HOME LITERACY ENVIRONMENT AND EXPERIENCES:
A DESCRIPTION OF ASIAN AMERICAN HOMES
AND RECOMMENDED INTERVENTION

DISSERTATION

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By

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The purpose of this study was to describe the home literacy environments and literacy experiences of a select group of Asian American children, and to recommend an intervention program based on the findings. The target population was the families which sent their children to a Saturday Asian language and culture school while sending them to public schools during the week, because of their expressed interest in literacy and the probability of their being the group to most likely benefit from intervention.

The *Home Literacy Environment and Literacy Experiences* survey was initially sent out and results tallied and quantified. Upon placing the returned surveys into groups of "high," "middle," and "low" home literacy environment and literacy experiences, a sample of five "high" and five "low" families was selected for further study. Home visits, interviews, field notes, collection of artifacts and other methods of data collection provided a clearer picture of the state of
the home literacy environment and literacy experiences of the families studied.

Families rated as having "high" home literacy environment and experiences were found to have a larger number of literacy-related materials and higher frequency of literacy-related activities. Bilingualism and education were perceived as being important. The families also exhibited a strong interest in music and music lessons.

Parents expressed a desire for two two-hour training sessions which would be held at the Saturday school location while their child attended classes there. It would be ideally held in the native language of the parents by a speaker from the native country. The parents preferred workshops with actual practice and examples which could be seen, accompanied by reading materials. Topics in which parents expressed interest include, in descending order: (a) selection of books for and with their child, (b) how to encourage their child to read, (c) how to discuss stories with their child, and (d) how to read aloud to their child.
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CHAPTER I

INTRODUCTION

Background of the Study

Reading is an essential skill for academic success; therefore, there is concern over the factors which seem to influence the ability to read. Because it is believed by some that most children gain more overall knowledge from home and community than from school (Larrick, 1975; Sartain, 1981), the home plays a major role in preparing children for successful reading experiences (Larrick, 1975; Sartain, 1981).

The home and family are children's first and most intense encounters with the world, and much of children's formative early years are spent with the family. Literacy is deeply rooted in the family and in the community (Baghban, 1984; Heath, 1983; Taylor, 1983). Bloom (1965) reported a .80 correlation between factors in the home environment and academic success, and studies by many others support a high correlation between home and reading success (Hansen, 1969; Miller, 1969; Napoli, 1968; Sheldon & Carrillo, 1952). The study of emergent literacy especially makes the need for the consideration of family environment to be foremost due to the percentage of time a
preschool child spends with the family and in the home (Leichter, 1984).

Cultural and social influences have been considered as being underlying factors within the context of home and family literacy (Schieffelin & Cochran-Smith, 1984). The study of cultural and social groups as a means of gaining insight into literacy development has been considered to be of importance (Heath, 1983). Attitudes and behaviors which stem from cultural and social beliefs have been perceived as being influential on the development of literacy (Siegel, 1986).

The Asian American population of 3.5 million in the 1980 U.S. Census is growing at a rapid pace of 128 percent or a 3.5 million increase since 1970 (Bureau of the Census, 1981). This growth has created a demand for attention to the unique needs of these students who are the fastest growing minority by far, growing ten times faster than the general U.S. population (Suzuki, 1983). However, research on cultural peculiarities which affect the Asian American population's reading are very limited. In order to be more specific about the Asian American home influence on reading success, this study was deemed necessary.
Statement of the Problem

Despite the rapid growth of the Asian American population, few studies exist on the factors which affect children's reading. The correlation of home environment and reading achievement is established (Hoskins, 1976; Kochen, 1980), yet the state of the Asian American home literacy environment has not been researched. Investigation is needed in order to ascertain this state.

Specific Purpose of the Study

The specific purpose of the study was to ascertain the home literacy environment and literacy experiences of Asian American children, and to recommend an intervention program based on the findings.

Significance of the Study

The development of literacy among the young children of today is of concern since it will affect the literacy level of society in the years ahead as these young children grow and become adults. Many researchers have been involved in studying the various factors affecting literacy. This study of the home literacy environment of Asian American families is of significance for several reasons.

Earlier studies of cultural groups showed the importance of cultural and social impact on literacy
development. Numerous cultural groups have been studied, yet research on the Asian American group has been relatively sparse. When focusing on the home literacy environment and home literacy experiences, this researcher discovered that previous studies could not be found. Information and insight into the home literacy environment and literacy experiences of Asian Americans as a specific cultural group result from this study.

Because Asian Americans are a group within the larger group of Americans, it is important to see the relationship between the two groups and how the home literacy environment and home literacy experiences of Asian Americans fit into the mosaic of the American group as a whole. Most studies on home literacy environment and home literacy experiences focus on Anglo-Americans, and therefore become a point of reference for making comparisons and contrasts. Comparison and contrast of home literacy environment and literacy experiences of Anglo-Americans and Asian Americans are a result of this study.

Research findings which effect some type of change are viewed as useful information. After the state of the home literacy environment and home literacy experiences were studied and described, comparisons and contrasts were made to findings of previous studies. A recommended
intervention based on this information carries the findings a step further. A recommended intervention program, based on the findings of this study, may be of help to parents and teachers of Asian American children.

Research Questions

The following research questions were used to guide this investigation.

I. What is the state of the home literacy environment and literacy experiences of Asian Americans?
   A. What materials which encourage literacy are present in the home?
   B. What does the family do to encourage literacy?
   C. What experiences do the child have which promotes literacy?

II. How do Asian American home literacy environment and literacy experiences compare to those of Anglo-Americans?
   A. What are the similarities?
   B. What are the differences?

III. What type of intervention program is appropriate for Asian Americans?
   A. How could the home environment be changed?
   B. What literacy experiences could be added?
   C. What type of intervention will be welcomed by the Asian Americans?
Limitations of the Study

A specific population was chosen for this study. Parents who enroll their children in Saturday language and cultural schools are usually interested in helping their children succeed. They are the ones who would probably most benefit from an intervention program and are, therefore, the target population of such programs. The findings of this study are focused on this population.

A self-report method was used in answering the surveys and interviews. Although other methods of data collection were used for verifying data, the self-report sections could be subjective and biased due to differences in each person's perceptions.

Gathering data involved cooperation with the administrators and teachers of the Asian language Saturday schools and parents of the students enrolled in the schools. An attempt was made to convince these people of the importance of this study, however, the rate of return on the surveys and willingness of families to be studied were influenced by the cooperation levels exhibited by participants.

Definition of Terms

For the purpose of this study, the following definitions have been adopted.
Concepts about print: Clay (1972) identifies the following concepts about print: directionality, visual attention, letter identification, word identification, book talk, book orientation, and function of capitalization and punctuation.

Emergent literacy is a term identified by Clay (1972) to describe the time span during which children first encounter printed materials and develop initial concepts about literacy. It is the development of literacy which occurs prior to formal school instruction (Teale, 1987).

Environmental print is print in the everyday world of the child, including signs, advertisements, labels and other things the child sees printed.

Home environment: Home is defined as the child's principle place of residence. Environment refers to factors such as socioeconomic level, parent occupation, parent education, family size, culture and language in the home.

Home literacy experiences are experiences of the preschool child which lead to emergent literacy. These experiences include storytelling, encounters with environmental print, language development, book handling, and writing, among others.
CHAPTER BIBLIOGRAPHY


characteristics to children's reading ability.

Elementary School Journal, 52, 262-270.


CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Four related bodies of literature are reviewed to give a more complete survey and synthesis of the research findings relating to this investigation. Home Environment is reviewed due to the large portion of research findings relating home factors to literacy. Such research has been conducted quite extensively for many years. Home Literacy Experiences more narrowly focuses on the topic of this investigation and gives a background of significant findings. Success in the phase of emergent literacy is studied with respect to the influence of the home literacy experiences, therefore, a background of Emergent Literacy is also given. A fourth body of literature addresses Asian Americans as a cultural group with distinct needs.

Home Environment

Numerous investigations have been conducted, each studying different aspects of the home environment. Ware and Garber (1972) report the variety of studies as analyzing such data as parents' occupation, parents' educational levels, number of books or magazines in the home, material possessions, child's facilities (physical
room and belongings), socio-economic status, hobbies, cultural events, and attitudes of parents.

Ware and Garber (1972) devised a 15-minute questionnaire, Home Environment Review, which combines an interview and rating scale. They studied the home environments of 67 Mexican American or Black American four-year-olds enrolled in a Head Start Program in the southeastern United States. Materials in the home were found to be the most significant influence on school achievement. A strong relationship, but no cause and effect, was found in parental involvement in home-centered activities which enhanced interactive relationships.

Dave (1963) identified six variables in the home environment for his study: parental pressure for child’s achievement, language models, academic guidance, stimulation to explore various aspects of larger environment, intellectual interest and activity in the home, and emphasis of work habits. These factors were found to have a .80 correlation with school achievement.

Sheldon and Carrillo's (1952) study focuses more specifically on reading rather than general school achievement. Eight-hundred-sixty-eight students identified as the top 5 percent of the good readers and the lower 5 percent of the poor readers participated in this study in central New York. An extensive parent
questionnaire analyzed 10 aspects of the home environment. The following five trends were found to be consistently related to reading ability: family size, child's ordinal position in family, number of books in the home, educational level of parents, and child's like or dislike of school.

Sartain (1981) reports the influence of yet another aspect of home environment. He found the socio-emotional climate to be of importance. Homes which are psychologically comfortable, culturally stimulating, foster positive attitudes and expand language contribute to the growth of good readers.

Alvira-Benitez (1977) studied 60 children of Puerto Rican heritage and concluded that there are specific home environmental variables which are related to reading achievement. These variables include (a) home living environment, (b) economic status, (c) educational background of parents, (d) reading activities of parents and children, and (e) parent-child reading interaction. It is interesting to note that the language spoken at home was of no significant relationship to reading achievement. Alvira-Benitez (1977) suggested that a further study be conducted to verify these findings with children of other ethnic and language backgrounds. In another study of the Puerto Rican children, it was found that the most
significant factor affecting achievement was that of family involvement (Soto, 1986).

Past studies of home environment have supported its correlation to academic achievement, and have stated that the variables of experiences within this environment account for the difference in effect on children (Bloom, 1980). Dave (1963) and C. Smith (1971), likewise, conclude that it is what is done in the home by parents, not status characteristics, which is effective in influencing children's achievement. Kochen's (1980) study affirms that statement and expresses encouragement that a home literary environment has more potential to be altered than do other variables in the study. Kochen's (1980) study of the relationship of home literary environment, parental educational level, instructional method, intelligence, ethnicity, and reading achievement at the end of first grade showed that the home literary environment surpassed all other variables in predicting first-grade reading achievement.

Home Literacy Experiences

Home literacy experiences are specific segments of the overall home environment which have been found to affect academic and reading achievement. Overall, it has been found that middle class families incorporate a greater variety of pre-reading activities than lower-class
families (Miller, 1969). Activities cited include the use of manipulatives, family trips, visits to the library, dramatization of stories, learning the alphabet, and contact with books.

Others have studied the home literacy experiences without taking the socioeconomic level of the families into consideration, but rather examining the quality of the literacy experiences. In Hansen's extensive study (1969), a questionnaire was devised to measure four components of the home literacy environment: (a) literacy materials available in the home, (b) reading done with the child, (c) guidance and encouragement in reading given to the child, and (d) parents as role models of reading. Hansen's (1969) study investigated the reading attitudes of 48 fourth-grade students and their families. A questionnaire was used to find that factors such as father's occupation, educational level of parents, or child's intelligence quotient (IQ) were not of significant impact on reading. However, the home literacy environment was revealed as a significant contributor to independent reading. In a later report of the same study, Hansen (1973) listed individual correlates of home literacy environment and reading attitude. Parental help and encouragement with homework, regular frequent reading to the child, and parental involvement with the child's
reading were among the highest correlates of reading achievement.

In Kingore's (1980) study of the home environment and its influence on the developing reading skills of first-grade children, conclusions regarding the importance of the home environment were made. Factors which were found to be influential include (a) responding to, and encouraging a child's reading interests, as well as the high priority placed on reading activities in the home; (b) human interactions with print such as reading aloud, and adults who respond to the child's interest in print; (c) what is done with the reading material present in the home, not the mere presence; (d) frequently reading aloud; (e) observation and modeling of reading activities by family members; (f) parents' perception of reading, and (g) parental endorsement of child learning to read well. Kingore (1980) conclusively states the "definite and ongoing influence" of the home environment on a child's developing reading.

Others have also indicated that reading aloud is the most important and most frequently cited factor of home literacy experiences (e.g., Clay, 1972). Durkin's (1966) classic study of 49 first graders who were early readers was one of the first to conclude that read aloud activities are important to the development of literacy in
the very young. More recently, writers such as Clark (1976) and Teale (1978) have collaborated these findings. Additionally, Sutton (1964) reports that other important contributing factors include being read to by older siblings and being read to at an early age. Almy (1949), Sutton (1964), and Sheldon and Carrillo (1952) found that students who were read aloud to learned to read earlier and showed vocabulary gains and comprehension enhancement over those who were not read aloud to (McCormick, 1977; Weiser, 1974) Reading success was also found to be increased by daily storytime which was followed by motivational reinforcement activities (Walker & Kuerbitz, 1979).

An affective aspect of reading aloud is addressed in Sir Allan Bullock's report, A Language for Life (1975). It is suggested that the emotional impact of a child's first encounter with books is important, and that very young children should be treated to "lap reading" of favorite stories repeatedly. Teale (1981) agrees that early encounters with reading aloud provide a sound foundation for later reading and writing instruction.

Holdaway (1979) stresses the need for reading aloud for enjoyment and interest. Weisner (1974) compares the motivation for success that reading aloud gives an aspiring reader, to that of a young aspiring pianist who
attends a Van Cliburn concert. Each struggles to learn a new skill and is treated to beautiful sound in order to recognize what he is striving for. Hearing stories read aloud enhances the aesthetic, pleasant feeling while adding to literary taste so that children will want to learn to read for themselves (McCormick, 1977). F. Smith (1976) comments on the excitement of learning something new, and how children can hardly be kept from attending to a skill they want to learn.

When read aloud to, children also acquire another benefit to reading achievement. "Book language" differs from spoken language, and exposure to book language is as necessary to reading as exposure to spoken language is to speaking (Durkin, 1972; Huck, 1977).

Read aloud experiences are qualitatively different from each other (Teale, 1981) and are not always associated with positive feelings (Guignagh & Jester, 1972). Often after the age of three, adults expect children to listen quietly and accept the written material as a source of entertainment, information or instruction rather than something to interact with (Heath, 1982). Answering questions at the end of a straightforward reading may not be as pleasurable as the interactive reading done when the child was younger. Storybook reading requires interaction and is best when accompanied
by a reciprocal dialogue exchange between child and adult (Heath, 1982). In striving for literacy, there needs to be a link between the information in the text and the child's real-life experiences. Holdaway (1979) suggests that the adult begin by assuming the responsibility of providing this link, gradually allowing the child to make these links between information in the text and real-life experiences until the child copes with text independently.

Other feelings toward reading which may not always be positive include parental attitude toward reading or sibling attitudes toward reading. Negative attitudes are perceived by a child whose parents only read the newspaper for information but do little pleasurable reading. Older siblings who are forced to practice reading as a remedial activity also exhibit negative attitudes (Mason, 1967). However, parents who view reading as useful and pleasurable exhibit a positive attitude (Roney, 1984).

Flood (1977) recommends a cycle for reading aloud in order to maximize the experience. First, the adult asks the child warm-up questions relevant to the story in preparation for the reading. Then the child actively engages in the story, asking questions, seeking answers, and relating story content to past experiences. Next, positive reinforcements of the child's efforts to relate to the story should follow. Last, the cycle is completed.
with post-story evaluative questioning as the child integrates and evaluates what has taken place.

Parents, as reading role models, are exemplifying their love of literature (Lamme, 1980) while conveying the message that reading is a communicative experience to be enjoyed (Teale, 1978). Children benefit from seeing adults read a variety of materials frequently (Wartenberg, 1970), realizing that written language fulfills a functional purpose as well as a pleasurable purpose (Holdaway, 1979).

The accessibility of books and other reading materials in the home to children is of importance for reading achievement (Durkin, 1966; Teale, 1978). The percentage of books in the home and percentage of good readers rise together (Sheldon & Carrillo, 1952). The variety of materials should include books, magazines, games, puzzle books, newspapers and others (Wartenberg, 1970). The library should also be used as a source for obtaining a variety of reading materials along with personal ownership of reading materials, which increases pride in books and motivation to read (Clark, 1976).

The concept of reading aloud as an important factor in reading achievement is clearly established. The use of picture storybooks during these read-aloud sessions is advocated for the very young child for a number of
reasons. "Real stories" contain rich language and their vocabulary is not controlled, as in basal readers (Forester, 1977). Stories have personal meaning to a child and increase motivation, especially when self-selection of stories is encouraged (Huck, 1977). Mass (1982) tells of "Jon" who knew that books contain stories, stories can be retrieved by reading, and print remains unchanged each time the book is opened, therefore, he feels safe about attempting a retelling of the story with which he is familiar. Pictures have an important role in stimulating conversation, discovery and thought (Weiser, 1974). They create the transition from the abstract world of the author's story to the child's real world of personal experiences (Hoskisson, 1979; Weiser, 1974).

Another literacy experience frequently cited as having effect on reading achievement is the use of manipulatives such as paper, pencil, puzzles, and blackboards in the home (Teale, 1978). Durkin (1963) found that early readers are fascinated with writing, printing, and copying letters and words (Plessas & Oakes, 1964; Torrey, 1969). Hildreth (1963) advocates the simultaneous reinforcement of reading and writing, using manipulatives to aid reading.
Literacy experiences carried out alone by the child lack the response which should be made to the child's attempts toward literacy. Parental attitude toward aiding their child in the pre-reading stage varied from those who were able and willing to help their preschoolers with reading interests to those parents who felt it was the school's job to teach reading (Durkin, 1963). Some parents felt they were untrained and might confuse or bore a child (Durkin, 1963). A child often asks about word identification, meaning, spelling, and printing (Durkin, 1963), and these isolated bits are useless to the child unless they are placed in relation to what is known (Ward, 1970). The quality of interaction the child has with his environment and the reading event depends on the help the adult gives in dealing with the written language (Teale, 1978).

Home literacy experiences include everyday print found all around the child in the form of signs, labels, posters, and advertisements (Durkin, 1961; Hiebert, 1981; Mass, 1982). Early readers have been found to pay attention to road signs and other environmental print from an early age (Plessas & Oakes, 1964). Learning to read print in the child's environment can be made meaningful by reading directions, labels, and other useful things (Forester, 1977).
Literacy experiences do not always deal with print. Experiences in a child's background greatly enhance the child's readiness for reading tasks by building up nonvisual experience to use with printed visual experience in processing text (Roney, 1984). An extensive background of stimulating experiences in the home (Sartain, 1981) make reading meaningful by connecting symbols with what they represent (Wartenberg, 1970). Preschool children lay a foundation for future use of symbols by acquiring independent concepts and vocabulary about the world through exploration and play (Weiser, 1974). Numerous other home literacy experiences were cited and involved aspects not previously discussed. Durkin (1961) found that young children who have siblings at least two years older who like to play school influenced their younger siblings and aided their progress. Social interaction and informal teaching of grandparents, aunts, uncles, and siblings are also valuable experiences (Teale, 1982). Caring for, organizing and gaining independence through hobbies and pets can contribute to literacy experiences (Sartain, 1981; Wartenberg, 1970). Active participation in stories is essential (Lamme, 1980) through conversation, questioning, retelling, role play and drama (Larrick, 1975).
Taylor (1982, 1983) found that literacy must be deeply embedded in everyday life in all aspects of the social and business environment in order to be truly a part of the family. When literacy is embedded deeply in home life, its effect continues beyond the preschool years. Napoli (1968) conducted a study of junior high students and surveyed the home literacy environment and its effects upon reading habits and abilities. Factors which correlated were parental aid in the choosing of reading material, books received as gifts, spare time reading for pleasure, parental encouragement, and family book discussions. Books should be introduced very early as a natural part of child-rearing practices (Lamme, 1980).

**Emergent Literacy**

The term "emergent literacy" was coined by Clay (1972) as describing the period from which the child first encounters print until early concepts about the print and its meaning have been developed. She sees emergent readers as integrating four cues: visual attention to print, directional rules about position and movement, book talk with intonation and proper phrasing, and hearing sounds in words (Mass, 1982).

