

Abstract

214 children were studied longitudinally from 45 to 61 months to examine their patterns of parent-child reading activities, particularly the onset age, frequency and interactiveness of parent-child reading and their relationships with children's receptive, and expressive vocabulary, and receptive, and constructive morphological awareness. Results showed that frequency of parent-child reading significantly correlated with and predicted receptive vocabulary and receptive morphological awareness in the following Phase, while interactiveness was found to correlate with expressive vocabulary and constructive morphological awareness. Regression analyses indicated that frequency of phase 2 parent-child reading was a significant predictor of children's morphological awareness in Phase 3, even after accounting for the effects of age, gender and vocabulary scores in Phase 2. The findings suggested parent-child reading, especially frequency of reading, may have important influence on the development of children's morphological awareness.