	0.90	5.22 **	1.82	14.80 ***	19.36 ***	2, 336
Children's age	4.79 ***	1.42	4.73 ***	7.60 ***	7.52 ***	3.46 **	6.45 ***	5.01 ***	5, 333

Note. \* $p < .05$  \*\* $p < .01$  \*\*\* $p < .001$ .

Appendix AA: Means and ANOVA by Program, Community, and Children's Age  
on the Perceived Benefits of the Programs

Variables	Program				Community				Children's age												
	Home-School		Home-Library		WH	NH	WX	F	3 ys.		4 ys.		5 ys.		6 ys.		7 ys.		8 ys.		F
	M	SD	M	SD	M	M	M	(2, 336)	M	M	M	M	M	M	M	M	M	M	M	M	(5, 333)
Family members' responses:																					
Increasing positive relationships	0.57	0.03	0.66	0.04	2.86	0.73	0.46	0.53	9.57***	0.86	0.68	0.67	0.71	0.50	0.53	0.53	0.53	0.53	0.53	0.53	3.68**
Children's knowledge	0.64	0.03	0.81	0.04	10.85**	0.73	0.76	0.72	0.90	0.76	0.58	0.58	0.88	0.76	0.78	0.78	0.78	0.78	0.78	0.78	3.09*
Family members' knowledge	0.23	0.03	0.39	0.04	10.00**	0.43	0.26	0.14	14.53***	0.38	0.26	0.19	0.29	0.31	0.37	0.37	0.37	0.37	0.37	0.37	1.41
Children's silent reading skills	0.53	0.03	0.78	0.04	21.87***	0.63	0.74	0.66	1.72	0.31	0.45	0.53	0.88	0.70	0.82	0.82	0.82	0.82	0.82	0.82	8.19***
Children's moral education	0.34	0.03	0.49	0.04	7.38**	0.44	0.32	0.45	1.34	0.45	0.34	0.42	0.41	0.38	0.43	0.43	0.43	0.43	0.43	0.43	0.28
Children's reading habits	0.61	0.03	0.76	0.04	8.25**	0.72	0.54	0.69	3.78*	0.72	0.63	0.68	0.77	0.58	0.78	0.78	0.78	0.78	0.78	0.78	1.70
Children's oral reading skills	0.31	0.03	0.46	0.04	7.97**	0.33	0.44	0.45	1.19	0.10	0.29	0.19	0.29	0.50	0.55	0.55	0.55	0.55	0.55	0.55	8.16***
Children's speaking skills	0.38	0.03	0.41	0.04	0.47	0.41	0.37	0.40	0.52	0.38	0.50	0.39	0.41	0.39	0.29	0.29	0.29	0.29	0.29	0.29	0.79
Children's creativity	0.44	0.04	0.53	0.04	2.74	0.56	0.42	0.42	5.24**	0.76	0.53	0.52	0.59	0.34	0.51	0.51	0.51	0.51	0.51	0.51	4.19**
Children's asking questions	0.43	0.04	0.52	0.04	2.41	0.49	0.40	0.51	0.78	0.66	0.42	0.56	0.53	0.42	0.35	0.35	0.35	0.35	0.35	0.35	2.29*
Children's writing skills	0.13	0.03	0.24	0.03	7.44**	0.18	0.27	0.16	2.81	0.00	0.05	0.06	0.06	0.30	0.28	0.28	0.28	0.28	0.28	0.28	7.63***
Children's sharing responses	0.48	0.03	0.64	0.04	9.02**	0.66	0.42	0.46	8.37***	0.62	0.61	0.60	0.59	0.42	0.63	0.63	0.63	0.63	0.63	0.63	2.21
Children's responses:																					
Increasing positive relationships	0.68	0.03	0.45	0.04	18.87***	0.68	0.32	0.55	15.24***	0.86	0.95	0.84	0.53	0.38	0.33	0.33	0.33	0.33	0.33	0.33	22.24***
Enhancing knowledge	0.82	0.03	0.76	0.04	1.73	0.83	0.81	0.73	2.68	0.90	0.97	0.81	0.65	0.73	0.82	0.82	0.82	0.82	0.82	0.82	3.21**
Increasing silent reading skills	0.82	0.03	0.76	0.04	2.19	0.79	0.77	0.80	0.75	0.76	0.84	0.84	0.88	0.77	0.76	0.76	0.76	0.76	0.76	0.76	0.64
Increasing moral education	0.75	0.03	0.40	0.04	47.99***	0.65	0.45	0.53	6.16**	0.90	0.92	0.71	0.35	0.52	0.39	0.39	0.39	0.39	0.39	0.39	10.99***
Enhancing reading habits	0.79	0.03	0.76	0.04	0.49	0.85	0.59	0.76	11.41***	0.86	0.97	0.89	0.82	0.66	0.67	0.67	0.67	0.67	0.67	0.67	6.00***
Enhancing oral reading skills	0.70	0.03	0.41	0.04	30.21***	0.63	0.46	0.50	3.84*	0.72	0.84	0.57	0.41	0.53	0.57	0.57	0.57	0.57	0.57	0.57	3.43**
Enhancing speaking skills	0.68	0.03	0.42	0.04	24.31***	0.60	0.40	0.57	6.58**	0.86	0.82	0.68	0.41	0.45	0.47	0.47	0.47	0.47	0.47	0.47	7.68***
Enhancing creativity	0.69	0.03	0.53	0.04	8.79**	0.71	0.51	0.52	8.78***	0.97	0.90	0.73	0.59	0.44	0.57	0.57	0.57	0.57	0.57	0.57	11.38***
The skills of asking questions	0.72	0.03	0.50	0.04	18.38***	0.69	0.44	0.58	7.11**	0.79	0.84	0.76	0.41	0.54	0.49	0.49	0.49	0.49	0.49	0.49	6.03***
Enhancing writing skills	0.74	0.03	0.26	0.04	93.52***	0.59	0.34	0.45	8.03***	0.76	0.79	0.65	0.24	0.46	0.45	0.45	0.45	0.45	0.45	0.45	6.50***
Sharing reading responses	0.69	0.03	0.56	0.04	5.97*	0.72	0.44	0.54	10.77***	0.86	0.87	0.79	0.65	0.48	0.49	0.49	0.49	0.49	0.49	0.49	9.09***