Emergent reading (McKenzie, 1977) is the term used to describe the reading aspect of emergent literacy. The first phase deals with access to books, which includes
sharing, reading aloud, talking about, telling stories, and other means of enjoying literature while learning how to handle books and learn their function. The subsequent phases deal with environmental print, creating written material with the aid of adults, and the child "reading" on an appropriate level.

Clay (1972) identifies concepts about print as directionality, visual attention, book talk, book orientation, letter identification, word identification and function of capitalization and punctuation. In testing to see what a child knows about print, Clay (1979) requires a spontaneous copying to see whether the child knows enough about print detail to copy the word correctly.

Hiebert (1981) separates print awareness into two categories: conventional emphasis on reading readiness skills and conceptual awareness of reading and general notions about it. The conventional emphasis includes letter name, visual discrimination and auditory discrimination. The conceptual awareness includes whether the child understands what the purpose of print is and what reading consists of. She identifies the conventional emphasis as a "skill hierarchy" which is linear and sequential with some skills being a prerequisite for others. Hiebert calls the conceptual awareness the
A "unified view" which uses an interrelated, holistic process. There are general stages of progression and knowledge is gained by encountering print every day.

Mason (1980) found that about half of the four year olds in her study were context dependent in September, needing to see the print within its context in order to recognize it. But by May, only a third were still context dependent. Children initially are context dependent, recognizing them only when they are found within context. Gradually, letters provide cues for reading and children find that sounds in words are determined by letters.

Another concept in emergent literacy is that of the "natural readers," the process by which a child learns to read by reading, without formal instruction in reading skills (Clark, 1976; Durkin, 1966; Torrey, 1969). This method of complete immersion in reading is compared to the method by which children learn oral language (Douglass, 1973; Forester, 1975; Holdaway, 1979; Hoskisson, 1979). Hoskisson advocates "lap reading," during which the child is given practice in handling the book and develops spatial relationships of the parts of the book.

Hoskisson (1979) advocates another method referred to as "assisted reading." This method begins by having the adult read the text, gradually allowing the child to
contribute when able. Eventually, the child takes over the reading until the text can be read independently.

In developing the "natural reading" method, much emphasis is placed on the relationship between oral and written language. Loban (1963) found that oral language deficiency highly correlates with difficulty in reading development. Home literacy experiences with oral and written language include engaging in conversation with family members, dramatic play, storytelling, singing, talking about books, taking trips and discussing them, and numerous other activities (Harris, 1981). Goodman (1977) states the two most important resources a learner needs before reading and writing are competence in oral language and ability to learn language as needed. Emphasis is also placed on the development of reading and writing simultaneously as a means of communicating what children already know orally (Mass, 1982).

Parent Intervention Programs

Miller (1980) conducted a study to investigate the effects of a summer parent education program on the home literary environment and how it related to reading readiness. The parent training program included (a) modeling reading, (b) providing reading materials, and (c) encouraging reading and reading aloud to the child. The training program consisted of a film, a meeting for
the parents, and a packet of materials to read. The effect of the training program on the home literary environment was specifically defined as improvement in the following: (a) frequency of the parent reading aloud to the child, (b) parental commitment to child's reading, and (c) frequency and variety of home reading experiences. However, gains were considered to be slight and parents remained uncertain as to the value of the program. In addition, many who participated in the program did not use the information disseminated. Those who used the information found it to be of value. Parents most valued information on (a) children's books and reading, (b) local sources and resources regarding reading, (c) mail-order book clubs, and (d) resources for instruction.

Vukelich (1978) lead a local program for the assistance of parents in establishing their role as the child's first and foremost reading teacher. Methods which parents can use include reading to children, taking trips, listening to and explaining things to children, labelling the environment, being a reading model, soliciting library usage, and showing respect for books. Twenty-six weekly sessions of three hours duration were conducted. Educational games were created by participants at each session. The games focused on areas such as oral expression, visual perception, or auditory discrimination.
A series of nine pamphlets were used for communicating to a larger group of parents. These pamphlets listed activities which invited easy participation. Criscuolo (1974) also cites a parent training program which focuses on game construction, and provides parents with a handbook for reading material.

Vukelich (1984) has continued to make numerous recommendations on parent training programs for parent reading involvement with children. Recommendations for the training program include methods of improving communication between trainer and parents such as booklets and handbooks, brochures and pamphlets, activity sheets, letters, notes, conferences, media, reading lists, shopping lists, courses and workshops, a calendar of activities, home learning "kits," reading advisory councils, and an open door policy on the part of the trainer (Pikulski, 1974; Vukelich, 1984).

Asian Americans

Due to the rapid increase in the number of Asian Americans in this country, it is anticipated that their role will become increasingly important in American society (Suzuki, 1983). In the past, Asian Americans have been viewed as a "model minority," due to the belief that hard work and perseverance have resulted in their becoming the most successful minority group (Suzuki, 1983).
However, the wave of refugees and those who continue to live in concentrated Asian American areas have raised the Asian American poverty level to that which is higher than for the general population. These populations may include refugees who are not literate in their home language and those who may not be assimilating into the American culture (Chan & Tsang, 1983; Macaranas, 1983).

The educational accomplishments of Asian Americans have been widely praised and the stereotype resulting is of hard working, conscientious students with high goals and self-expectations (Suzuki, 1983). Although Asian American parents are deeply concerned with their children's education, they are usually hesitant to intervene (Bell, 1983; Chan & Tsang, 1983; Kim, 1983). Suzuki (1983) cites several reasons. There is a traditional respect for educators, even when parents may be dissatisfied. The educators may not have been attuned to the specific needs of Asian Americans. The problem of working parents and the fear of large bureaucratic systems such as schools also contribute to the Asian American parents' lack of intervention.

Suzuki (1983) and Kitano (1983) cite the need for recognition of Asian Americans as a group which needs to be studied as to educational aspects and learning styles. Only a limited number of studies have been done, and many
of those are dated or do not give adequate information for the studies to be considered credible or to be replicated (Kitano, 1983). Repeatedly, there is concern over the lack of study that this group has received in specific areas of education.

One area which affects the education of Asian Americans is the early home influence on literacy. More specifically, the state of the Asian American home literacy environment and literacy experiences has been unknown. Investigation into this subject is necessary for intervention to be recommended.
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CHAPTER III

METHODS AND PROCEDURES

Previous studies have established the effect of the home environment on academic achievement and reading success (Hoskins, 1976; Kochen, 1980). This study involved an in-depth survey of the Asian American home literacy environment and experiences.

The Population

A proposal for this investigation was submitted to several schools operating a Saturday program designed to help Asians maintain their native language and cultural learning. These schools are located in a north Texas metropolitan area.

This population was chosen for several reasons. The families who send their children to these schools are generally conscientious families who are actively seeking ways to help their children become successful in America while maintaining their Asian heritage. They are interested in finding out methods of helping their children succeed in school. Therefore, it was hoped that this interest would prompt them to participate in such a study. An intervention program is more likely to be
successful if it is planned for parents who will maximize the information given.

Five Asian language schools participated in the first stage of the research. All five schools operate Saturday schools for the advancement of Asian language and culture study for Asian students residing in the Dallas-Fort Worth Metropolitan Area. All students attend public schools and receive the standard curriculum for public school students with the exception of a few students who are enrolled in an English as a Second Language Program for 45 minutes a day. All students are voluntarily enrolled in the Saturday Asian schools as determined by parents or students.

Only one Japanese school exists, where the student enrollment is over 200 in preschool through high school. Classes meet for four hours every Saturday morning, but there is currently discussion as to the possibility of extending the hours into a full day program. The school is sponsored by the Ministry of Education in Japan, and the curriculum is the same as the national curriculum used in Japan. The Ministry of Education provides the textbooks and a principal. Teachers are hired locally and students pay a monthly tuition.

The Chinese schools are operated as a private network under one management and are, therefore, more numerous and
have smaller enrollment per campus. Three of the five campuses in the system were included in this study. Classes meet every Saturday morning for two and a half hours. Enrollment varies from campus to campus, and ranges from approximately 25 to over 100 students. Textbooks are provided by the Chinese government, at no charge to students. A low tuition is paid to cover expenses, such as teacher salary. The fifth school is operated by a Chinese church, employing volunteers as teachers. It charges a nominal fee, but no tuition to the students enrolled. Classes meet for two hours every Saturday morning.

The focus was on Asian American families who intend to make the United States of America a permanent home. Some clearly indicated such intent by becoming citizens or permanent residents. The Chinese readily identified themselves as immigrants. However, nearly all of the Japanese claimed an intent to someday return to Japan. When questioned as to this intent, many admitted it would probably be after retirement and after their children were grown. For the purpose of this study, such long-term residents were included.

The Sample

A Home Literacy Environment and Literacy Experiences Survey was distributed to over 100 families. Additional
surveys were distributed until a minimum of 80 were
returned. Ninety-eight usable surveys were returned.
Usable surveys were defined as those which were completed
with three or fewer unmarked items, and ones which the age
of the child was under 10 years old.

The returned surveys were assigned a numerical value,
determined by the adding of the weight each response was
given. Responses which indicated the highest literacy
environment and experiences were assigned a value of "4"
and each response with a lesser degree of literacy
environment and experiences was accordingly assigned a
"3," "2," or "1." When these response values were added,
a total questionnaire value resulted. These values were
listed in order from highest to lowest, and the list was
divided into thirds. The questionnaires with values in
the top third were regarded as having high home literacy
environment and experiences; the questionnaires with
values which fell into the middle third were regarded as
having middle home literacy environment and experiences;
and the questionnaires with values which fell into the
lowest third were regarded as having low home literacy
environment and experiences.

Five from the high group and five from the low group
were chosen as the subject families. A telephone call
explaining the study was made to each family, and
replacement families were chosen from the groups until ten consenting families were identified. The 10 subject families were studied in-depth through the use of interviews and home visits.

Due to the selection of subjects who were homogeneous in terms of their ethnic background, the small sample size reveals significant findings. Having a smaller sample allowed an in-depth study of each subject, confirming responses for clarity and accuracy.

Research Approach

The **Home Literacy Environment and Literacy Experiences Survey** is a questionnaire regarding the family's home literacy environment and literacy experiences. Items were selected for inclusion on the questionnaire based on findings of previous research studies. Numerous ideas are based on home literacy environment questionnaires developed by other researchers who have studied home literacy environment (De La Garza, 1980; Miller, 1980). The final format of the questionnaire was designed for use in this study.

Parents were asked to reveal the frequency and variety of literacy experiences, as well as family involvement in these experiences. The home literacy environment was also identified by parents. Parental
suggestions were sought as to an appropriate intervention program.

The questionnaire is a combination of a Likert-type scale and a multiple choice format because this format is easier for parents whose native language is not English to fill out. Space was provided at the end of the questionnaire for comments.

The first question asks the parent to identify the variety of writing materials the child uses, and the extent to which each is used. Materials listed include paper and pencil, crayons, children's paint set, typewriter, chalkboard and chalk, markers, color pencils, and workbooks.

The second question asks the parent to identify the variety of printed materials which are available in the home, and the quantity of each. Materials listed include books for children, books for adults, magazines for children, magazines for adults, dictionaries, encyclopedias, newspapers, library books, maps, and globes.

The third question asks the parent to identify the types of books owned by the child, and the quantity of each. They include alphabet books, counting books, nursery rhyme books, poetry books, story books, informational books, comic books, coloring books with

The fourth question asks the parent to identify the variety of audiovisual materials the child uses, and the frequency of use. The materials listed include a computer, record player, tape recorder, and radio.

The fifth question asks the parent to identify the literacy related experiences the child has participated in and the frequency of each experience. These experiences include receiving books as gifts, choosing books for purchase, and storytelling sessions at the library, church, or nursery. Other experiences also include an adult answering the child's questions, the child using books alone, and an older person helping the child learn to read. Also included are talking about something the child has read with other people, writing about something the child has read, and using books to find answers to questions.

The sixth question asks the frequency of public library visitation to check out books. The seventh question asks the amount of television viewing each day. The eighth question asks the amount of time spent daily by the child reading alone. Question nine asks how often a parent or an older sibling reads to the child. Questions
Questions 12, 13, 14 and 15 deal with parental desire for a training program in learning how to help their children read. First, parents are asked if they would be interested in learning how to help their child read. Then, parents are given a choice as to the number of training sessions and the duration of each that they would be willing to attend. Multiple responses were allowed in this section, and parents were to circle as many responses as they felt reflected their desire and interest for a training program. The methodologies for training sessions were also presented so that preferences could be identified. Included were workshops with actual practice and examples which could be seen, books or pamphlets or other materials to be read, or lectures. Finally, parents identified the areas in which they needed information. These areas included reading aloud to their child, selecting books for and with their child, discussing stories with their child, and encouraging their child to read. A line was provided for parents to identify any other areas in which they needed information.

Data Collection

Bilingual cover letters were attached to the questionnaire, explaining the nature of the survey and the
purpose. A bilingual native speaker of the primary language of the parents was present at the survey collection site to clarify misunderstandings or questions the parents had in responding to the questionnaire. I served as the bilingual native speaker of Japanese. The Chinese bilingual native speaker is a teacher at the Chinese school and holds a graduate degree in education from Texas Woman's University.

Over 100 families with children between the ages of three and 10 were surveyed. Questionnaires were distributed until at least 80 were returned. One hundred nineteen surveys were returned in all. Twenty-one were eliminated because the child was over 10 years old, and did not fit into the intended population. Surveys were sent home to all elementary classes at one school, regardless of the age of the student, at the request of the school board.

There were 98 surveys returned which fit the criteria for this study. All of these questionnaires were used in analyzing the state of the home literacy environment and experiences of Asian American families.

As described in the section on selection of the sample group, the returned surveys were placed in groups of high, middle, and low home literacy environment and experiences. Five from the high group and five from the
low group were chosen as the subject families. Telephone calls were made explaining the study, and those who declined participation were replaced with families from the corresponding group of surveys until 10 subject families were identified. If parents were unable to communicate in English, the family was also eliminated as a subject family. One family declined participation, and two families were eliminated due to lack of English ability. Another family returned to Hong Kong for an indeterminate length of time.

The next step was to interview families and take observational notes. The fact that I am also Asian may have resulted in more subject families being willing to participate. This fact may have helped the subject families to feel more at ease in responding to the questions asked during the interviews.

Data of several different types were collected for triangulation based on methodologies described by Goetz and LeCompte (1984). Observations were made and field notes were taken during home visits. Interviews were conducted with parents and children. The nonscheduled standardized interview format was used, allowing the probing of specific questions further while conducting the interview in as natural a flow as possible. Field notes were made while observing the subjects in their home
environment. Artifacts showing evidence of unobtrusive measures were collected. These items are evidence of the family's literacy experiences that occur spontaneously without direction. Artifacts include notes written by the child to the observer, doodling and miscellaneous writing done by the child during the interview and home visit, and messages written by the child to others. Audio recordings of home literacy events were made at selected times.

For use with the nonscheduled interview format, a framework of questions was prepared ahead of time to guide the interview. The first section dealt with the family's arrival in the United States. The family was asked when they arrived in the United States, and how old the child was at the time. Then the original purpose of coming to the United States was asked, as well as the original intended length of stay. At what point the decision to stay in the United States was made, and what influenced that decision was discussed next. Another question dealt with the frequency of the family's trips to their native country and if they planned to return to their native country for an extended period of time, other than for vacations.

The next set of questions assessed the role each language played in the home. The language predominantly spoken in the home by each family member, the language
spoken among each set of family members, and the extent to which the child was bilingual. The languages and the percentage of the time the child was read to in each language, as well as the number of the books available in each language, gave a further understanding of the role each language played in the home literacy environment.

Generally, the flow of the interview at this point led into the questions of the books themselves. In each language, the number of books owned, the variety and types of books, how they were obtained, how they were selected, and how often new ones were added to the collection was of interest. In addition, who selected and obtained the books in each language was also considered important. Magazines were also included in this discussion. Much of this information was obtained through field notes because this seemed a natural time to ask to see the book collection, and where and how it was stored. Seeing the actual book collection gave insight as to the quality of books and their condition, as well as adding depth to previously answered questions.

Books in translation were also of interest. The basic questions repeated the set asked on books in general, as outlined in the paragraph above. In addition, the how and why of translated books in the home gave insight as to the value each family placed on books in
translation, if any. The response of the child to books in translation was also probed, as well as the preferred language when reading books in translation.

Home literacy experience questions usually followed at this point. Reading aloud to the child was considered first. Aspects discussed included the amount of time and frequency with which each person read aloud to the child, how books for reading aloud were chosen, and in what language reading aloud was done. Also asked was how the reading aloud events were initiated as well as what happened during the actual read aloud time, and what followed the read aloud time. Questions regarding the child reading aloud to parents or to siblings were also asked.

Parental and sibling role models were examined next. Aspects investigated included the amount of time spent by each family member reading, the type of materials read, the language in which reading was done, and the purpose for which each family member read.

Television viewing was noted in terms of how often and how long television was viewed daily or weekly, what types of programs were viewed, and who chose the programs. As appropriate, questions regarding the extent and variety of video recorded materials were addressed.
Library usage was divided into school and public libraries. Inquiry was made as to the frequency of library visits; who went to the library with, or for, the child; how many books were checked out each time; and who selected those books. Participation in various programs offered by the library was questioned.

In addition to the above framework of questions prepared for the interview process, it was found that additional questions could be interjected as appropriate, depending on the flow of each interview. As a concluding remark, parents were asked to express their expectations and hopes for their child's literacy development.

Data Analysis

Results of the questionnaire made up the first part of the data collected and analyzed. In order to determine which families were to be included in the second phase of the study, the questionnaires were ranked as high, middle or low in home literacy environment and experiences. This was achieved by assigning a numerical value to each questionnaire based on the rank of the responses made by the respondents to each question. Those marking which indicated the highest home literacy environment and experiences were assigned a "4," and each successively lower response was assigned a corresponding "3," "2," or "1". These values given to each question were then added
to determine the numerical value assigned to each questionnaire. These values were also viewed, within a scope, of being indicative of whether the respondents displayed high, middle or low home literacy environment and home literacy experiences.

These tabulations were reported in terms of the actual number of responses made for each possible answer to a question, and in percentages. Tables were used to report these results.

The second phase of the study was carried out in a manner conducive to qualitative reporting. Research on home literacy experiences has previously been conducted, but none has focused specifically on Asian Americans. The need to find specific information such as those outlined in the research questions revealing who, what, when, how and why of literacy experiences in the Asian American home dictated how the data were analyzed (Teale, 1981). Descriptions of interactions and relationships between literacy experiences and development of literacy were sought (Teale, 1981).

Because research questions guided the study, data were carefully searched for patterns which conformed or deviated. Data collected were reduced by identifying information which led to making comparisons and contrasts,
establishing relationships and links, while aggregating findings.

Confirmatory measures of the data were taken by the use of multiple data collection methods. Outside readers were asked to check field notes for clarity of observations, lack of bias, and for the readers' perceptions on findings. This procedure also helped insure reliability by checking other data collected. One reader has a master's degree in reading and is a teacher. The other has a doctoral degree in reading and is the director of a large school district's English as a Second Language Program and Chapter I Reading Improvement Program.

Asian American home literacy environment and literacy experiences were compared and contrasted with that of Anglo-Americans. Findings were used as the Asian American basis of comparison. The Anglo-American home literacy environment and literacy experiences were based on previous studies.
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CHAPTER IV

RESULTS

Results of the Home Literacy Environment and Literacy Experiences Survey are presented in the first part of this chapter. These results were tabulated by frequency of responses to each question, then calculated by the percentage of the respondents giving each type of response. Information is presented in tabular as well as descriptive form.

In the second part of this chapter, Asian American homes are described in terms of home literacy environment and home literacy experiences. The description is based on home visitations, interviews with family members, field observations, and artifacts collected.

Results of the Survey

The first question on the survey deals with the writing materials available to the child in the home. It lists paper and pencil, crayons, children's paint set, typewriter, chalkboard and chalk, markers, color pencils and workbooks. Each item was to be marked separately in terms of frequency of use by the child. The results of this question are given in terms of the frequency of each
response and the percentage of the whole group represented. Tables 1 through 8 report the responses marked by parents.

Parents were asked to assess their child's use of pencil and paper. All children were reported as having writing experience with paper and pencil. As many as 91.8 percent of the children were reported as having experience with paper and pencil "often." It was also reported that 7.1 percent of the children had "some" experience with paper and pencil. Parents of 1.0 percent stated that their child had such experience "seldom." All survey respondents marked a response for this item (see Table 1).

Table 1

Use of Writing Items: Paper and Pencil

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Seldom</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Some</td>
<td>7</td>
<td>7.1</td>
</tr>
<tr>
<td>Often</td>
<td>90</td>
<td>91.8</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
As with paper and pencil usage, crayons as writing items were also cited as used by all children. However, crayon usage was reported as being lower in frequency than paper and pencil usage. It was reported that 91.8 percent of the children used paper and pencil "often" whereas 56.1 percent used crayons "often."

In addition to the 56.1 percent using crayons "often," 29.6 percent reported "some" use of crayons by their child. Parents of 14.3 percent indicated usage of crayons by their child as being "seldom." All parents returning surveys marked a response for this item (see Table 2).

Table 2
Use of Writing Items: Crayons

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Seldom</td>
<td>14</td>
<td>14.3</td>
</tr>
<tr>
<td>Some</td>
<td>29</td>
<td>29.6</td>
</tr>
<tr>
<td>Often</td>
<td>55</td>
<td>56.1</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Not many children were reported by their parents as using children's paint sets as a writing item. Of the respondents, 13.3 percent of the parents reported that their child had no experience with a paint set, and 42.6 percent reported their child's experience with a paint set was "seldom." An additional 31.9 percent reported having "some" usage, and 11.7 percent were reported as using a paint set "often." This percentage is markedly lower than the percentages cited for using paper and pencil, 91.8 percent, or crayons, 56.1 percent, "often." No response was marked by 4.1 percent of the parents completing the survey (see Table 3).

Table 3

<table>
<thead>
<tr>
<th>Use of Writing Items: Children's Paint Set</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Never</td>
</tr>
<tr>
<td>Seldom</td>
</tr>
<tr>
<td>Some</td>
</tr>
<tr>
<td>Often</td>
</tr>
<tr>
<td>No response</td>
</tr>
</tbody>
</table>
Parents reported infrequent use of a typewriter by children as a writing instrument. Percentages reported for typewriter usage were lower than percentages reported for the usage of children's paint sets. More than half, 54.1 percent, of the children never used a typewriter, and 31.6 percent used one "seldom." It was stated that 7.1 percent of the children had "some" use of a typewriter, and only 1 percent cited using one "often." Responses were not marked by 6.1 percent. The typewriter was noted as the writing item with the lowest usage, and is the only item which more than half of the respondents have never used (see Table 4).

Table 4
Use of Writing Items: Typewriter

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>53</td>
<td>54.1</td>
</tr>
<tr>
<td>Seldom</td>
<td>31</td>
<td>31.6</td>
</tr>
<tr>
<td>Some</td>
<td>7</td>
<td>7.1</td>
</tr>
<tr>
<td>Often</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>6.1</td>
</tr>
</tbody>
</table>
More than half of the parents reported that their child used a chalkboard and chalk as writing items, but the reported usage was generally infrequent. "Never" was the chalkboard or chalk reportedly used by 26.5 percent of the children, and 51.0 percent reported "seldom" using them. "Some" usage was reported by 16.3 percent and 4.1 percent reported the use of chalkboard and chalk as writing items "often." Responses were not made by 2.0 percent of the parents (see Table 5).

Chalkboard and chalk were reported to be used more frequently than a typewriter. However, it was less frequently used than paper, pencil and crayon.

Table 5

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>26</td>
<td>26.5</td>
</tr>
<tr>
<td>Seldom</td>
<td>50</td>
<td>51.0</td>
</tr>
<tr>
<td>Some</td>
<td>16</td>
<td>16.3</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>4.1</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Most children were reported as having used markers as writing items. Markers were "often" used for writing by 22.4 percent, and 46.9 percent reported that they were used "some." Markers were used for writing by 24.5 percent. It was reported that 3.1 percent of the children "never" used markers for writing experiences, and another 3.1 percent made no response to this question (see Table 6).

Markers were found to be used more often than a typewriter, children's paint set, and chalkboard with chalk. Marker usage was less frequently cited than paper and pencil usage or crayon usage.

Table 6
Use of Writing Items: Markers

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>Seldom</td>
<td>24</td>
<td>24.5</td>
</tr>
<tr>
<td>Some</td>
<td>46</td>
<td>46.9</td>
</tr>
<tr>
<td>Often</td>
<td>22</td>
<td>22.4</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>3.1</td>
</tr>
</tbody>
</table>
The next item listed in the area of writing items was colored pencils. Of the adults reporting, 29.6 percent said that their child used colored pencils for writing "often." It was reported by 35.7 percent that their child used colored pencils "some" of the time. Children "seldom" using colored pencils made up 27.6 percent of the sample, and 5.1 percent "never" used them. This question received no response from 2.0 percent of the adults returning the survey (see Table 7).

Usage of colored pencils was found to be comparable to usage of markers. Colored pencils were used by 94.9 percent of the children surveyed.

Table 7
Use of Writing Items: Colored Pencils

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>5</td>
<td>5.1</td>
</tr>
<tr>
<td>Seldom</td>
<td>27</td>
<td>27.6</td>
</tr>
<tr>
<td>Some</td>
<td>35</td>
<td>35.7</td>
</tr>
<tr>
<td>Often</td>
<td>29</td>
<td>29.6</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>2.0</td>
</tr>
</tbody>
</table>
The final writing item parents were asked to assess their child's use of was workbooks. The reference to workbooks was to the type of self-directed or parent-directed workbooks commonly available for purchase, rather than those used at school. The use of workbooks implies a structured writing when children respond to prompts on the workbook pages rather than the unstructured writing on paper or a chalkboard.

Parents reported that 38.8 percent of their children used workbooks "often," 39.8 percent used them "some," 16.3 percent "seldom" used workbooks, and 3.1 "never" used them. No response was made by 2.0 percent (see Table 8).

Table 8
Use of Writing Items: Workbooks

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>Seldom</td>
<td>16</td>
<td>16.3</td>
</tr>
<tr>
<td>Some</td>
<td>39</td>
<td>39.8</td>
</tr>
<tr>
<td>Often</td>
<td>38</td>
<td>38.8</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>2.0</td>
</tr>
</tbody>
</table>
The largest number of children had a higher frequency of usage with the writing materials of paper, pencil, and crayons. All children were reported to have at least some contact with those materials and most reported using them "often." Many also reported frequent use of workbooks and also of colored pencils. Markers were shown as having moderate usage, as was chalkboard and chalk. Items reflecting the lowest usage were typewriters and children's paint sets. More than half of the children had never used a typewriter, and a third of the children were reported as using it "seldom." Frequency of usage reported for the writing items varied in the number of children using the items and the frequency with which the children used the writing items. It was reported that to some degree, writing items were used by all children.

The second question asked the parent to evaluate the amount of printed materials available in the home, and to identify the volume by responding "none," "a few," "some," or "many" to each item listed. Listed materials included books for children, books for adults, magazines for children, magazines for adults, dictionaries, encyclopedias, newspapers, library books, maps, and globes. The frequency and percentage of responses are reported in Tables 9 through 18.
All parents reported the availability of books for children in their homes. Although 1.0 percent indicated that only "a few" were available, 16.3 percent said that "some" books for children were in their homes. The majority of the respondents, 82.7 percent, reported that their child had "many" books for children available to them in their homes (see Table 9).

Books for children are of a wide range of subjects and book types. This question asks parents to assess the quantity of books owned by their child. The specific book type is explored in the next set of questions.

Table 9
Availability of Printed Materials: Books for Children

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>A few</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Some</td>
<td>16</td>
<td>16.3</td>
</tr>
<tr>
<td>Many</td>
<td>81</td>
<td>82.7</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
In addition to having books for children in their homes, parents reported the presence of books for their own reading in their homes. It was reported by 65.3 percent that there were "many" books for adults in their homes. It was stated by 28.6 percent that "some" books were available for adult reading. By 4.1 percent, it was reported that "a few" books for adults were owned. The response "none" was not marked. There was no response given by 2.0 percent to this question (see Table 10).

According to this survey, parents reported more books in their homes for children than for adults.

Table 10

Availability of Printed Material:
Books for Adults

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>A few</td>
<td>4</td>
<td>4.1</td>
</tr>
<tr>
<td>Some</td>
<td>28</td>
<td>28.6</td>
</tr>
<tr>
<td>Many</td>
<td>64</td>
<td>65.3</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Not all homes were reported as having magazines exclusively for children. Most are mail-order subscriptions. Nearly one-fourth, 22.4 percent, reported that there was no children's magazines in their homes. By 16.3 percent it was said that there were "a few" magazines in their home for the child. Parents of 27.6 percent said that there were "some," magazines available to their child, and 33.7 percent said they had "many" children's magazines in their homes (see Table 11). Magazines for children were found in fewer homes, and in less quantity, than books for children.

Table 11

Availability of Printed Materials:
Magazines for Children

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>22</td>
<td>22.4</td>
</tr>
<tr>
<td>A few</td>
<td>16</td>
<td>16.3</td>
</tr>
<tr>
<td>Some</td>
<td>27</td>
<td>27.6</td>
</tr>
<tr>
<td>Many</td>
<td>33</td>
<td>33.7</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Although the percentages of families having "many" magazines for adults and children were comparable, seven times as many children than adults have no magazines. Books for adults are more abundant than magazines for adults. Parents reporting "many" magazines being available made up 37.8 percent of the sample, 38.8 percent said they had "some" magazines in their homes for adults, and 19.4 percent said there were "a few." Only 3.1 percent said they had no magazines in their homes for their own reading, and 1.0 percent did not respond to this question (see Table 12).

Table 12
Availability of Printed Material:
Magazines for Adults

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>A few</td>
<td>19</td>
<td>19.4</td>
</tr>
<tr>
<td>Some</td>
<td>38</td>
<td>38.8</td>
</tr>
<tr>
<td>Many</td>
<td>37</td>
<td>37.8</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Nearly every home was reported as having a dictionary. Dictionaries of technical terminology, foreign language dictionaries, bilingual dictionaries as well as other types of dictionaries were considered. Only 1.0 percent of the families did not respond to this item. It was stated by another 1.0 percent that there was no dictionary in their home. It was reported that there were "a few" dictionaries in their homes by 21.4 percent, while 41.8 percent said there were "some" dictionaries in their homes. There were "many" dictionaries available in the homes of 34.7 percent (see Table 13).

Table 13
Availability of Printed Material:
Dictionaries

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>A few</td>
<td>21</td>
<td>21.4</td>
</tr>
<tr>
<td>Some</td>
<td>41</td>
<td>41.8</td>
</tr>
<tr>
<td>Many</td>
<td>34</td>
<td>34.7</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Another reference item was included on the list of types of print in the home. Encyclopedias ranging from general to specific topics were considered next. Fewer respondents reported having encyclopedias in their homes than dictionaries. There were no sets of encyclopedias reported in 36.7 percent of the homes. It was stated by 23.5 percent that they had "a few." An additional 25.5 percent reported having "some" encyclopedias in their home, while 10.2 percent reported having "many." No response was made by 4.1 percent of those who returned their survey (see Table 14).

Table 14

Availability of Printed Material:
Encyclopedias

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>36</td>
<td>36.7</td>
</tr>
<tr>
<td>A few</td>
<td>23</td>
<td>23.5</td>
</tr>
<tr>
<td>Some</td>
<td>25</td>
<td>25.5</td>
</tr>
<tr>
<td>Many</td>
<td>10</td>
<td>10.2</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>4.1</td>
</tr>
</tbody>
</table>
Newspapers were reported to be in every home, with the exception of the 3.1 percent who did not respond to this item. Newspapers in English, Asian language newspapers published in the United States, and airmail editions of newspapers from Asia were considered, along with business or other specific types of newspapers. Some were published daily, and others published weekly. There were 30.6 percent who reported having "a few" newspapers available in their homes, and an additional 35.7 percent who said they had "some." "Many" newspapers were reported to be in the homes of 30.6 percent of the respondents (see Table 15).

Table 15
Availability of Printed Materials: Newspaper

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>A few</td>
<td>30</td>
<td>30.6</td>
</tr>
<tr>
<td>Some</td>
<td>35</td>
<td>35.7</td>
</tr>
<tr>
<td>Many</td>
<td>30</td>
<td>30.6</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>3.1</td>
</tr>
</tbody>
</table>
Most families reported the availability of library books in their homes, with the exception of the 3.1 percent who did not respond to this question, and the 1.0 percent who said there were no library books in their homes. Books from public, school, and Asian language school libraries were considered. Parents reported that there was a greater quantity of books owned by their child than library books in their home. It was reported by 8.2 percent that they had "a few" library books. The rest were equally divided, with 43.9 percent each responding to choices "some" and "many" (see Table 16).

Table 16
Availability of Printed Material:
Library Books

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>A few</td>
<td>8</td>
<td>8.2</td>
</tr>
<tr>
<td>Some</td>
<td>43</td>
<td>43.9</td>
</tr>
<tr>
<td>Many</td>
<td>43</td>
<td>43.9</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>3.1</td>
</tr>
</tbody>
</table>
Maps were another type of printed material found in most homes. Maps of any type, such as atlases, road maps, and geographical maps were included. In 98.0 percent of the homes, maps were available in the home. The quantity of maps available in the homes was reported in almost even groups of one-third each. It was reported that "many" maps were available in 31.6 percent of the homes. It was stated by 33.7 percent that there were "some" maps in their homes, and 31.6 percent said they had "a few." It was reported by 2.0 percent that the availability of maps in their homes was "none." No response was given by 1.0 percent of the respondents (see Table 17).

Table 17
Availability of Printed Material: Maps

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>A few</td>
<td>31</td>
<td>31.6</td>
</tr>
<tr>
<td>Some</td>
<td>33</td>
<td>33.7</td>
</tr>
<tr>
<td>Many</td>
<td>31</td>
<td>31.6</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Globes were not found in homes as frequently as were maps. Only 2.0 percent of the families stated that there were no maps in their homes, yet over one-third of the respondents, 37.8 percent, reported having no globes in their homes. By 41.8 percent it was reported that they had "a few" globes in their homes. It was cited by 10.2 percent that they had "some" globes in their homes. "Many" globes were said to be found in 7.1 percent of the homes, whereas 31.6 percent of the families cited having "many" maps. No report was given on this item on the availability of globes in the home by 3.1 percent of the total respondents (see Table 18).

Table 18
Availability of Printed Material: Globe

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>37</td>
<td>37.8</td>
</tr>
<tr>
<td>A few</td>
<td>41</td>
<td>41.8</td>
</tr>
<tr>
<td>Some</td>
<td>10</td>
<td>10.2</td>
</tr>
<tr>
<td>Many</td>
<td>7</td>
<td>7.1</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>3.1</td>
</tr>
</tbody>
</table>
Although the variety and quantity of printed materials available in the homes was varied, all families reported having some printed materials in the home. The item with the highest frequency and quantity of ownership was books for children. Fewer books for adults were reported than for children. However, more magazines for adults were reported than magazines for children. In addition, library books and Asian language books were also found with high frequency and quantity. There were fewer than personally owned books but more than magazines. Newspapers were found to be in most homes. Fewer encyclopedias were owned than dictionaries, and fewer globes were reported than maps. Of these reference items, dictionaries were most frequently owned and in largest quantity, followed by maps, encyclopedias, and globes.

The third question deals with the types of books owned by the child. In addition, the quantity of each type of book is asked. Materials listed in this question are: alphabet books, counting books, nursery rhyme books, poetry books, story books, informational books, comic books, coloring books with captions, children's dictionary, children's encyclopedia, and Asian language books. For each type of book, parents were asked to assess the quantity owned by the child as being "none," "a few," "some," or "many."
The first type of book parents were asked about was the alphabet book. Although most of the children were said to be owners of alphabet books, the quantity owned by the children varied. When asked about the number of alphabet books, a response of "none" was given by 13.3 percent. It was reported by 21.4 percent of the parents that their child had "a few" alphabet books. "Some" alphabet books were owned by the children of 31.6 percent of the respondents. "Many" alphabet books were owned by 33.7 percent of the respondents' children. All who completed this survey responded to this question (see Table 19).

Table 19
Ownership of Book Type: Alphabet Book

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>13</td>
<td>13.3</td>
</tr>
<tr>
<td>A few</td>
<td>21</td>
<td>21.4</td>
</tr>
<tr>
<td>Some</td>
<td>31</td>
<td>31.6</td>
</tr>
<tr>
<td>Many</td>
<td>33</td>
<td>33.7</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
The counting book was considered as the second type of book possibly owned by children. Responses indicated that a fairly equal number of counting books were owned as alphabet books. Similarities of the responses given for the quantity of alphabet books and counting books owned by the children were almost parallel for each response type. Of the responses given, 14.3 percent reported that their child had "none." It was stated by 20.4 percent that their child owned "a few." Parents of 35.7 percent indicated that their child had "some" counting books. Respondents indicated that 29.6 percent of the children had "many" counting books (see Table 20).

Table 20

Ownership of Book Type: Counting Book

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>14</td>
<td>14.3</td>
</tr>
<tr>
<td>A few</td>
<td>20</td>
<td>20.4</td>
</tr>
<tr>
<td>Some</td>
<td>35</td>
<td>35.7</td>
</tr>
<tr>
<td>Many</td>
<td>29</td>
<td>29.6</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Fewer children were reported as having nursery rhyme books than counting books or alphabet books. It was reported by one-fifth of the respondents, 21.4 percent, that their child had no nursery rhyme books, whereas 14.3 percent reported having no counting books and 13.3 percent reported not having any alphabet books. Parents of 30.6 percent indicated that their child had "a few" nursery rhyme books while 25.5 percent said that their child had "some" books of nursery rhymes. The response "many" was chosen by 19.4 percent to describe the quantity of nursery rhyme books owned, compared to 33.7 percent for alphabet books and 29.6 percent for counting books (see Table 21).

Table 21
Ownership of Book Type: Nursery Rhyme

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>21</td>
<td>21.4</td>
</tr>
<tr>
<td>A few</td>
<td>30</td>
<td>30.6</td>
</tr>
<tr>
<td>Some</td>
<td>25</td>
<td>25.5</td>
</tr>
<tr>
<td>Many</td>
<td>19</td>
<td>19.4</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>3.1</td>
</tr>
</tbody>
</table>
More children were reported as having general poetry books than nursery rhyme books, however, the number of poetry books owned by each child was less in comparison to the nursery rhyme books owned by the children. Fewer books of poetry were owned in comparison to the quantity of alphabet books and counting books. Parents reported that 16.3 percent of the children owned no books of poetry. "A few" books of poetry were owned by 50 percent while 17.3 percent owned "some." "Many" books of poetry were reportedly owned by 14.3 percent of the children. No response was given by 2.0 percent of the total respondents (see Table 22).

Table 22
Ownership of Book Type: Poetry Book

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>16</td>
<td>16.3</td>
</tr>
<tr>
<td>A few</td>
<td>49</td>
<td>50.0</td>
</tr>
<tr>
<td>Some</td>
<td>17</td>
<td>17.3</td>
</tr>
<tr>
<td>Many</td>
<td>14</td>
<td>14.3</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Most parents reported that their child had storybooks, and in larger quantities than the other types of books described. Only 1.0 percent reported that their child had no story books at all although as many as 16.3 percent reported not having any poetry books. It was reported by 7.1 percent that their child had "a few" story books, and 30.6 percent reported that their child had "some." While parents of over half of the children, 59.2 percent, reported that "many" story books were owned by their child, few claimed that their child had as many other types of books. No response was given by 2.0 percent (see Table 23).

Table 23  
Ownership of Book Type: Story Book

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>A few</td>
<td>7</td>
<td>7.1</td>
</tr>
<tr>
<td>Some</td>
<td>30</td>
<td>30.6</td>
</tr>
<tr>
<td>Many</td>
<td>58</td>
<td>59.2</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>2.0</td>
</tr>
</tbody>
</table>
The quantity of informational books owned by children was indicated as being less, overall, than story books. There was also a larger number of children who did not own any informational books. Of the parents reporting in the survey, 9.2 percent indicated that their child did not own any informational books. In contrast, only 1.0 percent of the parents reported that their child did not own any story books. Parents of 34.7 percent said that their child had "a few," and 35.7 percent said that their child had "some." Parents of 15.3 percent reported their child had "many" informational books. Response was not made by 5.1 percent (see Table 24).