Note. \* $p < .05$  \*\* $p < .01$  \*\*\* $p < .001$ .

### Appendix BB: Summary of Statistically Significant Differences in Questionnaire Results

Variables	Family member		Number of children living at home	Family structure	Role of caregiver	One/both employed	Program	Community	Children's age
	Gender	Occupation							
Outcomes of the programs:									
Family members									
Perceived their children's attitudes	✓						✓		✓
Perceived their children's progress	✓						✓		
Recommending the program	✓	✓					✓	✓	✓
Encouraging children to the library		✓	✓	✓		✓	✓		✓
Encouraging children to the program		✓					✓	✓	✓
Children									
Perceived benefits from the program					✓				✓
Participating in the program		✓					✓	✓	✓
Going to the local library	✓				✓		✓	✓	✓
The length of daily reading time		✓			✓	✓	✓	✓	✓
Daily reading activities:									
Reading to their children		✓						✓	✓
Children reading aloud								✓	✓
Taking turns to read									
Children reading silently			✓				✓	✓	✓
Discussing the books with their children								✓	✓
Writing reading responses							✓		✓
Playing word games								✓	✓
Role-playing, retelling, etc.									✓

*Note.* All item weights indicated in analysis of variance are significant at the level of  $p < .05$ .

Appendix BB: Summary of Statistically Significant Differences in Questionnaire Results (Continued)

Variables	Family member		Number of children living at home	Family structure	Role of caregiver	One/both employed	Program	Community	Children's age
	Gender	Occupation							
Family members' favourite reading activities:									
Reading at home					✓		✓		
Reading to their children					✓			✓	✓
Children reading aloud		✓					✓		✓
Taking turns to read	✓						✓		
Children reading silently			✓						✓
Discussing the book with their children				✓				✓	✓
Children writing responses							✓		✓
Playing word games							✓		✓
Pointing out the letters							✓		✓
Children holding books & turning pages							✓		✓
Praising their children							✓		✓
Rewarding their children for reading							✓		✓
Children's favourite reading activities:									
Reading at home								✓	
Having someone read to them								✓	✓
Reading aloud									
Reading silently			✓					✓	✓
Taking turns to read								✓	✓
Discussing the book with them								✓	✓
Playing word games								✓	✓
Writing reading responses							✓	✓	✓
Holding books & turning pages			✓					✓	✓
Someone praising them								✓	
Rewarding them for reading								✓	✓

Note: All item weights indicated in analysis of variance are significant at the level of  $p < .05$ .