Table 24
Ownership of Book Type: Informational Book

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>9</td>
<td>9.2</td>
</tr>
<tr>
<td>A few</td>
<td>34</td>
<td>34.7</td>
</tr>
<tr>
<td>Some</td>
<td>35</td>
<td>35.7</td>
</tr>
<tr>
<td>Many</td>
<td>15</td>
<td>15.3</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>5.1</td>
</tr>
</tbody>
</table>
Next, parents were asked to assess the quantity of comic books owned by their child. Fewer children were reported as owning comic books than informational books. It was indicated by 20.4 percent of the parents that their child did not own any comic books whereas only 9.2 percent of the parents indicated that their child did not own any informational books. Only "a few" comic books were owned by 42.9 percent of the children reported as owning comic books, and 18.4 percent had "some." "Many" comic books were said to be owned by children of 15.3 percent of the parents reporting. No response was given by 3.1 percent (see Table 25).

Table 25
Ownership of Book Type: Comic Book

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>20</td>
<td>20.4</td>
</tr>
<tr>
<td>A few</td>
<td>42</td>
<td>42.9</td>
</tr>
<tr>
<td>Some</td>
<td>18</td>
<td>18.4</td>
</tr>
<tr>
<td>Many</td>
<td>15</td>
<td>15.3</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>3.1</td>
</tr>
</tbody>
</table>
A higher percentage of children owned coloring books than comic books, and in greater quantity. The question asked for the quantity of coloring books owned, specifically, those with written captions accompanying the illustrations. It was reported by 25.5 percent that their child had "some." The quantity cited by 34.7 percent was "a few," and 8.2 percent indicated that their child had none. All responded to this question (see Table 26).

Coloring books with captions were owned by more children than most other book types. Story books were the exception, leading the list of book types children own.

Table 26
Ownership of Book Type: Coloring Books
With Captions

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>8</td>
<td>8.2</td>
</tr>
<tr>
<td>A few</td>
<td>34</td>
<td>34.7</td>
</tr>
<tr>
<td>Some</td>
<td>31</td>
<td>31.6</td>
</tr>
<tr>
<td>Many</td>
<td>25</td>
<td>25.5</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Many parents reported the presence of a children's dictionary in the home. The children's dictionary was identified as being owned by the child for whom the survey was completed. English language, Asian language, or any type of dictionary was considered.

Parents reported that 14.3 percent of the children had "many" children's dictionaries, and 29.6 percent indicated that their child had "some," while 38.8 percent said that their child had "a few." It was reported by 15.3 percent that their child had "none." No response to this question was given by 2.0 percent of the parents (see Table 27).

Table 27
Ownership of Book Type: Children's Dictionary

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>15</td>
<td>15.3</td>
</tr>
<tr>
<td>A few</td>
<td>38</td>
<td>38.8</td>
</tr>
<tr>
<td>Some</td>
<td>29</td>
<td>29.6</td>
</tr>
<tr>
<td>Many</td>
<td>14</td>
<td>14.3</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Another type of book parents were asked whether their child owned was a children's encyclopedia. The most commonly chosen answer for this question was "none," by 39.8 percent of the respondents. An additional 26.5 percent responded "a few," and 17.3 percent said that their child had "some." "Many" encyclopedias were reported to be owned by 9.2 percent. No response was given by 7.1 percent of the parents (see Table 28). More parents reported their child's ownership of children's dictionaries than of children's encyclopedias. Ownership of encyclopedia and children's encyclopedia were equal.

Table 28
Ownership of Books: Children's Encyclopedia

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>39</td>
<td>39.8</td>
</tr>
<tr>
<td>A few</td>
<td>26</td>
<td>26.5</td>
</tr>
<tr>
<td>Some</td>
<td>17</td>
<td>17.3</td>
</tr>
<tr>
<td>Many</td>
<td>9</td>
<td>9.2</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
<td>7.1</td>
</tr>
</tbody>
</table>
Most children were reported as being owners of Asian language books, and in greater quantity than most other book types. Asian language books are described as books which are published in the native Asian language of the child. Some are published in the native country and shipped, and others are published by the Asian American people in the United States. Parents of 44.9 percent reported their child had "many," while 35.7 percent reported having "some." It was reported that 13.3 percent of the children owned "a few," and 6.1 percent reported having "none." All sample members responded to this question (see Table 29).

Table 29
Ownership of Books: Asian Language Book

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>6</td>
<td>6.1</td>
</tr>
<tr>
<td>A few</td>
<td>13</td>
<td>13.3</td>
</tr>
<tr>
<td>Some</td>
<td>35</td>
<td>35.7</td>
</tr>
<tr>
<td>Many</td>
<td>44</td>
<td>44.9</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
The data gathered indicate that all of the children whose parents completed the survey own books. The variety and quantity of books varied from type to type, but certain trends appear across the book types. In all but one home, story books were found to be present, and tended to be in a larger quantity than any other book type. Asian language books appear to be the second most frequently found type of books in the children's possession. Alphabet books ranked third in terms of quantity, followed by counting books. Coloring books with captions were found to be the next largest group of books owned. Nursery rhyme books followed next, and were followed by informational books. Comic books and books of poetry seemed fairly equal in quantity of books owned by children. Children's dictionaries and encyclopedias trailed in numbers of books owned by children.

The next question focused on nonprint, but literacy-related material usage. The fourth question on the survey asked parents to identify the variety of audiovisual materials the child uses and frequency used, by each type of item. The materials included in this question include a computer, a record player, a tape recorder, and a radio. Parents were to choose from the following responses: "none," "seldom," "some," and "often."
The first area of audiovisual materials which parents were asked about is computers. The frequency with which the children use computers was assessed as follows. Parents identified this audiovisual item as one which many of the children did not use often, and 30.6 percent stated that their child did not use a computer at all. It was indicated by 29.6 percent that computer usage at home by the child was "seldom." "Some" computer usage was reported by 25.5 percent of the respondents. It was reported by 13.3 percent that computers were "often" used by their child. No response was given to this question by 1.0 percent (see Table 30).

Table 30
Usage of Audiovisual Materials: Computer

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>30</td>
<td>30.6</td>
</tr>
<tr>
<td>Seldom</td>
<td>29</td>
<td>29.6</td>
</tr>
<tr>
<td>Some</td>
<td>25</td>
<td>25.5</td>
</tr>
<tr>
<td>Often</td>
<td>13</td>
<td>13.3</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>
The usage of a record player by a child was reported to be somewhat higher than that of computer usage, but not substantially. Record players were used often by 18.4 percent while computers were reportedly used often by 30.6 percent. It was indicated by 29.6 percent that their child did not ever use a record player. An additional 23.5 percent reported that their child "seldom" used a record player. It was reported by 28.6 percent that there was "some" usage of a record player and 18.4 percent indicated that the record player was used "often." There were no missing responses on this question (see Table 31).

Table 31
Usage of Audiovisual Material:
Record Player

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>29</td>
<td>29.6</td>
</tr>
<tr>
<td>Seldom</td>
<td>23</td>
<td>23.5</td>
</tr>
<tr>
<td>Some</td>
<td>28</td>
<td>28.6</td>
</tr>
<tr>
<td>Often</td>
<td>18</td>
<td>18.4</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
More parents reported the use of a tape recorder by their child, and with more frequency, than a record player. Only 4.1 percent reported that their child "never" used a tape recorder whereas 29.6 percent "never" used record player. It was indicated by 15.3 percent that their child "seldom" used one, but 39.8 percent indicated "some" use of a tape recorder by their child. As many as 40.8 percent indicated that their child used a tape recorder "often." In contrast, a record player is to be used often only 18.4 percent. All survey respondents answered this question (see Table 32).

Table 32
Usage of Audiovisual Material:
Tape Recorder

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>4</td>
<td>4.1</td>
</tr>
<tr>
<td>Seldom</td>
<td>15</td>
<td>15.3</td>
</tr>
<tr>
<td>Some</td>
<td>39</td>
<td>39.8</td>
</tr>
<tr>
<td>Often</td>
<td>40</td>
<td>40.8</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Radio usage was reportedly lower by the number of children using a radio and by frequency than tape recorder usage. Radio usage was higher than record player and computer usage.

Of the parents responding to this survey question, 8.2 percent stated that their child "never" used a radio. It was reported by parents of 33.7 percent that their child's use of a radio was "seldom." "Some" use of a radio was reported by 30.6 percent of the respondents, and parents of 27.6 percent indicated that their child used a radio often. There were no missing responses to this question (see Table 33).

Table 33
Usage of Audiovisual Material: Radio

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>8</td>
<td>8.2</td>
</tr>
<tr>
<td>Seldom</td>
<td>33</td>
<td>33.7</td>
</tr>
<tr>
<td>Some</td>
<td>30</td>
<td>30.6</td>
</tr>
<tr>
<td>Often</td>
<td>27</td>
<td>27.6</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
The responses given on the section of audiovisual material usage indicate that the tape recorder is the most popular item in terms of frequency of usage and in the number of children using it. Over 95 percent of the children reported using one, and over 40 percent indicated using a tape recorder "often." Tape recorder usage is followed by radio usage. Over 90 percent of the children use a radio at some time. Record player usage was slightly higher than computer usage, but the two were fairly comparable in terms of frequency of use and by number of children using them.

The next set of questions are on experiences the child may have had which directly deal with books and related literacy experiences. These literacy experiences included (a) receiving books as gifts; (b) choosing books for purchase; (c) attending storytelling sessions at libraries, churches, nurseries, or other places; (d) an adult answering the child's questions; (e) using books alone; (f) an older person helping the child learn to read; (g) talking with others about something the child has read; (h) writing about something the child has read; and (i) using books to find answers to questions. Parents were asked to identify the frequency of each of their child's literacy experiences as occurring "never," "seldom," "some," or "often."
The first literacy experience asked about was whether the child received books as gifts. Books received for birthday, holiday, or any special reason were considered. All but 1.0 percent responded that their child did receive books as gifts. It was reported by over one-fifth of the respondents, 21.4 percent, that their child "seldom" received books as gifts, but close to one-half of the parents, 44.9 percent, reported that their child had "some" opportunities to receive books as gifts. Parents of 30.6 percent of the children stated that their child "often" received books as gifts. No responses were given by 2.0 percent (see Table 34).

Table 34

Experiences Receiving Books as Gifts

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Seldom</td>
<td>21</td>
<td>21.4</td>
</tr>
<tr>
<td>Some</td>
<td>44</td>
<td>44.9</td>
</tr>
<tr>
<td>Often</td>
<td>30</td>
<td>30.6</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>2.0</td>
</tr>
</tbody>
</table>
The second question on the literacy experiences of the child was whether the child participated in the choosing of books for personal purchase and ownership. Books given as gifts were not considered unless the books had been self-selected. It was reported by 6.1 percent that their child "never" had a part in selecting books for purchase, and by 15.3 percent that their child "seldom" did. It was reported by 48.0 percent that their child participated in personal book selection for purchase and ownership at least "some" and 29.6 percent stated that their child participated "often." No response was given by 1.0 percent (see Table 35).

Table 35

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>6</td>
<td>6.1</td>
</tr>
<tr>
<td>Seldom</td>
<td>15</td>
<td>15.3</td>
</tr>
<tr>
<td>Some</td>
<td>47</td>
<td>48.0</td>
</tr>
<tr>
<td>Often</td>
<td>29</td>
<td>29.6</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>
The next literacy experience that parents were asked if their child participated in was storytelling sessions at libraries, churches, nurseries, or other places. Participation as indicated by parents was noticeably low when compared to other literacy-related activities. It was reported that 9.2 percent of the children "never" participated in storytelling sessions, while 40.8 percent "seldom" had such opportunities. "Some" participation in storytelling sessions was indicated by 27.6 percent and 20.4 percent indicated that their child attended storytelling sessions "often." Responses were not given by 2.0 percent of the survey participants (see Table 36).

Table 36

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>9</td>
<td>9.2</td>
</tr>
<tr>
<td>Seldom</td>
<td>40</td>
<td>40.8</td>
</tr>
<tr>
<td>Some</td>
<td>27</td>
<td>27.6</td>
</tr>
<tr>
<td>Often</td>
<td>20</td>
<td>20.4</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Next, parents were asked if their child had the experience of having adults who answered the child's questions. It was reported by 6.1 percent that their child "never" had an adult answering the child's questions, and 5.1 percent "seldom" did. The percentage of children who did have more frequent opportunities of having an adult answer their questions was much higher. It was reported that 41.8 percent had "some" and 44.9 percent "often" had an adult answering the child's questions. No response was given by 2.0 percent (see Table 37).

Table 37
Experiences Having Questions Answered by an Adult

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>6</td>
<td>6.1</td>
</tr>
<tr>
<td>Seldom</td>
<td>5</td>
<td>5.1</td>
</tr>
<tr>
<td>Some</td>
<td>41</td>
<td>41.8</td>
</tr>
<tr>
<td>Often</td>
<td>44</td>
<td>44.9</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>2.0</td>
</tr>
</tbody>
</table>
The literacy-related experience of using books alone include reading, looking at pictures, looking up information, or any other self-directed activity alone with books. When asked if their child had the experience of using books alone, only 1.0 percent of the parents responded that their child "never" had such experiences. It was reported by 13.3 percent that their child "seldom" used books alone, and 38.8 percent indicated that their child used books alone "some." It was noted by 42.9 percent of the parents that their child used books alone "often." No response was given by 4.1 percent of the total respondents (see Table 38).

Table 38
Experiences Using Books Alone

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Seldom</td>
<td>13</td>
<td>13.3</td>
</tr>
<tr>
<td>Some</td>
<td>38</td>
<td>38.8</td>
</tr>
<tr>
<td>Often</td>
<td>42</td>
<td>42.9</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>4.1</td>
</tr>
</tbody>
</table>
Another literacy-related experience included in the survey involved asking the parents whether their child had the experience of having a person older than the child helping in the process of learning to read. Parents of 32.7 percent responded that the frequency was "often." "Some" help was experienced by 40.8 percent of the children, but 20.4 percent indicated that their child "seldom" had someone older than the child helping the child learn to read. Another 5.1 percent indicated that their child "never" had an older person helping them in the process of learning to read. No response was given by 1.0 percent (see Table 39).

Table 39
Receives Help Learning to Read from an Older Person

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>5</td>
<td>5.1</td>
</tr>
<tr>
<td>Seldom</td>
<td>20</td>
<td>20.4</td>
</tr>
<tr>
<td>Some</td>
<td>40</td>
<td>40.8</td>
</tr>
<tr>
<td>Often</td>
<td>32</td>
<td>32.7</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>
After a child has read a book, is there an opportunity for that child to discuss with others what has been read? This was the question asked next about the child's reading experiences. Parents of 4.1 percent said that their child "never" had such an experience, while 26.9 percent stated that such opportunities for discussing what the child had read "seldom" existed. It was believed by 42.9 percent that their child had "some" experience discussing with others what had been read, and 22.4 percent claimed their child "often" discussed with others what had been read. No response was given by 1.0 percent (see Table 40).

Table 40
Child Talks With Others About What Has Been Read

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>4</td>
<td>4.1</td>
</tr>
<tr>
<td>Seldom</td>
<td>29</td>
<td>29.6</td>
</tr>
<tr>
<td>Some</td>
<td>42</td>
<td>42.9</td>
</tr>
<tr>
<td>Often</td>
<td>22</td>
<td>22.4</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Relatively few children have the opportunity to regularly talk about what has been read. Even fewer children write about what they have read than talk about it, and with less frequency, according to the parents who responded in the survey. Parents reported that 12.2 percent of the children "never" wrote about what they had read, and another 42.9 percent "seldom" wrote about their reading experiences. Parents of 32.7 percent of the children indicated that "some" writing was done by their child concerning something which the child had read. It was indicated that 9.2 percent "often" wrote about their reading. No response was made by 3.1 percent (see Table 41).

Table 41
Writing About Something the Child Has Read

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>12</td>
<td>12.2</td>
</tr>
<tr>
<td>Seldom</td>
<td>42</td>
<td>42.9</td>
</tr>
<tr>
<td>Some</td>
<td>32</td>
<td>32.7</td>
</tr>
<tr>
<td>Often</td>
<td>9</td>
<td>9.2</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>3.1</td>
</tr>
</tbody>
</table>
Parents were next asked whether their child used books to find answers to their own questions. In response, it was noted that more than half of the children regularly used books to find answers to their questions. It was stated that 19.4 percent "often" used books in that manner, and another 33.7 percent of the children were reported as using books to find answers to their questions "some" of the time. However, 33.7 percent reported that their child "seldom" used books to find answers to their own questions, and 11.2 percent reported such experiences as "never" occurring for their child. No response was made by 2.0 percent of the survey participants (see Table 42).

Table 42
Uses Books to Find Answers to Questions

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>11</td>
<td>11.2</td>
</tr>
<tr>
<td>Seldom</td>
<td>33</td>
<td>33.7</td>
</tr>
<tr>
<td>Some</td>
<td>33</td>
<td>33.7</td>
</tr>
<tr>
<td>Often</td>
<td>19</td>
<td>19.4</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>2.0</td>
</tr>
</tbody>
</table>
It was indicated by all parents that home literacy experiences were a part of their family lifestyles to some degree. Numerous home literacy experiences were identified by parents as being a vital part of their home life with their child. Other literacy experiences had some family participation as opportunities came up and time allowed. Yet many were also identified as not being a part of the regular home literacy experiences for the child and the family.

Writing about something the child had read showed the lowest participation rate, followed by using books to find answers to questions and attendance at storytelling sessions at libraries, churches, nurseries, and other places. Also low participation was found in talking about something the child has read.

The highest participation rate was indicated in the child having an adult who answered the child's questions. A high frequency and percentage of children were also reported as using books alone. Receiving books as gifts and choosing books for purchase were two literacy experiences which three-fourths of the respondents said that their child experienced "some" or "often." Experiences which were indicated by some included having an older person than the child helping the child learn to read, and talking about what the child has read.
The next set of questions asked parents to identify how much of the child's time was spent in activities which influence literacy. Also inquired was the amount of time spent by the parents modeling literacy activities. Activities which were listed included (a) how often the child goes to the public library to check out books, (b) how much time is spent daily by the child watching television, (c) how much time is spent daily by the child reading alone or looking at books alone, (d) how often the child is read aloud to at home by an adult or someone older than the child, (e) how much time is spent daily by the mother reading at home, and (f) how much time is spent daily by the father reading at home.

Parents were asked to respond to the areas listed by reporting the frequency and duration of each activity. Frequency reports were chosen from "never," "more than once a week," "once a week," "once every two weeks," "once every month" to "once every few months." Duration reports were chosen from responses "never," "10 minutes a day," "30 minutes a day," "an hour a day," "one to two hours a day," to "more than two hours a day." The amount of time spent regularly in literacy influencing activities provides an insight into family perception of literacy and its importance to the family as a whole and to the child for whom this survey is completed.
When asked how often their child went to the public library to check out books, 13.3 percent of the parents responded "never." Parents of 3.1 percent did not respond at all. It was indicated by 11.2 percent that their child went to the library "more than once a week," while 24.5 percent said that the visits were "once a week." "Once every two weeks" was the response given by 21.4 percent, and 17.3 percent made the visits "once a month." Library visits were indicated as taking place "once every few months" for 9.2 percent of the survey respondents (see Table 43).

Table 43

<table>
<thead>
<tr>
<th>Public Library Visits to Check Out Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>Never</td>
</tr>
<tr>
<td>More than once a week</td>
</tr>
<tr>
<td>Once a week</td>
</tr>
<tr>
<td>Once every two weeks</td>
</tr>
<tr>
<td>Once every month</td>
</tr>
<tr>
<td>Once every few months</td>
</tr>
<tr>
<td>No response</td>
</tr>
</tbody>
</table>
Next, parents were asked to estimate the amount of daily television viewing done by their child. Video-cassette movies, cable television and regular network is included. All parents reported that their child watched television. Ten minutes a day was reported by 6.1 percent, 27.6 percent indicated 30 minutes a day, while 23.5 percent reported an hour a day. An hour to two hours daily was noted by 30.6 percent of the respondents. It was stated that 10.2 percent claim that over two hours a day was spent viewing television. No response was made by 2.0 percent of the survey participants (see Table 44).

Table 44

<table>
<thead>
<tr>
<th>Amount of Television Viewed Daily by Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>Never</td>
</tr>
<tr>
<td>10 minutes a day</td>
</tr>
<tr>
<td>30 minutes a day</td>
</tr>
<tr>
<td>An hour a day</td>
</tr>
<tr>
<td>1 to 2 hours a day</td>
</tr>
<tr>
<td>More than 2 hours a day</td>
</tr>
<tr>
<td>No response</td>
</tr>
</tbody>
</table>
Parents were asked the amount of time which was spent by their child reading or looking at books alone, reading books, looking at the pictures or looking up information. Only 2.0 percent stated "never," and 1.0 percent did not respond at all. Parents of 17.3 percent indicated that their child spent 10 minutes a day alone with books, and 44.9 percent reported 30 minutes a day. An hour a day was cited by 21.4 percent while 12.2 percent stated one to two hours a day. More than two hours a day was spent alone with books by 1.0 percent (see Table 45).

Table 45
Time Spent Daily Reading or Looking at Books Alone

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>10 minutes a day</td>
<td>17</td>
<td>17.3</td>
</tr>
<tr>
<td>30 minutes a day</td>
<td>44</td>
<td>44.9</td>
</tr>
<tr>
<td>An hour a day</td>
<td>21</td>
<td>21.4</td>
</tr>
<tr>
<td>1 to 2 hours a day</td>
<td>12</td>
<td>12.2</td>
</tr>
<tr>
<td>More than 2 hours a day</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>
The next question was, "On the average, how often is your child read aloud to at home by an adult or a person older than the child?" The largest number of responses was given for the answer, "occasionally," by 35.7 percent of the parents. This was followed by 21.4 percent who reported that read aloud sessions were "two or three times a week." Another 18.4 percent reported 15 minutes daily read aloud time as a minimum and 12.2 percent had a daily read aloud time of 30 minutes. Only 2.0 percent reported their child being read aloud to for longer than 30 minutes a day (see Table 46).

Table 46

| Frequency of Read Aloud at Home |
|-----------------|---|---|
| Response        | Frequency | Percent |
| Never           | 10 | 10.2 |
| Occasionally    | 35 | 35.7 |
| 2 or 3 times a week | 21 | 21.4 |
| 15 minutes a day | 18 | 18.4 |
| 30 minutes a day | 12 | 12.2 |
| More than 30 min. a day | 2 | 2.0 |
| No response     | 0  | 0.0  |
The mother as a role model for reading was questioned next. When asking about the time spent by the mother reading at home, nearly half, 49.0 percent, responded "30 minutes a day." Parents of 26.5 percent reported the mother spending 10 minutes a day reading at home, while 10.2 percent responded "an hour a day." An hour to two hours a day was reported by 4.1 percent of the respondents, while 2.0 reported that the mother spent over two hours a day reading. Parents of 8.2 percent reported that the mother "never" read at home. There were no missing responses to this question (see Table 47).

Table 47
Time Spent Daily by Mother Reading at Home

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>8</td>
<td>8.2</td>
</tr>
<tr>
<td>10 minutes a day</td>
<td>26</td>
<td>26.5</td>
</tr>
<tr>
<td>30 minutes a day</td>
<td>48</td>
<td>49.0</td>
</tr>
<tr>
<td>An hour a day</td>
<td>10</td>
<td>10.2</td>
</tr>
<tr>
<td>1 to 2 hours a day</td>
<td>4</td>
<td>4.1</td>
</tr>
<tr>
<td>More than 2 hours a day</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
The difference in the amount of time spent by the father and mother reading at home is interesting to note. More than twice the number of fathers, 21.4 percent, reported "never" reading at home. Ten minutes a day was spent by 28.6 percent, 30 minutes a day is spent by 20.4 percent, while 8.2 percent of the fathers read an hour a day and 15.3 percent read one to two hours daily. Over two hours a day was reportedly spent reading at home by 3.1 percent. No responses were made by 3.1 percent (see Table 48).

Table 48

Time Spent Daily by Father Reading at Home

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>21</td>
<td>21.4</td>
</tr>
<tr>
<td>10 minutes a day</td>
<td>28</td>
<td>28.6</td>
</tr>
<tr>
<td>30 minutes a day</td>
<td>20</td>
<td>20.4</td>
</tr>
<tr>
<td>An hour a day</td>
<td>8</td>
<td>8.2</td>
</tr>
<tr>
<td>1 to 2 hours a day</td>
<td>15</td>
<td>15.3</td>
</tr>
<tr>
<td>More than 2 hours a day</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>3.1</td>
</tr>
</tbody>
</table>
In the last section of the survey, parents were asked about their desire for a training program in learning how to help their child read. First, parents were asked whether they would be interested in learning how to help their child to read. Of the responses, 89.7 percent were "yes" and 10.2 percent stated "no." No response was given by 1.0 percent (see Table 49).

Table 49

<table>
<thead>
<tr>
<th>Desire to Learn How to Help Child Learn to Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>No response</td>
</tr>
</tbody>
</table>

On the last set of questions, parents were given instructions to check as many responses as they wanted, to most clearly state their thoughts on parent intervention programs. Therefore, the percentage given indicates the percentage of the total respondents who marked a certain response.
To find out parental preference for training session scheduling, parents were given a choice among different configurations of a four-hour block of time for training sessions. Of those willing to attend training sessions, 13.3 percent indicated that one four-hour session would be best, while 33.7 percent showed preference for two two-hour sessions. Four sessions of one hour each were preferred by 12.2 percent, and 32.7 percent indicated no interest in a training session. The choice most frequently made was for two sessions of two hours each (see Table 50).

Table 50
Willingness to Attend Training Sessions

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four hours</td>
<td>13</td>
<td>13.3</td>
</tr>
<tr>
<td>Two sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two hours each</td>
<td>33</td>
<td>33.7</td>
</tr>
<tr>
<td>Four sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One hour each</td>
<td>12</td>
<td>12.2</td>
</tr>
<tr>
<td>Not interested</td>
<td>32</td>
<td>32.7</td>
</tr>
</tbody>
</table>
In order to plan training which fits the preferred method for instruction, parents were next asked by which method they would like to receive information on how to help their child learn to read. Workshops with actual practice and examples which could be seen were the preference of 54.1 percent. This method would allow the parents to see concrete materials, demonstrations, and allow practice. Books, pamphlets, and other materials to read were preferred by 41.8 percent of the respondents. This would allow the parents to have reading material to take home and help them to remember or expand on what was learned. It was indicated by 31.6 percent that they would like to attend lectures (see Table 51).

Table 51

<table>
<thead>
<tr>
<th>Preferred Method for Receiving Training</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops with examples and practice</td>
<td>54</td>
<td>54.1</td>
</tr>
<tr>
<td>Books, pamphlets, and reading materials</td>
<td>41</td>
<td>41.8</td>
</tr>
<tr>
<td>Lectures</td>
<td>31</td>
<td>31.6</td>
</tr>
</tbody>
</table>
Training should meet the needs of parents, therefore, when asked what information parents needed in helping their child learn to read, 19.4 percent indicated that they needed to learn how to read aloud to their child, 57.1 percent indicated needing help selecting books for, and with, their child. Discussing stories with their child was an area which 35.7 percent indicated that they needed help, and 51.0 percent wanted help encouraging their child to read (see Table 52).

Table 52

<table>
<thead>
<tr>
<th>Information Requested on Helping Child Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>Reading aloud</td>
</tr>
<tr>
<td>Selecting books</td>
</tr>
<tr>
<td>Discussing stories</td>
</tr>
<tr>
<td>Encouraging to read</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

Of the two who indicated an "other" area, one expressed need in discouraging the child from watching too much television, and the other in reading too much.
Although this was the only parent who actually checked response number 61 in indicating this desire, others indicated verbally or by an informal note that they, too, wanted to learn how to discourage their child from reading too much.

Responses given by parents on the Home Literacy Environment and Literacy Experiences survey indicated that in all homes which participated in this study, literacy related materials were present and literacy related experiences occurred. However, the degree and frequency with which materials and experiences were present varied substantially.

Results of Home Visits

Five families identified as having high scores on the Home Literacy Environment and Literacy Experiences survey were visited and studied in this phase of the investigation. The five families with high scores were in the upper 20 percent of the surveys which were returned and were quantifiable due to the completeness of the responses. An additional five families were studied upon identification of having low scores on the Home Literacy Environment and Literacy Experiences Survey among those which were returned entirely completed. The five families with low scores were in the lower 33 percent of the surveys.
All names of the families studied have been changed in this report in order to maintain privacy and confidentiality, however, names assigned to them are from the same cultural group. The Japanese children use their legal Japanese names, both first and last, at all times. There are no middle names in Japanese. No exception to this was noted, although some names sound native to both Japanese and English. The Chinese, however, use their Chinese surname at all times, and their English first names, in most cases. In nearly all cases, the children's legal names were English first names, Chinese middle names, and Chinese surnames. Contacting some of the families from information given on the surveys was a challenge because the parents used the child's English name on the surveys and their children are registered in the Chinese schools by their Chinese names only. In contrast, the Japanese children do not change names and so, therefore, were easier to contact. This trend in Americanizing names on the part of the Chinese families and the resistance to such change in Japanese families was reflected in the willingness of the Chinese to quickly obtain American citizenship and state their desire to permanently reside in the United States of America, and the unwillingness of the Japanese to change citizenship.
status or express plans for permanent residency in the United States.

The descriptions which follow are based on interviews with family members, observations and field notes during home visits, and artifacts collected. These sources were aggregated to present the following descriptions of the state of the Asian American home literacy environment and literacy experiences.

The descriptions of the families and their home literacy environment and literacy experiences will begin with those identified by the survey as being "high" in their home literacy environment and literacy experiences. These are followed by those identified by the survey as being "low" in home literacy environment and literacy experiences. Due to the self-report nature of the survey, some minor discrepancies between the survey result and actual observation were noted.

High Home Literacy Environment and Experiences

The Hashimoto Family

The Hashimoto family's survey reflected the highest reported home literacy environment and literacy experiences. All other data collected during the study confirmed this family's home literacy status. They seemed eager to share with others the family's efforts to make
literacy an integral part of their lives. Reflecting the family's attitudes, Kei, a six-year-old girl, eagerly talked and was friendly from the beginning.

The father came to the United States fourteen years ago, and his wife arrived a year later. Both came as students and met while in college. Each originally intended to come for a few years of study but as one opportunity led to another, they made their home in the United States. Their daughter was born in Virginia. They have lived in various parts of the United States, and have chosen to live in Dallas to establish a Japanese restaurant. Due to their business and the child's education, they have chosen to reside in the United States, probably permanently. Although they have obtained permanent residency visa status, the Hashimotos retain their Japanese citizenship.

At the age of six, the Hashimoto's only child, Kei, is completely bilingual in Japanese and English. Japanese is spoken exclusively in the home, but the parents have made every effort for Kei to be exposed to English language social situations from a young age. Social life which stems from the home and family have centered almost exclusively around Japanese people and the Japanese language. However, Kei has attended preschool since age
three, and needed no extra help in the public school program for those who speak English as a second language.

Because Kei's parents realize that Kei will become increasingly proficient in English through years of attendance in public school, they are making a strong effort to help her maintain Japanese proficiency. Her mother teaches Japanese at the Saturday Japanese School where Kei attends Japanese language and social studies classes for four hours every Saturday morning. In addition, Kei is enrolled in a biweekly private school, a branch of a large network in Japan, which specializes in a method of Japanese language learning as well as teaching critical thinking skills and mathematics. She spends an hour a week in class there. The program philosophy includes intensive parental participation which the Hashimotos carry out at home.

Another area of emphasis for Kei's family is music, and Kei takes lessons twice a week for 45 minutes. In addition, she practices daily at home for a minimum of twenty minutes.

Books are abundant in the home, and in most rooms of the house. Japanese books are prevalent, and Kei's collection is the largest of the family. Her books are obtained by several methods. Many were purchased when the Hashimotos lived in the Los Angeles area where there is a
"Little Tokyo" where Japanese books can be purchased. Others have been given to the family by departing Japanese families when they return to Japan or move to another part of the United States and do not take their books with them. A large quantity have been sent directly from Japan by relatives, especially Kei's grandmother. The ones sent from Japan are sometimes selected by the people sending them, but largely are ones which her mother has requested by specific titles. Kei's mother is aware of good Japanese books for children because she always reads the children's book review section of Japanese newspapers and magazines. In addition, she receives booklists on books which are popular with children in Japan.

There is a variety of Japanese reading material available to Kei. Included are picture books of noted quality and popularity, including classic favorites and recently-published works. There is also a series of 15 Walt Disney books in translation. But the largest part of Kei's collection is a type of monthly issue somewhat like magazines for children. There are nearly 100 of these issues which range from 25 pages to approximately 200 pages, with a few "special editions" which are 500 pages in length. The issues are graded by age groups, and can be purchased through home subscription, at a book store, or at magazine stands found in numerous locations. The
content has a variety of news articles, informational articles, stories, games and puzzles, cartoons and comics. It is printed on heavy paper for young children, and gradually thins to newsprint for older children. In addition to the nearly 100 issues Kei has in her room, another 50 sit in the garage in boxes so they can be rotated with her collection in the house.

Kei's books are housed mostly in her bedroom. She has a desk with a built-in bookcase, and uses the top of her dresser as well as an additional bookcase. Some books were also kept in the dining area, on top of the buffet and inside some drawers. As mentioned earlier, some were kept in the garage due to lack of room for them despite the spaciousness of the house.

English books were not evident in the house in much quantity. When asked about them, the reply was that there was not as much need to purchase English books as they were abundantly available through libraries. Kei's mother takes her to the public library once a month and numerous books are checked out each time. In addition, Kei checks out two books a week from the school library. The summer reading club at the public library is important to her mother who encourages Kei to participate. Last summer, she received a certificate for reading 36 books. When
selecting books at the library, Kei usually selects most of her own and her mother guides the selection of some.

Books in translation were considered to be of importance, and owned in quantity. The idea of having access to some of the best literature written for children throughout the world appealed to Kei's mother who wanted Kei to be exposed to good literature.

Kei's mother has some knowledge of the way children learn to read and children's literature through some teacher training and her avid reading on those subjects. She talked at length about the importance of Kei having successful reading experiences from the beginning, and for the search for good books which are interesting and appealing to Kei. She also explained her rationale for selecting books unknown to her. She looks for the abundance of pictures which support the text, a relatively large proportion of pictures compared to text, and a text which has rhythm, rhyme, or is predictable. To Kei's mother, it is important that Kei have someone listening to her read.

Only the mother has been involved in the reading aloud process, as the father has always been very busy with work. Kei was read to from the time she was one year old until she could read by herself. Now Kei reads while her mother helps out. Reading aloud has been
predominantly done in Japanese, with some English reading aloud being done around age five to prepare Kei for English language kindergarten entrance.

Television is seldom watched in this household as there are too many after-school activities. Occasionally, 30 minute situation comedy shows are watched. Also, Japanese television shows and special programs are videotaped by relatives and sent, or are available from among friends in the area. Television viewing is done with an adult present, as a family activity.

Approximately 40 minutes daily is spent by Kei's mother in recreational reading. She reads Japanese novels borrowed from friends or asks people to send or bring them from Japan when visiting. Newspapers are read daily, but magazines are not usually read. She does keep up with articles on Japan which appear in popular adult magazines such as Smithsonian, National Geographic, or Time. Kei's father thoroughly reads newspapers and magazines daily, but never reads books.

Japanese language educational materials are also abundant in the home. A Japanese version of a language master audiovisual machine was present, along with six sets of cards to be used with it. The card sets were of subject matters of interest to those learning Japanese language. They included Japanese folk songs, Japanese
haiku poetry, Japanese idioms and sayings. A set of magnetic Japanese letters and several sets of Japanese letter and word cards were also in use.

Throughout the home visit, Kei remained animated and busy. She set up a play store at one point and role played the people involved in a store scene. At another time, she completed dot-to-dot pictures and colored many pages in a coloring book, as well as completing other pages in an activity book. She read books in Japanese and in English. After her mother showed the language master audiovisual equipment and how it worked, Kei proceeded to use it. She also put together some Lego blocks.

Throughout the day, and during meal time, Kei continuously talked and willingly volunteered information while answering questions and asking some questions herself.

The above data confirmed the self-reported survey result completed on Kei's behalf. On the question about writing materials, Kei was reported as using all materials listed "often" with only a typewriter and chalkboard used "some." When asked about the amount of printed materials in the home, her mother reported having "many" of all items included in the question. In addition, she reported that her child had "many" of each of the types of books listed. It was reported that Kei used a computer "seldom" but all other audiovisual materials "often." All literacy
experiences listed were rated as being experienced "often" by the Hashimoto's only child. Public library visits were reported once a month, and it was said that television viewing was for 30 minutes a day, on the average. Kei was reportedly reading an hour a day alone, and read aloud to every day for 15 minutes. The mother reported reading daily for 30 minutes, and the father reported "never" reading. An indication was made as to the desire to learn how to help their child learn to read, and willingness to attend training sessions once for a four hour session. Workshops with actual practice and examples to be seen were the preferred modes on instruction, and the Hashimotos reported needing help on encouraging their child to read. As stated earlier, these survey results were confirmed by the home study. However, a contradiction arose in the fact that the father was reported as "never" reading at home and then the father reported in the interview that he read the newspaper and magazines from cover to cover daily. This could be a result of the fact that the father did not do any "recreational reading" of books.

The Hashimoto family did, indeed, reflect the "high" rating that their response to the Home Literacy Environment and Literacy Experiences indicated. There were no discrepancies between what was reported in the
survey and what was confirmed through the multiple measures of data collection other than the one cited on the father's reading done at home.

The Kobayashi Family

The Kobayashis have one daughter, Mari, who is an eight-year-old girl born in Utah. The father has been in the United States for 13 years and came as a chef for a large restaurant chain specializing in Japanese cooking. The mother came as a student, and remained in the United States after marrying, but would like to return to Japan, and her husband agrees. Mari has only lived in Japan for four months as a preschool child and does not remember it enough to want to return there. Upon discussing this matter with the researcher, the family admitted that they would probably stay in the United States permanently, or until Mari was grown.

Japanese is spoken exclusively in the home among family members. Mari speaks English with her friends in school and in the neighborhood. She is almost totally bilingual at this age, but already English is her stronger written language. Her mother estimates third grader Mari's Japanese proficiency level to be approximately equal to second-grade students in Japan.

Books in both Japanese and English abound in the home. Mari's mother explained, however, that there would
be more books except Mari often will go through her books
and bag up the ones she no longer needs to make room for
new ones. Apparently, Mari keeps her room very organized
and gives away anything she does not need. There were
boxes of books in the garage, and one boxful was provided
for to study as artifacts of the type of books Mari felt
she no longer needed. The box contained books mostly at
preschool level, but other boxes in the garage were
labeled at other levels. Inside were paperback books,
books purchased at grocery stores, and book club editions
in English. The Japanese books were mostly monthly issues
described earlier in the Hashimoto family's report. There
were also many songbooks which contained two-page spreads
of an illustrated children's song, including the musical
notes and words.

Japanese books were sent from Japan by her
grandmother and other relatives. Usually they were
included in boxes of miscellaneous goods sent to the
family with the quantity of books determined by the space
left in the box when everything else was packed. The book
types were often the monthly issues, magazines, or comic
books.

English books were also abundant, and often in
paperback or book club editions. Books were purchased at
a variety of stores including book stores, grocery stores,
or any other place books are sold. Many were also obtained through the school book fair or book club offers sent home from the school. In addition, Mari belonged to a book club through the mail which sent her books at home. Some books were autographed by the author and purchased through the school district's visiting author program or at local book stores.

Mari reads every Beverly Cleary book she can obtain, who is currently her most preferred author. She was glad to be given a copy of a Ramona book which was presented to her since it was one she had read but did not own. Books she liked previous to her current obsession with the Beverly Cleary books include the Berenstain Bears, the Amelia Bedelia books, and Arthur books. She also claimed to choose books by the pictures, and how much they appealed to her.

Mari's mother read aloud to her every night for half an hour to an hour before her bedtime when Mari was younger, and in addition, read to her during the daytime about every other day. She started reading aloud to Mari when she was about four years old and continued until she was about six, when she began to read on her own. At that time, she read Mari books she could not read independently as well as occasionally books in English.
Mari goes to sleep each night by listening to cassette tapes. When she was younger, she would listen to tapes of stories. Now she listens to classical music tapes. Music is important to this family, as evident by the abundance of songbooks for Mari from a young age, and the listening to classical music at bedtime. In addition, Mari has been taking piano lessons for a year and a half. At first, she was trained by the Suzuki method, a method made popular in Japan because of the young age of the beginning students and the involvement of the mother in the learning process. Now piano lessons are given by a Japanese graduate student in music who is studying at the university. Mari was asked to show music she is currently playing. It was noted that Mari is quite advanced in her piano playing, despite the short number of years she has taken lessons.