Appendix CC: Comparison of 30 Visited Families' Reading Activities

Family	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	WenSun									NeiHu									WanHua													
Community	Home									School									Local library													
Visit location	Home									School									Local library													
Family members' gender and role	Home									School									Local library													
Family members' educational levels	Home									School									Local library													
Family members' occupations	Home									School									Local library													
Number of reading children	Home									School									Local library													
Children's age	Home									School									Local library													
Children's gender: Male	Home									School									Local library													
Children's gender: Female	Home									School									Local library													
1. Avoiding interruptions	Home									School									Local library													
2. Comfortable clothes	Home									School									Local library													
3. Family selecting books	Home									School									Local library													
4. Children selecting books	Home									School									Local library													
5. Reading to their children	Home									School									Local library													
6. Children reading aloud	Home									School									Local library													
7. Taking turns to read	Home									School									Local library													
5	4	4	4	5	4	3	3	3	4	4	3	3	4	4	2	3	4	4	3	3	3	3	4	3	4	4	3	4	3	4	3	2
2	2	1	3	2	2	1	1	1	2	3	2	1	1	1	1	1	3	2	2	3	2	1	1	1	1	1	1	1	2	1	2	2
2	1	1	2	3	4	1	1	1	1	1	2	3	2	2	1	3	2	1	1	1	1	2	2	2	1	1	1	1	2	1	1	
5	5	8	5	3	3	3	7	7	7	7	7	4	4	6	6	4	5	8	5	3	7	5	7	6	5	3	8	4	6	5		
6	□	□	□	7	4	5	7	□	□	□	8	6	5	8	6	8	6	*	*	*	□	□	□	□	□	□	□	□	□	□	□	
1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1	1	1	1	2	3	1	1	1	1	1	1	2	1	1	3	1	1	1	1	1	1	2	1	2	1	1	1	1	1	1	1	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Note: “\*” indicates that both families read the same Bible stories book. “□” indicates that both families read the same book, “Gold and Monkeys”. “\_” indicates that both families were extended families.

### Appendix CC: Comparison of 30 Visited Families' Reading Activities (Continued)

Family	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
8. Children reading silently			✓						✓																		✓			✓
9. Correcting the pronunciation mistake(s)	✓				✓		✓		✓	✓	✓	✓	✓									✓					✓			✓
10. Family turning the pages	✓	✓	✓	✓	✓								✓	✓	✓										✓					✓
11. Children turning the pages						✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12. Pointing out the words and illustrations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13. Beginning with discussing the book covers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14. Asking the child questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15. Children replying to their family with confidence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16. Patiently watching and listening to their children	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17. Praising their children	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18. Answering their children's questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19. Discussions with the books	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Note: "48" indicates that both families read the same Bible stories book. "□" indicates that both families read the same book, "Gold and Monkeys". " \_ " indicates that both families were extended families.

Appendix CC: Comparison of 30 Visited Families' Reading Activities (Continued)

Family	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
20. Appreciating the drawings	✓	✓		✓				✓			✓				✓	✓				✓		✓					✓				
21. Expanding the themes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
22. Encouraging the children to express their thoughts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
23. Discussing their children's favorite topics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
24. Creating a pleasant circumstance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
25. Taking appropriate length of time to read	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
26. Playing word games								✓	✓	✓	✓	✓	✓				✓			✓		✓				✓					
27. Utilizing metaphors	✓	✓		✓				✓	✓	✓			✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
28. Enhancing their children's appreciation of colors		✓		✓				✓	✓	✓			✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
29. Enhancing their children's perception in numerals	✓	✓										✓					✓			✓						✓					
30. Encouraging their children to read reference materials	✓								✓														✓								

Note: "✓" indicates that both families read the same Bible stories book. "☐" indicates that both families read the same book, "Gold and Monkeys". " \_ " indicates that both families were extended families.

Appendix CC: Comparison of 30 Visited Families' Reading Activities (Continued)

Family	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
31. Comparing the behaviours of humanity to the animals	✓								✓	✓		✓	✓							✓		✓								
32. Demonstrating animals' behaviors	✓								✓			✓	✓									✓								✓
33. Using body language									✓		✓	✓	✓		✓	✓			✓	✓		✓								✓
34. Encouraging the child to regard the author, & illustrator		✓		✓																										
35. Encouraging their children to read English books			✓										✓																	
36. Family member being familiar with children's books			✓																											
37. Family member expressing his/her thought about the book				✓							✓								✓		✓			✓						✓
38. Encouraging their child to take good care of the book															✓								✓							
39. Moral education																	✓	✓	✓		✓			✓						✓
Total points: 611	28	23	18	25	18	17	18	17	26	21	23	26	29	10	17	22	20	19	21	20	16	27	23	20	10	23	18	21	10	25
Average of the community	21										20										20									

Note: “\*” indicates that both families read the same Bible stories book. “□” indicates that both families read the same book, “Gold and Monkeys”. “\_” indicates that both families were extended families.