The school library is visited weekly with her class, but this does not satisfy Mari's need for books. The public library is visited regularly every two weeks on Tuesdays, and sometimes between regular visits when a book has been reserved and is later available. Mari checks out 10 books at a time, and reads all 10 at least once each. Most are fiction books with chapters, namely the Beverly Cleary books. Mari usually selects her own books, and her mother browses through magazines or waits in the car.
Sometimes Mari's mother selects books with and for Mari. Her selection is based on a three-ring notebook file she keeps on recommended books. The contents of her notebook include fliers sent out by the school, book review articles, and recommended reading lists included in textbooks Mari uses at school.

Mari has two regular magazine subscriptions delivered to her home, in addition to purchasing others at book stores or having some sent from Japan. The subscriptions she has are *Sesame Street*, and *3-2-1 Contact*. *National Geographic* is being considered by the family as the next addition.

When asked if she liked school, Mari responded by emphatically stating that she did not like reading. When questioned further because of her strong interest in reading at home, Mari expressed that she does not like to do workbooks and does not like the reading lessons. She also dislikes creative writing but enjoys handwriting practice. In fact, during the home visit, Mari practiced her newly learned cursive letters by herself. Mari also likes recess time, but has only one friend with whom she plays. She claimed that she did not like to talk and make new friends. In physical education class, Mari likes to play soccer.
Mari's favorite place to read is on the couch in the living room, lying down. Early in the morning when she wakes up before her parents, she will go to her favorite reading place and read until her parents wake up and insist that she stop so she can join them for breakfast or to get ready for school.

There is a desk and bookshelf in Mari's bedroom where she keeps her books, and could do her studying. But Mari prefers to do her homework at a Japanese table called a kotatsu, located in the living room. The kotatsu has a heating unit on the bottom side of the table, and has a quilt between the frame and the tabletop so family members can sit on the floor and warm their legs under the kotatsu. It is the central gathering place in most homes in Japan where meals are taken, television is watched, homework done, and any other task requiring a tabletop or for social talk. Mari's mother is often quilting, reading or doing other things at the kotatsu when Mari is doing her homework.

Each day, Mari practices the piano for 15 minutes in the morning and an additional 15 to 30 minutes in the afternoon. Her mother allows her to watch television for 30 minutes a day, and Mari chooses the "Cosby Show," "Who's the Boss" or cartoons. On weekends, she is permitted to watch television one hour per day. Because
her television viewing time is limited, Mari uses a television guide to select how she will spend that time.

Mari's mother reads quilting magazines often and subscribes to one. She reads other material when she finds it appealing. Mari's father does not read at home.

During the home visit, it was noted that Mari is extremely shy. She never spoke unless a question was asked, and then she did not always answer unless her mother prompted her to speak. Mari never smiled during the visit of several hours, and kept busy reading or writing alone. She practiced writing her address, the date, family members' names, names of people she knows, and cursive letters she has recently learned. She also wrote Beverly Cleary's name.

The information gleaned through the multiple measures of data collection corresponded to the responses marked on the Home Literacy Environment and Literacy Experiences survey. No discrepancies were noted, but in some cases, the parents may have tended to be modest in their response compared to responses made by other parents. On the survey, Mari was said to use the listed writing items "often" except a typewriter "some" and chalkboard and chalk only "seldom." It was reported that printed materials such as books for children, magazines for children, and newspapers were found to be "many," while
there were only "a few" globes. Printed materials identified as being present "some" included books for adults, magazines for adults, dictionaries, encyclopedias, library books and maps. The variety of books owned by Mari were stated as being "a few" in the cases of alphabet books, counting books, nursery rhyme books, coloring books with captions, children's dictionaries, and children's encyclopedias. Items listed as ones Mari owned "some" were poetry books, informational books and comic books. It was reported that Mari owned "many" story books and Asian language books.

It was reported that Mari used a computer "some" and a record player, tape recorder and radio "often." The literacy experiences Mari "often" had included the receiving of books as gifts, choosing books for purchase, and using books alone. She had "some" experiences with an adult answering her questions and in using books to find answers to questions. Experiences identified as "seldom" were the participation in storytelling sessions at libraries, churches, nurseries, and other places, talking about something Mari has read with other people, an older person helping her learn to read, and writing about something she has read. It was stated that Mari visited the school library weekly and the public library every other week. An hour daily of television viewing was
marked, and Mari was said to spend one to two hours a day reading or looking at books alone. Mari's mother reported reading aloud to Mari occasionally. She also reported reading 30 minutes daily, but reported that her husband never reads at home.

A desire to help Mari learn to read was expressed in the survey, as was the willingness to attend training sessions twice for two hours each. Workshops with actual practice and examples to be seen were considered to be the training methodology preferred. Mari's mother expressed a desire for information on how to discuss stories with her child.

The Kobayashi family reflected many traits of a high level home literacy environment, as well as providing the high rate of home literacy experiences. The mother was largely responsible for such matters. There was genuine concern over Mari's education and her mother seemed willing to provide the environment and experiences she considered to be important.

The Sato Family

The Sato family arrived from Japan fairly recently. They have been in the United States for almost a year, and came on a four-year plan with an insurance company. Because their move was considered a transfer, they are not certain as to how long they will be staying, despite the
four-year contract because of the potential for its extension. Due to their fairly recent arrival, the Sato family has not yet established a feeling for whether they would like to stay here or return to Japan. As they expressed, Japan is still very much "home" at this time, but the vast improvement in living conditions and space were being enjoyed. There is a two-year-old boy, and two girls ages seven and eight.

The girls are enrolled in public school and attend the first and third grade. They are also enrolled in the English as a Second Language program, and feel fairly competent in reading the English language but lack the confidence to communicate orally. Through the ESL program at school, an out-of-adoption basal reader from nearly 30 years ago is sent home for practice in reading. The father diligently spends time with the girls listening to them read from it daily. In addition, self-selected library books are brought home weekly.

An hour a day is spent studying by both girls. Most of that time is spent doing homework from the Saturday Japanese school and studying Japanese in general. The remainder of the time is spent learning English. Each girl has a desk and bookshelf in her own room.

Hiroko and Kimiko spend an hour a day reading books in Japanese. A large number of books were brought from
Japan when they moved to the United States. In addition, the girls visit the library at the Japanese school every Saturday morning and check out the two books allowed. The books are usually read in the first day after they are borrowed and then are read repeatedly until the following Saturday morning. Hiroko and Kimiko both start reading in bed as soon as they wake up in the morning, before going to school. They usually read in their own rooms or in the living room.

Television is watched an hour a day or less. "Sesame Street," cartoons and family shows are chosen. More television was viewed daily when living in Japan but the children are not as familiar with American television shows yet and the English language is still not as easily understood as the Japanese.

When coming from Japan, the girls brought approximately 50 books each with them. Their collections include a 15-volume set of Japanese fairy tales with a story-music cassette tape accompanying each one. Also included are a variety of stories, biographies, comics, and monthly issues. Many were purchased new just prior to the move so that the girls would have new reading material. In addition, the Sato family subscribes to Japanese children's magazines which are imported into the United States and distributed out of New York. Although
they are expensive, the parents feel that the magazines are worth the expense for the children to keep up with their peers in Japan socially and culturally. Books are purchased for the children as gifts for special occasions and also whenever books are recommended by the school. The books are kept in individual bedrooms on bookshelves and in the living room on low shelves within the reach of the girls. The two-year-old brother also has a growing collection of books, but most are handed down from his two sisters. His books are kept in the living room.

Both the mother and father actively participate in the home literacy experiences. They began reading aloud to their oldest child when she was two years old. At that age, they read to her at varying intervals all day long. As she grew older and began school, the read aloud time was continued at bedtime until she reached the third grade. The younger children have been read aloud to in a similar pattern. From the approximate age of four, the girls began writing letters and reading books independently. They initially imitated the adults around them by watching them write and listening to them read.

Few books in English are owned by the children. The English language books in the home are brought from school. However, numerous books in translation are owned. The books reflect the most widely known translated tales,
including fairy tales and folk tales from around the world. A few books which have both Japanese and English text are also owned. As a souvenir gift purchased on a business trip to the United States, the girls' father brought the girls Japanese books which had been translated into English because he thought they might find it interesting to see familiar books written in another language.

The school library is visited once a week and two books are checked out each time. The children are allowed to select the books. The public library is never utilized by the Sato family.

Both of the parents act as reading role models because of the importance of reading in their lives. The girls' mother is a student, studying English and, therefore, studies from textbooks. In addition, she reads Japanese novels. Their father reads work-related reading material, Japanese novels and English novels. In addition, both of the parents read a Japanese daily newspaper and an English daily newspaper.

Both Kimiko and Hiroko took piano lessons in Japan, but have not resumed their lessons upon arriving in the United States. They hope to continue their lessons when their command of English reaches a higher level of
proficiency and they can understand a piano teacher speaking to them.

The data collected through the multiple measures confirm most of the information given on the Home Literacy Environment and Literacy Experiences survey. However, there were a few minor discrepancies noted. This could be a result of difference in perception on the part of the mother and father as the father was the one to complete the survey and the mother to answer most of the questions during the home visit. In addition, the survey was in English and the home visit was conducted in Japanese. Also, the home visit allowed the respondents to ask for an explanation of questions not clearly understood. The discrepancies are presented here along with possible explanations other than the two previously described.

The discrepancies included the amount of television viewing done daily. On the survey, "10 minutes" was reported yet during the home visit, it was reported to be "an hour or less." It could be that when televison was viewed, blocks of up to an hour were viewed, yet spread out over the week, it averaged ten minutes daily. In addition, the amount of reading aloud done daily was marked as "30 minutes" yet during the home visit, it was revealed that the oldest child was no longer read to, and the survey was returned with the same child's name on it.
It could be that the father estimated the total amount of time the parents spend in reading aloud to any child in the home, or confusion as to which child's survey he was completing. The amount of time the mother spends daily reading was marked on the survey as "10 minutes" by the father. Yet the mother said that she reads an English textbook for studying, daily newspapers in two languages, and Japanese novels which seems to indicate more time spent reading daily. This could be due to the father having interpreted the question to mean recreational reading only, or ten minutes being the amount of time the mother read at home in his presence in the evenings. While these discrepancies were noted, they are considered minor and few.

Other responses from the survey were confirmed through the multiple measures of data collection. Survey responses were marked for the oldest child, Kimiko, who is eight years old. Kimiko reportedly uses writing items such as paper and pencil, crayons, and color pencils "often." She also uses a children's paint set and markers "some." "Seldom" does she use workbooks, and she "never" uses a typewriter or chalkboard and chalk. Printed materials in Kimiko's environment include "many" of the following: books for children, books for adults, magazines for children, magazines for adults,
dictionaries, newspapers, library books, and maps. There are "some" globes and no sets of encyclopedias.

Types of books owned by Kimiko include "many" alphabet books, counting books, nursery rhyme books, story books, comic books, children's dictionaries, and Asian language books. There are "some" informational books and "a few" poetry books owned by Kimiko, but no sets of children's encyclopedias. Audiovisual equipment usage includes "some" usage of a record player, tape recorder, and radio but "never" a computer.

Literacy experiences which Kimiko participates in "often" include receiving books as gifts, choosing books for purchase, an adult answering her questions, older person helping her learn to read, and talking about something Kimiko has read with other people. She also has "some" experience using books alone, and writing about something she has read. "Seldom" does she experience storytelling sessions and using books to find answers to questions. Kimiko "never" attends the public library but regularly visits the school library and the library at the Japanese school. She spends one to two hours a day reading books, compared to the 30 minutes spent by her father.

The Satos are interested in learning to help their children learn to read. They are willing to attend
training sessions four times for an hour each. Their preference, however, is to receive books, pamphlets and other materials to read. Information is sought on how to select books for and with their children.

The Sato family exhibits the "high" home literacy environment and home literacy experiences reported in their responses to the Home Literacy Environment and Literacy Experiences survey. They have indicated a desire to continue to improve this environment and experiences in whatever manner will benefit the literacy of their children.

The Huang Family

The Huang family has lived in the United States for almost six years. Tran was two years old when he arrived. His younger sister, Melissa, was born in the United States three years ago. Their father came to an area university as a student in industrial engineering. Upon completing his master's degree, he found a job in the area. His wife is a nurse at a local hospital. The family is bilingual and speak mostly Chinese in the home. Melissa speaks mostly Chinese and some English, but not enough to be considered bilingual yet.

Tran's education in the United States began at a church sponsored preschool, followed by two years at a church sponsored private school. Upon reaching first
grade, he was enrolled in a public school where he now attends second grade. Because of his young age when beginning social interaction and academic study in English, Tran does not need to attend any special classes for those who speak English as a Second Language. In fact, he reads better than most of his peers, as exhibited in the home interview.

Reading material is available in the home in both English and Chinese. Most of the Chinese books were brought from Taiwan with them but some have been sent by relatives and friends. Others have been brought back when they have returned to Taiwan for a visit, or been given to them by other Chinese people living in the area. Tran's books are kept on a bookshelf in his room. He has a few paperback books, and a complete set of Chinese fairy tale books with accompanying cassette tapes. He also has a set of songbooks with pictures, music and words which have accompanying cassette tapes. There are some Disney books which have been translated into Chinese. His parents have magazine subscriptions to a bilingual Reader's Digest, Consumer Reports, and Money. The father asked about magazines for children, and upon recommendation, began a subscription to National Geographic World and to Cricket magazines for his son. A few English language books were also found in Tran's room. They had been obtained through
a mail order bookclub, a book store, a wholesale store, and at garage sales. Newspapers in this home include a daily Chinese airmail edition and a local newspaper on Sundays. Factors the father cited as affecting the family's decision on book purchasing include the price of the book and the need for it.

Tran spends half an hour a day practicing the piano because he takes piano lessons. In addition, he spends another half an hour a day studying Chinese and a half hour doing his homework. On weekends, he adds to his schedule a half hour of mathematics practice. Two hours on Saturday mornings are spent at the Chinese school.

Libraries are important to this family. Tran visits his school library weekly and checks out books such as ones about Cam Jansen. The public library is visited weekly with his parents, and 10 books are selected by Tran and his mother together. In the summer, library visits increase to two or three times a week.

When discussing reading aloud sessions, it was noted that Tran's grandmother in Taiwan read aloud to him frequently as a very young child. His father reads to Tran sometimes, but mostly his mother reads to Tran. They read aloud to him in Chinese only, almost daily. They also help him with his homework from the Chinese school which often contains a story to be read aloud. Homework
is usually completed at the kitchen table, although Tran has a desk in his bedroom. Tran sometimes reads aloud in Chinese for his little sister. Tran explained, though, that he prefers to read silently most of the time.

Both parents read at home. Their reading includes newspapers in Chinese and in English, magazines, and information needed for work.

Television is viewed about one hour and a half daily. Parents do not have much time to watch it with their children so it is usually Tran and Melissa who choose shows such as "Sesame Street," "G.I. Joe," "Transformers," and other cartoons. The mother insists that they choose only one cartoon which the parents must approve of and in addition allows them to watch "Sesame Street." Videotapes from the public library are also checked out.

Tran's favorite pastimes include assembling elaborate LEGO models, playing games and educational software on a computer, playing the piano, riding his bicycle and playing outside. He likes a freshwater aquarium of fish his family keeps, and enjoys studying the globe.

Most of the responses on the Home Literacy Environment and Literacy Experiences survey were confirmed through the multiple measures of data collection. A few discrepancies exist, but could be considered more of a difference in perception of the answers "many," "some,"
and "a few" when asked about the types of books owned by Tran. It was noted that the responses given in this category seemed somewhat higher than actually seen during the home visit. It was reported that there were "many" books owned by Tran in the areas of alphabet books, counting books, nursery rhyme books, story books, coloring books with captions, children's dictionaries, and Asian language books. It was said that "some" ownership existed in the informational books, comic books, and children's encyclopedia types. "A few" books of poetry were said to be owned. Perhaps lowering the responses by one level would have been appropriate, and in some cases two levels. This discrepancy could have been due to a difference in perception on the father's part to the words used to describe the responses. Another explanation could be the misreading of the question which states ownership, and perhaps was mistaken for the type of books read by Tran.

Overall, responses given on the survey were found to be confirmed by the data collected with multiple measures. These responses include writing items "often" used by Tran identified as being paper and pencil, crayons, children's paint set, and workbooks. During the visit, Tran spontaneously began writing numbers from one to 100, alternating colors to indicate even and odd numbers. Printed materials in the home identified as being "many"
Included books for children, books for adults, library books and maps. It was indicated that there were "some" magazines for adults, dictionaries, encyclopedias, and newspapers. "A few" magazines for children and globes were also recorded.

Usage of audiovisual materials included the "often" category of a record player, computer, and radio as well as "some" use of a tape recorder. Tran's father noted that Tran "seldom" wrote about something he had read, but had "some" experience talking about what he had read, using books to find answers to questions, having an older person helping him learn to read, receiving books as gifts, and choosing them for purchase. It was cited that Tran "often" experienced storytelling sessions at libraries, churches and nurseries, had an adult answering his questions, and used books alone. Public library visits were marked as being more than once a week. Television viewing was said to be between one and two hours a day. Approximately one hour a day was spent by Tran reading alone, and 15 minutes a day was spent being read aloud to. It was reported that the mother read at home for an hour a day and the father for one to two hours daily.

The Huangs are interested in learning how to help their child read, and are willing to attend training.
sessions. They prefer attending one four-hour session or two two-hour sessions. Training by the methods of workshops with actual practice and examples to be seen, books, pamphlets, and other reading materials or lectures all appealed to the Huangs. They are interested in obtaining information on how to read aloud to their children, select books for and with their children, and discuss stories with their children.

The home literacy environment of the Huangs was found to be rich in variety but less in quantity than other families with "high" ratings from the survey. The home literacy experiences were an important part of the family's activities, with library usage being of special importance to them. Tran's attitude toward reading reflects that of his parents.

The Chen Family

It has been 12 years since the Chen family arrived in the United States. The parents were engaged when they came, but were married in this country. The original intent of their stay was for graduate studies at an area university. Upon graduation, it was decided that they should stay here and work for a few years to gain experience and better their chances for a good job when returning to Taiwan. After their two children were born, however, they gradually made a decision to stay in the
United States at least until their children are grown and independent, and the Chens are retired. At present, they have applied for United States citizenship and are waiting to be naturalized. The father is a certified public accountant and a financial analyst for a large corporation. The Chens also own a furniture rental wholesale business which imports furniture from Taiwan and Hong Kong. The business is completely managed by hired workers but the children's mother oversees the business. She is a homemaker who spends regular hours volunteering at the elementary school where her children attend, and a hospital. In addition, she has worked at her church nursery for 10 years and is a Campfire Leader.

Jessica is nine years old and John is eight. Both children prefer English and claim it as their stronger language although they learned Chinese first. They are almost trilingual in that their knowledge of Chinese is in two completely different dialects of Mandarin and Taiwanese. They have good listening comprehension in both dialects but speaking and reading are more limited. The parents feel strongly about their children learning the Chinese language and each night before dessert is served, the children practice taking dictation sentences from their mother.
The Chinese books owned by the family are from Taiwan, and selected by their mother. She is a former high school teacher and presently is a teacher and coordinator of the curriculum at a Saturday Chinese school. She read frequently to her children from the time they could sit up, approximately seven to eight months of age, for three to five years until the children could read independently. Both children began reading independently at the age of four years and began with a book club's "I Can Read" series. Now the mother does not read aloud to her children because they are excellent readers and read much faster than she. When asked if she reads to her children in Chinese, she said that when her children were younger it did not occur to her to read to them in Chinese. However, Taiwanese is always spoken in the home and Mandarin is spoken by the parents among their friends.

The mother repeatedly emphasized the Chen family budget, placing a high priority on spending money on children's materials of high quality and their willingness to pay high prices to obtain them. They have recently acquired a computer and an extremely expensive software system for the children's use. In addition, they have purchased a separate television and video cassette recorder and stereo for their children so that they can listen to stories and songs constantly.
Educational materials owned by the family were abundant. A recent edition of *World Book* and *Childcraft* encyclopedias were purchased along with a "Cyclo Teacher Learning Aid," a game for using dictionaries and encyclopedias to research answers. Numerous other sets of books were owned, but most were published about 20 years ago. They include the six-volume *Golden Book Illustrated Dictionary*, a 20-volume *International Wildlife Encyclopedia*, a seven-volume *Life Nature Library*, a 12-volume *Illustrated Atlas of Today's World*, and a set of *Collier's Junior Classics*.

Magazine subscriptions were delivered regularly to the home for parents and for the children. The father subscribes to *Stereo, Hi-Fi, Consumer's Report* while the mother subscribes to *Better Homes and Gardens, Dallas/Fort Worth Homes and Gardens, and Working Mother*. Both enjoy the subscription to the bilingual version of *Reader's Digest*. The children subscribe to *Highlights* and to *Childlife*.

English children's books owned by Jessica and John include approximately 20 Disney cassette and book sets which were purchased by mail. There are many paperback reading textbooks which were used at a private school where Jessica was enrolled in kindergarten. Approximately 50 "Sweet Pickles" books were obtained through a mail
order subscription. Another book club subscription through the mail includes the "Dr. Seuss" series. A set of 25 "Golden Books" were purchased as a gift set at a store. Chinese books were also plentiful and varied. There were books of poetry, stories, and some textbooks which contained collections of short stories and poetry. A set of bilingual books contained fairy tales, and other bilingual books were also owned. There was also a hardback series of Chinese culture books written in English.

Favorite pastimes for Jessica and John include taking care of their many pets and working in their garden. They have seven types of pets they care for, and grow more than 10 types of vegetables. In addition, both Jessica and John enjoy playing with toys like other children their age. They especially enjoy family oriented activities such as camping, kickball, playing with their numerous animals, going to the beach or on vacation together. Television programs preferred were mostly public broadcast station animal shows and educational shows. Videotapes are checked out of the library to supplement a large collection owned by the children and their parents.

Both Jessica and John make weekly visits to their school library, and sometimes go even more often. They also go to the public library in two cities. They check
out books from a library in the city where they reside, but they also pay an annual fee to enable them to check out books from a library in a neighboring city because of their better selection and convenience. Their mother goes to a public library at least once a week, and the children usually accompany her. In the summer, they often make more frequent visits and participate in the summer reading programs. Each child is allowed to select books independently and approximately 10 to 15 books are checked out weekly by each child.

Multiple data collection methods confirmed the responses made on the Home Literacy Environment and Literacy Experiences survey. The only discrepancies noted were that the reported amount of some printed materials was somewhat lower than actually observed. This could be due to a difference in the perception of the words "many" and "some."

Although the parents completed the survey for both Jessica and John, the responses were balanced so closely that only Jessica's is reported here. It was stated that Jessica "often" used writing items such as paper and pencil, crayons, and workbooks. In addition, she used a children's paint set, markers, and color pencils "some." A typewriter and chalkboard and chalk were "seldom" used. Printed materials available in the home included "many"
books for children and for adults, magazines for children and for adults, dictionaries, and encyclopedias. It was reported that "some" newspapers, library books, and maps were also present. "A few" globes were also reported. The variety of books owned by Jessica included "some" alphabet books, story books, informational books, comic books, children's dictionaries, children's encyclopedias, and Asian language books. "A few" counting books, nursery rhyme books, poetry books, and coloring books with captions were also reported.

Jessica was said to use a computer "often," a record player and tape recorder "some," and a radio "seldom." Her literary experiences included "often" having an adult answer her questions, using books alone, having an older person helping her learn to read, talking about something she had read with others and using books to find answers to questions. It was reported that she had "some" experience receiving books as gifts, choosing books for purchase, and writing about something she had read. It was also noted that Jessica "seldom" participated in storytelling sessions at libraries, churches or at other places. Jessica goes to the library once a week, and watches television one to two hours daily. She spends 30 minutes a day reading books alone and occasionally has someone read aloud to her. Her mother reads 30 minutes a
day at home, and her husband spends an hour a day at home reading.

Jessica's mother expressed interest in learning how to help her child read by attending training sessions twice for a two-hour duration each time. In addition, training through reading books, pamphlets and other reading materials, and lectures as well as workshops with actual practice and examples to be seen were marked as being favorable ways of being trained. Jessica's mother would like information on how to select books for and with her children.

The Chen family's home environment was abundant with books and other materials to make it a literacy-conducive environment. The literacy experiences of the family were also reflective of the high literacy level already attained by both of their children.

Low Home Literacy Environment and Experiences

The Tsai Family

The Tsai family consists of the father, a 14-year resident of the United States, the mother, a 12-year resident of the United States, Sophia, their seven-year-old daughter, and a four-year-old daughter, Carol. The father came to the United States as a graduate student and decided to stay when he was offered a job upon completing
his master's degree. He is an engineering consultant in instructional engineering. He is currently pursuing a doctoral degree at an area university. The mother immigrated to the United States with her family, married, and is now a homemaker. Sophia was born in the United States and has a legal English first name and Chinese middle name. Carol, however, also born in the United States, has English names for first and last names and no Chinese name.

Chinese is spoken exclusively by the parents to each other and to their children. Among the children, however, Chinese is understood but they respond more often in English. They have good listening comprehension of Chinese but limited speaking ability. The girls have never been to Hong Kong, although their father has returned twice to see his family.

Books in the home were in both Chinese and English. They were few in number, and the variety was limited. The Chinese ones are obtained at a Chinatown store in Dallas, New York or San Francisco. The English ones are obtained at bookstores locally or at the school through book fairs. Parents get their reading material through mail order book clubs and local book stores.

When asked to see their books, the girls eagerly rushed to the family room and opened a desk drawer. From
the desk drawer they pulled out 10 coloring, dot-to-dot, and activity books which were mostly completed and quite worn in condition. The father ran upstairs and brought down five paperback books. It was reported that there were no children's magazines. The Bible in two languages was owned by the family. This was the extent of the children's book collection.

When asked about reading aloud time, the parents responded that the mother read aloud every few days to Sophia and Carol. She reads to them in English.

Television is viewed about an hour daily. The girls enjoy watching "Sesame Street" and "Three's Company."

When asked about the public library, the mother said that the girls occasionally visit the bookmobile when it comes to their area. The bookmobile comes weekly, but during the school year it was reported that they go to the bookmobile about once a month. During the summer, however, the mother reported going weekly with the girls. Books are selected by the mother.

During the home visit, the flow of the interview did not lead to further information on the family's literacy related activities or about the literacy environment. Instead, the girls demonstrated their new multilevel deck and lawn furniture that their father had built himself, their pet bird, and parts of their spacious new home. In
addition, the father inquired about low airfares to the Orient. Apparently a trip was planned for the summer and he was considering taking his family, since the girls had not ever been to Hong Kong and his wife had not been there since immigrating to the United States 12 years ago. At the mention of books or of other literacy-related materials, the father repeatedly emphasized the expense of such things. However, the home was well furnished with relatively new furnishings and their house was very new and spacious.

The information gathered during the home visit did not correlate with that which the parents responded on the Home Literacy Environment and Literacy Experiences survey. Much of the information given on the survey seemed inflated in quantity and variety reported. Some responses were clearly different from those given during the interview. One example is the amount of reading aloud done by the family. On the survey, it was reported that Sophia had someone reading aloud to her for 30 minutes daily. During the interview, the response was that the girls were read aloud to every few days. Other discrepancies occurred in the reported number of books and printed materials available and owned by Sophia. During the home visit, she was eager to show her collection of coloring books and a few paperbacks, and when asked if
there were others, Sophia reported that her library book from school was left at school. This leads to the conclusion that there probably are not other printed materials easily accessible to Sophia.

On the survey, it was reported that Sophia used writing items such as paper and pencil, color pencils, and workbooks "often." In addition, it was reported that there was "some" use of crayons and chalkboard and chalk. Sophia "seldom" used a children's paint set or markers, and "never" a typewriter.

Printed materials in the home were said to include "many" books for children and for adults. In addition, it was reported that there were "some" magazines for adults, dictionaries, library books and maps. "A few" magazines for children, newspapers, and globes were reported but "none" was the answer to encyclopedias.

In terms of the variety of books owned by Sophia, it was stated that she had "some" alphabet books, counting books, and story books. In addition, it was stated that she owned "a few" poetry books, informational books, coloring books with captions, and children's dictionaries. The presence of "a few" Asian language books was also marked. In response to the ownership of nursery rhyme books, comic books, and children's encyclopedia, the answer was "none."
The next question asked about the usage of audiovisual equipment. It was also marked that Sophia "never" used a computer, "seldom" used a radio, but used a record player and tape recorder "some."

Literacy experiences marked "often" included the presence of an adult who answered Sophia's questions, and the presence of an older person helping her learn to read. "Some" experiences were noted in the areas of receiving books as gifts, choosing books for purchase, using books alone, and the opportunity for Sophia to talk with others about something she had read. It was noted that Sophia "seldom" had experiences such as storytelling sessions at libraries, churches or other places, or writing about something she had read, or using books to find answers to questions.

On the survey, in response to the question on frequency of public library visits, "once every two weeks" had been marked. Television was reportedly watched by Sophia for an hour a day. It was said that she spent an hour a day reading alone or looking at books alone. It was also reported that someone read aloud to Sophia at home for 30 minutes every day. In response to the time spent by the parents reading, it was indicated that the mother spent on to two hours a day, and the father spent more than two hours a day reading at home.
When asked whether the parents were interested in learning how to help their child read, a "yes" response was given. However, to the question on the willingness of parents to attend a training session, the response was "I am not interested." The preferred method for receiving training was through books, pamphlets and other materials to read. The Tsais reported needing information on how to select books for and with their child, and how to discuss stories with their child.

The Tsai family's home literacy environment cannot be described as print filled, or conducive to home literacy experiences which could occur spontaneously in a print filled environment. Home literacy experiences were not reported to occur much. In addition, there was a noted amount of discrepancy between the survey results and that which was noted during the home visit. The survey results identified this home as being one of the "low" home literacy environments and "low" in home literacy experiences. However, the actual observation indicated an even lower rating than the survey indicated. It was also noticed that when widely accepted information on home literacy environment or literacy experiences was mentioned, the information was not of particular interest to the parents.
The Sato Family

The Sato family came to the United States almost two years ago. The father had been transferred by a large corporation where he is a researcher. Their length of stay in the United States is indefinite, and there are no plans at this time as to when or if they will return to Japan, since theirs was a company transfer. However, the mother speculated that a decision may be made after three or four years. The mother is a homemaker, and the Sato’s only child is a boy in the first grade. Kunihiko attends public school and last year was enrolled in a special class for those learning English as a second language. This year, Kunihiko attends regular first-grade classes and does not need the support of the special class any longer.

Japanese is spoken exclusively in the home. The Japanese language study is also carried out 30 minutes daily, usually in the form of homework for the Saturday Japanese School. Approximately 10n minutes a day is devoted to public school related homework or study.

In a discussion of libraries, the mother noted that the school library in the school district where her son attends is a good one, but that the public library near where she lives is not very good. In contrast, the libraries in Japan which she used were the opposite. The
school library was mediocre but the public library was spacious and had five or six adult workers to help children or to tell stories. The mother has visited the school library in her son's school only once, and has visited the public library near their home once, as well. During the one visit, Kunihiko selected three books to check out.

Approximately 50 to 60 books were brought from Japan by the Satos. About half are picture books and another half are graded reading books. Also included are dictionaries and an encyclopedia. All of these books are housed in the child's room. Five titles are owned in both English and Japanese versions. Kunihiko seems to enjoy the difference in the languages, especially the idioms.

New Japanese books are obtained by asking businessmen in the father's company to bring back specifically requested books when taking trips to Japan. Some are obtained as birthday gifts or as gifts for other occasions. More than 15 thicker "chapter" books have been obtained this way. The mother determines what books she will specifically request by reading children's book reviews in Japanese newspapers. She also requests classic books which she knows, or the monthly issue magazine type books and comic books.
The mother reads short novels at home, and the father reads novels also. Television is viewed approximately two hours daily, and Kunihiko selects his own programs. He prefers watching English television shows only. The mother noted that when playing videocassettes in Japanese, it seems to make Kunihiko nervous. She wondered if the difference in sound quality and rhythm caused his feeling nervous.

On Saturdays, the mother takes advantage of the library at the Saturday Japanese school. She selects books which portray Japanese home or social life since Kunihiko is separated from it. She wants him to know about life in Japan.

Kunihiko spends his pastime playing with his American friends in the neighborhood. However, when his Japanese friends come for a visit, he speaks Japanese to them.

Most of the responses given on the Home Literacy Environment and Literacy Experiences survey were confirmed through the multiple measures of data collection. However, some discrepancies did appear. One was the response given on the survey to the frequency of public library visits. It was noted that Kunihiko went to the public library once a week, yet his mother explained that they had been to the public library one time and that Kunihiko had checked out three books, self-selected. With
the specificity of the response given, it is assumed that the verbal response is more valid. Therefore, a reason for the discrepancy includes the possibility that the mother interpreted the term "public library" to include the public school library. Another discrepancy occurs in the amount of reading done by the father at home. The response checked was "never" but in the interview, the mother said that her husband reads novels. It is doubtful that the father, a researcher for a large corporation, reads novels at work. No speculations are made as to this discrepancy.

According to responses on the survey, Kunihiko uses writing items such as paper and pencil "often," color pencils and markers "some." He "seldom" uses crayons and workbooks and "never" uses a children's paint set, typewriter, or chalkboard and chalk. The one type of printed material reported by the Sato's as having "many" are books for children. Books for adults, dictionaries, encyclopedias, and newspapers were reported as being available "some." "A few" magazines for children and magazines for adults were said to be present in the home, as well as maps and globes.

The variety of books owned by the Sato's son includes "a few" alphabet books, nursery rhyme books, poetry books, coloring books with captions, and comic books. Kunihiko
also owns "some" counting books. Ownership identified as "many" includes story books, informational books, children's dictionaries, children's encyclopedias, and Asian language books.

It was reported that Kunihiko uses a tape recorder "often," but "seldom" uses a record player or a radio, and "never" uses a computer. Other literacy experiences include "often" receiving books as gifts and choosing books for purchase. Kunihiko had "some" experience attending storytelling sessions at libraries, churches and other places. In addition, he had "some" experience with an adult answering his questions and an older person helping him learn to read. "Seldom" did he experience using books alone, or talking about something he had read with others. He also "seldom" experienced writing about something that he had read, or using books to find answers to questions. Television viewing was reported to be one to two hours a day. It was reported that Kunihiko read books alone "10 minutes a day," but that "30 minutes a day" was spent with someone older than himself reading books aloud to him. It was reported that his mother spent "30 minutes a day" reading at home, and his father "never" read at home.

The Satos indicated interest in learning how to help their son with his reading. They are willing to attend
training sessions twice for two hours each. The preferred method of training however, is through the use of books, pamphlets and other reading materials. The Satos would like information on how to select books for and with their child.

The Satos had a lower home literacy environment and less home literacy experiences than those reported previously. However, although his survey placed him in the lower third of all respondents, many of the environmental factors and experiences are on the right track. There seems to be less printed materials and less variety of books owned by Kunihiko, and less literacy experiences in terms of quantity and frequency. But there is not the immediately noticeable lack of materials or experiences noted in some other families.

The Hsu Family

The Hsu family consists of the parents, three daughters aged seven, six, and two, and a son who is eight months old. The father came to the United States when he was a student at a local university twelve years ago. He received a graduate degree in electronics and now owns a retail computer store. He came to the United States with the intent to return to Taiwan after graduation, however the company where he completed his internship asked him to stay and work for them. The mother came to the United.
States nine years ago with the intent of marrying. She works with her husband in the retail computer store they own. The four children were all born in the United States, have American first names and Chinese middle names.

Mandarin Chinese is spoken exclusively in the home but the children try speaking in English occasionally. The mother responds only in Chinese.

The mother reads aloud to the children in Chinese most of the time, but if her children request an English book, then she will read to them in English. The father reads aloud sometimes, too. The older girls read English books to the younger children occasionally. The Chinese books are obtained in Taiwan. A brother and mother of the Hsus who still live in Taiwan select and send books to the children. In addition, the Hsus also purchase some on their trips to Taiwan. A few were obtained by mail order. The English books have been purchased at school book-fairs or through the book order forms sent home from school. Many are borrowed from the library as well. A few issues of a children's magazine, Ranger Rick, were owned, and the parents subscribe to National Geographic and Family Circle. The family also subscribes to a local newspaper and a Chinese daily newspaper published on the West Coast of the United States. The mother stated that the children
prefer English, both in spoken language and in written language.

The parents are too busy to do much reading, and therefore most of their reading is the newspapers they subscribe to. Having their own business ties up much of their time.

Television is viewed for three hours daily and the children select their own programs. They choose such programs as "Teddy Ruxpin," "Punky Brewster," "Three's Company," "T.J. Hooker," and "Beverly Hills." The parents do not watch as much television as their children because of a lack of time. Chinese videotapes are rented from local Asian grocery stores, and the whole family enjoys watching them together.

The public library is visited once a month, and the family uses the main library in the city. The mother takes the children and they select their own books. Approximately 15 books are checked out each time, and the children read at a rate of approximately one book every other day.

When asking the children about where books in the home were kept, Rebecca showed the way to her bedroom she shares with her six-year-old sister. Behind the bunk beds in the back of the room was a desk and bookshelf, and books were housed there. There were 16 paperback books,
eight book club edition hardback books, 10 "Golden books," a set of six Walt Disney books with accompanying cassettes in English. In Chinese, there were six Chinese fairy tale books, three story books, a 13-volume set of Chinese short stories with illustrations and an additional set of nine volumes. There was also a set of paperback books on the art of paperfolding. A set of Britannica Young Children's Encyclopedias with a recent copyright was also on the bookshelf along with a picture dictionary. No library books were found, and Rebecca explained that she leaves hers at school.

When asked about her writing, Rebecca proudly produced a booklet of stories written by herself and her classmates for open house this year. She had written the winning story as well as a poem. In addition, she demonstrated two sheets of paper which had lists of words she had copied out of the dictionary when she was bored one day and had nothing to do. Her mother had suggested the activity to give her something to do.

Much of the information given on the Home Literacy Environment and Literacy Experiences survey was confirmed by the multiple measures of data collection. Minor discrepancies did occur, but were few in number. It was reported that there were "some" children's dictionaries and only one was present. Also, it was reported that
there were no children's encyclopedias, yet a set of Britannica Young Children's Encyclopedias was present. One larger discrepancy occurred in the amount of television viewed daily. On the survey, half an hour a day was marked, yet in the interview, the parents responded that the amount of time was three hours, six times the amount reported earlier. However, with the children easily quoting numerous titles of television shows they enjoyed watching, it leads to the belief that the three hours quoted during the interview may be closer to accurate.

On the survey, it was reported that writing items such as a children's paint set, typewriter, and color pencils were "seldom" used by Rebecca. But crayons, chalkboard and chalk, markers, and workbooks were used "some." Paper and pencil was used "often."

Printed materials in the home which were reported as being "many" were books for children. It was reported that there were "some" books for adults, dictionaries, library books, and maps. "A few" magazines for adults were also said to be present along with some maps. Magazines for children, encyclopedias, and globes were identified as "none."

The variety of books in the home reported as owned by Rebecca included "many" story books and Asian language
books. "Some" coloring books with captions were also stated, and "a few" alphabet books, counting books, nursery rhyme books, and poetry books were also marked. Types of books which they reported as having owned "none" are informational books, and comic books.

Usage of audiovisual materials was reported to range from item to item. Radios and tape recorders were reportedly used "often," but a record player was only used "some." Although the parents own a retail computer store, computer usage was noted to be "seldom."

Public library usage was noted as once a month for the purpose of checking out books. It was also noted that Rebecca spends an hour a day reading books alone. "Occasionally" an adult read aloud to Rebecca at home. The mother was reported as reading 10 minutes a day at home, and the father as reading an hour a day.

The Hsus indicated interest in learning how to help their child read. Contradictory responses were marked next. They indicated that they were not interested in attending training sessions, yet on the next question, the method for training most preferred, was workshops with actual practice and examples which could be seen. The Hsus indicated needing information on how to select books for and with their children, as well as encouraging their children to read.
Although the quantity and variety of printed materials and books in the home were not as numerous or varied as the homes with "high" home literacy environments, there were enough to indicate that the children had access to printed materials and books. The frequency of literacy experiences were few, but occurred to some degree. It appeared that there was an interest in the children's literacy in the home, but that the time and effort of the parents were not as available to the children. However, Rebecca is a successful reader with high performance in school so this adds to the previous statements that there is an environment which does allow Rebecca to read, and at least some opportunities for literacy activities and experiences to occur.

The Liu Family

The Lius first came to the United States 14 years ago to study at a university in another state. Following their arrival as students, the father's family immigrated to the United States, and the Lius also decided to make their home here and obtained American citizenship. Both of the Lius are scientists for large companies, one a research scientist and the other a senior scientist. There are three children, Shirley, age 10, Sherwin, age nine, and Lawrence, age six. Their English names are their first names but all have Chinese middle names.
Chinese was the language spoken first by the children, as it was spoken in the home. But with increasing years of school experience, the children now speak English among themselves and respond to their parents in English although the parents continue to speak to them in Chinese. The maternal grandmother has lived with the family for several months, so the children have had to speak in Chinese during her stay, since she only speaks and understands Chinese.

When discussing Chinese books, the mother explained that about six or seven years ago she had purchased "tons" and that she continued to purchase them now at a Chinese book store in Dallas. She repeatedly emphasized that there were many, many books for the children in their home. She also stated that there were "tons" of English books as well. Chinese textbooks were given to the children at the Saturday Chinese school. When asked whether bilingual books were owned, she cited that some "word books" were owned but no story books. Books in two languages were only word books, and no story books. She also indicated that the children prefer to read in English rather than in Chinese.

When Shirley and Sherwin were around the age of three and two, their mother began to read aloud to them and continued until they were in the first grade. She also
read to Lawrence when he was around the age of four, and still occasionally reads to him. Sometimes the older children also read aloud to Lawrence. She feels that once they can read independently they do not need her to read aloud any longer.

The mother reads magazines and Chinese and English newspapers. The father reads magazines, usually the Chinese newspaper, and occasionally the English newspaper.

Public library visits are made weekly when the Saturday Chinese school is in session because of its proximity to the main branch of the public library, but when the school is not in session, they do not use the public library. The mother indicated that the children select half of their books and the parents select the other half.

Television is viewed by the two older children for about an hour each day, but Lawrence will not usually sit still very long. Their mother feels that Lawrence is "all American," will not sit still, and talks too much. This point was repeatedly emphasized. Sherwin prefers to watch nature and animal shows. Shirley does not have a specific preference. Sometimes the children watch a Chinese videotape with their grandmother.

Sherwin and Shirley took piano lessons when they were in the early elementary years. But their mother feels
that Lawrence is always running around and too active to ever take lessons.

When asking the children about their book collection, they led the way to a bedroom the children all share where there was a bookcase full of books. All of the books were in noticeably poor condition with the exception of about 50 paperbacks owned by Shirley. She had put spine labels with call numbers on all of her fiction paperbacks and put them in order, as if on a library shelf. Shirley helps out at the school library regularly and is very interested in the field. The other books were very worn and recognizably old. The condition of the books had not been well maintained, and were soiled and torn. It was pondered as to whether these books were previously owned by others, or had simply lacked care. Approximately 100 English paperback books of various types were on the shelves, in addition to some Chinese books. The Chinese books are too difficult for the children to read independently.

The responses given on the **Home Literacy Environment and Literacy Experiences** survey were generally confirmed through the data collection methodologies. However, one response is questioned as a valid response. It was noted on the response given for both of the older children that someone older read aloud to them two to three times a
week. Yet during the home visit, it was said by the mother that she no longer reads to the children since they have begun reading independently, which she quoted as being in the first grade. She said she still occasionally reads to the youngest child, a kindergartener.

The mother completed the survey for both Sherwin and Shirley but not for Lawrence. From her constant comments regarding Lawrence and his lack of participation in any self-directed literacy activities or interest in them, it is believed that a survey completed on his behalf would have indicated much lower responses. Because the two responses for the older children are identical except for one area, they are reported together.

Writing items such as paper and pencil, crayons, and workbooks were reportedly used "often" by both Shirley and Sherwin. Shirley was also reported as using colored pencils "often" but Sherwin "seldom" used them. Both Shirley and Sherwin showed "some" use of chalkboard and chalk, and Sherwin also used markers "some." Shirley used markers "seldom," along with paint sets and a typewriter being used "seldom" by either child.

Printed materials available in their home included "many" books for children, books for adults, magazines for adults, and dictionaries. In addition, there were reported to be "some" magazines for children, newspapers,
library books, and maps. The availability of encyclopedias and globes were reported to be "none."

The variety of books owned by the children were indicated to be "many" alphabet books, counting books, and story books. Also indicated was the ownership of "some" nursery rhyme books, coloring books with captions, children's dictionaries, and Asian language books. "A few" books of poetry and informational books are also owned, but ownership of comic books and children's encyclopedias was indicated as being "none."

Usage of computers was marked as "seldom." "Some" usage of a record player, a tape recorder and a radio were noted.

Literacy experiences of the children included "some" receiving of books as gifts, choosing books for purchase, storytelling sessions at libraries, churches and other places, adult answering the children's questions, and using books alone. Experiences "seldom" had by the children included an older person helping them learn to read, talking about something the children had read with others, writing about something the children had read with others, and using books to find answers to questions.

Public library visits were noted as being once a week. Television viewing was reported as one hour per day. Another hour each day was said to be spent reading
alone. It was reported that the mother spends 10 minutes a day reading at home, as does the father.

When asked whether the parents were interested in learning how to help their children read, the response was "no." No other question regarding the parental training was marked.

The Liu family did indeed have many books for their children in terms of quantity. However, the condition was noticed to be extremely poor, and all were placed on the bookshelf in a disorderly style with the exception of Shirley's fiction books. The frequency of literacy experiences was noted to be low, yet were found to be present to some degree.

The Yen Family

The Yen family came to the United States eight years ago when the father enrolled as a student at a local university. Upon graduation he began working in technical operations. The Yen family had intentions of returning home to Taiwan, but when the children began school, various circumstances kept them here. Although particular circumstances were not mentioned, the long-term illness of the father may have had an effect. At the time of the home visit, it was discovered that the father had died of cancer the previous week. He had been the one to complete the original survey by which this family had been chosen
as a participatory family. A decision had not been made as to where the Yen family would permanently reside. There is a girl, nine years of age, a five-year-old boy, and a four-year-old boy who lives in Taiwan with his grandparents. Angela was born in Taiwan and was two years old when coming to the United States, but the boys were born here. All have Chinese legal names and their English names are nicknames. This differs from the trend seen among other Chinese families who chose English names for their children's legal names and Chinese middle names or nicknames. Perhaps this reflects their original intent of returning to Taiwan.

Chinese is spoken at home, even among the siblings. However, the children are bilingual and speak English with their American friends and Chinese with their Chinese friends.

The children have never been read aloud to in English, but sometimes were read to in Chinese by both parents. The parents began reading aloud when the children were one year old. Occasionally, about once a month, Angela reads aloud to her brother in English but seldom in Chinese.

Neither of the children have ever read magazines for children. The school library is used frequently, but the
public library has never been visited. Sometimes, Angela borrows books from her friends.

No books in translation are owned, but a few books with accompanying cassettes are owned. Both Angela and Henry prefer English language books and own more of them than they do Chinese books. Books are obtained at a warehouse, from school book fairs or given to them by friends.

The mother reads a Chinese newspaper which is delivered to her by subscription, but never reads magazines or books. Information about the recently-deceased father’s reading habits was not discussed.

Television is viewed for extended periods of time daily, and when asked about their favorite programs, both Angela and Henry began naming many shows. Among their favorites were "Punky Brewster," "Different Strokes," "Three's Company," "Webster," "T.J. Hooker," and cartoons. In addition, Chinese videotapes are received from friends in Taiwan.

Books owned by the children were stored in each of their bedrooms. Angela owns six picture books in paperback, three paperback fiction books, and three hardback books. Henry owns 10 "Golden books," and 15 picture books in paperback. The two share one set of
cassette and book fairytales in Chinese, but it was of noticeably poor quality in production.

Angela reported that she likes to read but her parents will not buy her any books, so she uses the school library to get her books. She repeated the fact that she asks for books for gifts at various occasions but that she rarely receives them. She also added that she wished she would get more books.

Some discrepancies were noted between the completed survey on Home Literacy Environment and Literacy Experiences and the data gathered during the multiple measures of data collection. Overall, the survey responses seemed higher than what was observed in the home, and by the responses given by the mother and children. However, the original respondent to the survey was deceased and the information could not be confirmed directly.

Discrepancies which were noticed include two questions regarding libraries. It was noted on the survey that there were many library books in their home, yet only the school library book was found. Also, it was indicated on the survey that the public library was visited every two weeks, and the mother and children reported never going to the public library. A speculation for the reason could be that the father interpreted the terminology
public library to include public school library, and that because Angela frequently got library books, there were therefore "many" library books.

Another discrepancy noticed was that the father indicated a desire to have more information on how to choose books for and with his children, yet Angela had voluntarily offered the information regarding her desire for more books and the refusal she received from her father regarding the purchasing of books.

As stated earlier, there seemed to be an overall higher ranking given on the survey responses than that which was actually observed in the home. The survey responses are presented next. Survey responses were made for Angela. The responses for Henry probably would have been lower, according to the mother. Apparently much of Angela's literacy experiences are self-motivated.

Paper and pencil usage was reported to be "often" as was the usage of crayons. Angela was cited as having "some" experience with a children's paint set and with workbooks. It was reported that she "seldom" used a typewriter, chalkboard and chalk, markers, or colored pencils.

Printed materials present in the home included "some" books for children, books for adults, magazines for children, and magazines for adults. "A few" dictionaries,
newspapers, maps and globes were indicated. Encyclopedias in the home were reported as being "none."

Angela's ownership of types of books included "some" alphabet books, counting books, story books and Asian language books. It was reported that she owned "a few" nursery rhyme books, poetry books, informational books, comic books, coloring books with captions, and children's dictionaries. It was also noted that there were no children's encyclopedias. These indications were higher than observed, and it is possible that the father included Henry's books, which once belonged to Angela, in the count as well as Angela's. In that case, the survey marks are fairly accurate.

Computer usage was noted as being "some." Record player, tape recorder, and radio usage was marked as being "seldom."

Also reported was that Angela had "some" literacy experiences such as receiving books as gifts, and choosing books for purchase; experiences Angela denied having much. It was also indicated that Angela had "some" experience using books alone, having an older person helping her learn to read, talking about something she had read with other people, writing about something she had read with other people, and using books to find answers to questions. "Seldom" did she experience storytelling
sessions at libraries, churches or other places, or having an adult answer her questions.

Television viewing was reported to be for one to two hours daily. Angela was said to read independently for 30 minutes a day. It was cited that occasionally Angela had someone older reading aloud to her. Thirty minutes a day was said to be spent by the mother reading at home, and one to two hours a day by the father.

When asked about parental training, the father indicated that he was interested in learning how to help his children read. The most convenient training session format indicated was that of having two sessions of two hours each. He expressed an interest in training methodologies of workshops with actual practice and examples which could be seen, books, pamphlets and other reading materials, and lectures. He wanted information on how to select books for and with his children, and on how to encourage his children to read.

The lack of a quantity or variety in reading materials for the children was noticed in the home environment, despite the desire for such expressed by Angela. Henry did not seem to mind, as long as he had his Lego blocks. The problem did not seem to be a lack of money, as the home was quite spacious, fairly new, and elaborately furnished with Chinese furniture.
Despite the relatively few literacy experiences indicated by the family, Angela seems to be self-motivated to make the most of her environment. As agreed by the mother, much of Angela's literacy experiences are self-directed and self-motivated.

Remarks

Data collection of multiple methods helped shape the findings to be as accurate as possible. However, because the original survey by which the families were placed into categories of "high" or "low" in terms of their home literacy environment and experiences was a self-report method, there arose some discrepancies as to the actual observed environment and experiences in the homes. Interview questions are also a form of self-report, so some of the responses to the questions asked are also seen from a family member's perspective. The field notes taken during the observation were probably the most objective data collected, as only one person collected them, and was able to compare and contrast the findings among the various homes. A discussion and conclusion follow in the next chapter.
CHAPTER V

SUMMARY OF THE PROJECT, CONCLUSIONS, AND IMPLICATIONS
FOR RECOMMENDED INTERVENTION

Summary of the Research Project

The purpose of this study was to ascertain the home literacy environment and literacy experiences of Asian American children, and to recommend an intervention program based on the findings. The initial phase of the study was a Home Literacy Environment and Literacy Experiences survey which was conducted through five Asian language Saturday schools throughout the North Central Texas Metropolitan Area. Students attending these schools are of Asian descent, attend public schools during the week, and in addition, attend Asian language schools on Saturdays to maintain their native language and cultural learning. The families were chosen for the study because of strong identity with their heritage, the focal group being studied, and because of their interest in furthering their child's education.

The returned surveys were ranked and placed into groups which labeled the family's home literacy environment and literacy experiences as "high," "medium," or "low." The ranks were assigned by adding the numerical
value assigned to responses possible for each question, then listing the scores in sequential order and dividing the list into thirds.

From the group of families identified as having "high" home literacy environment and home literacy experiences, five subject families were chosen. Another five subject families were chosen from the group identified as being "low" in home literacy environment and home literacy experiences. These families were studied in-depth through multiple measures of data collection. These methods included home visits, personal interviews following a nonscheduled interview format, and field notes made from observations during the entire process. In addition, artifacts which were indicative of the family's literacy environment or experiences were collected. The data gathered in this manner are reported in Chapter IV.

Research questions guided the study. The first question, "What is the state of the home literacy environment and literacy experiences of Asian Americans?" includes materials present in the home, family activities which encourage literacy, and the child's experiences which promote literacy. The second question, "How do the Asian American home literacy environment and literacy experiences compare to those of Anglo-Americans?" includes aspects which identify similarities and differences. The
third question, "What type of intervention program is appropriate for Asian Americans?" includes looking into ways the home environment could be changed, possible literacy experiences which could be added, and types of intervention welcomed by Asian Americans.

Some limitations to the study were present and should be considered when reading the results reported. The use of a specific population was an advantage for several reasons, including the availability of a concentrated group of Asian Americans who are interested in maintaining their heritage and in helping their children to become literate. This desire of advancing their children's literacy makes this special population a group likely to benefit from an intervention program. However, the use of a special population means that the results of the study describe a specific population rather than being generalizable to a population at large. A second limitation is that a self-report method was used in answering the surveys and interviews. Although multiple measures of data collection helped verify the accuracy of the responses, some subjectivity and bias could be a result of differences in each person's perceptions of the environment and experiences. The short contact time should also be considered. Another factor may be that the subject families were aware of the topic of study, and
therefore may have inadvertently swayed the answers given. A third limitation is the reliance on the cooperation of the administrators, teachers, and parents of the Asian language schools in distributing and collecting the surveys and in the willingness to become a subject family.

**Summary of Findings and Conclusions**

According to responses given by parents on the **Home Literacy Environment and Literacy Experiences Survey**, the results indicate that all children in this study came from homes with some written materials and had some literacy experiences with their families. Although there was a wide scale of difference in the range of frequencies of literacy experiences and the amount of print in the environment, there was no home in which these were entirely absent. This could be attributed partially to the educational level attained by the parents. It could also be attributed to the high presence of printed material in the native countries of the families studied.

Of the 10 subject families, it was noted that all fathers were university graduates, and that most had done graduate work as well. Many of the mothers also held undergraduate or graduate degrees. To some degree, the parents must be aware of the importance of print and literacy experiences themselves because of their experiences with print during their educational endeavors.
Also, it was noted that of the 10 subject families, most held jobs which required reading on the job, and sometimes reading work related materials at home as well.

The children's usage of writing materials was reported in all homes. A factor which affected this could be the presence of writing materials and the modeling done by parents who were educated users of writing materials for varied purposes. The most commonly used item was the combination of paper and pencil, followed by the high usage of colored pencils and of workbooks. In addition, moderate usage of markers and of chalkboard and chalk was noted. Low to no experience was reported for a typewriter and a children's paint set.

The lack of experience with a typewriter and with a children's paint set could be attributed to cultural factors. Because of the complexity of Japanese and Chinese writing, and the fact that these languages do not use the 26 letters which can easily be placed on a keyboard, typewriters are not commonly used for these languages. Therefore, the use of a typewriter would be strictly for the use of the second language of these families. In addition, children's paint sets which are contained in a single box and are mixed with water in the same container are not the type of paints most commonly used by children in Asia. The paints used are usually in
a set of tubes to be squeezed out and mixed with water in separate containers, thereby making it less convenient and less likely to be used by young children at home. The lack of experience in using paint sets at home for children in their native countries could account for the lack of children's paints sets in Asian American homes, even though the more convenient type is now available to them.

All families reported the availability of print in their homes. The variety and quantity were spread across a substantial range, however. The item which represented the largest volume of available print was books for children. Many books for children were in the Asian language and were intended to help the children retain knowledge of the Asian language as well as to learn about folk tales and fairy tales of their culture. Most reported having many books for their children, but fewer books for the adults in the home.

More magazines were present in the homes for adults than for children. In Japan, magazine stands flourish with the business of selling monthly issues, and this method of obtaining magazines is more popular than subscription. This allows the flexibility in choosing to buy a variety of magazines from month to month, although many consistently buy the same ones. There is a large
network of monthly issues for children, which are published in graded series by suggested age or grade level, as well as others without such labels. These monthly issues combine informational articles, news articles, comics, and other material commonly found in magazines. Nearly all homes in Japan have these monthly issues for their children.

Over three-fourths of the families reported having more than a few dictionaries in their homes. This could be attributed to the fact that because English is a second language for all of the families, there is a need for numerous dictionaries which cross reference the two languages of the families. In addition, the technical degrees held by many of the fathers could account for additional technical dictionaries as well. Encyclopedias were not found to be prevalent in the homes, with more than one-third of the families owning none.

All families reported having newspapers in the home. It was found during the home visits that most had Asian language newspapers which were airmail editions from their native country, or were Chinese editions produced by Chinese Americans on the west coast of the United States. Some subscribed to a local English language newspaper as well.
Library books were available in most homes, and often these books were the major source of English language books since most of the children's books owned were Asian language children's books. Also, a weekly visit to the library of Japanese language books was required by all classes at the Saturday Japanese language school. This library consisted mostly of books of interest to the ages of children attending the school, however, books for adults were also available. Although most homes had maps, over one-third of the homes did not have globes.

As stated earlier, all families indicated the presence of books for children in their homes. The variety of books owned varied among the families. Asian language books were the most predominant type owned, with the exception of story books. This could be attributed to the fact that the term story books includes story books in both English and the Asian language. It was also observed that most of the Asian language books were story books, namely folk tales and fairy tales frequently of the family's native country. Based on the comments during the interviews, this may be an indication of the parents' desire for their children to be culturally aware of the traditional tales of their native country, as well as the indication parents have made that they wish their children to retain their Asian language.
In order of quantity owned by the children of each book type, the variety includes alphabet books, counting books, coloring books with captions, and nursery rhyme books. They are followed by informational books, comic books, books of poetry, children's dictionaries, and children's encyclopedias.

Usage of audiovisual materials was most commonly and frequently found with a tape recorder. The usage of radios followed next and, in turn, record players and computers. Many cited the use of the books with accompanying cassette tapes. When using Asian language books, the reading and writing proficiency level of the children in the Asian language is often much lower than the oral proficiency level. This gap often widens as the number of years in school increases because the written proficiency level increases in English while the oral proficiency level is increased in both English and the Asian language spoken in the home. Therefore, by having cassette tapes to listen to the stories, the children are able to enjoy stories they could not otherwise read independently.

All families participated in some type of literacy experiences. Almost all families indicated that there was an adult who was willing to answer the child's general questions. However, a lower percentage of children have
the opportunity to talk to adults about what they have read. This may be an indication of a lack of interaction before, during, and after reading aloud times as compared to the interaction which occurs at other times. However, this should not be regarded as a total lack of interaction regarding book sharing because more than half of the parents indicated that such interaction does take place. Writing about something which has been read was ranked as the lowest area of literacy experiences children have.

Most of the respondents reported that their child regularly spent time reading or looking at books alone. Receiving books as gifts and choosing books for purchase were another two literacy experiences which three-fourths of the children were reported as experiencing regularly. Using books to find answers to questions and attendance at storytelling sessions at libraries, churches and other places were reported as being low in participation.

Public library visits were made by most families, with once a week or once every two weeks being the frequency stated by most. As stated earlier, many of the families relied on the public library for the English language books their children read, because ownership of books was mostly Asian language books.

All children were reported as watching television, and most watch between 30 minutes and two hours a day. It
was also observed that Asian language video tapes were frequently enjoyed by the families visited, and that these videotapes were most often enjoyed by the family together. They were sent by relatives from the native country or borrowed from friends and local Asian grocery stores which rent the Asian language videotapes.

Nearly all children spend some time looking at books alone on a daily basis. Almost half reported the time spent as being about 30 minutes a day, and nearly another fourth reported an hour a day. Some reported as much as one to two hours or more per day spent by their child alone, reading books. It was also noted later in the survey when parents were asked what areas they would like help in, one wrote and others verbalized that they would like to learn how to get their child to read less. This was explored in the interview time, and explained that the parents were concerned that their children were isolating themselves from their families and peers, preferring instead to be alone with books. The parents were concerned that the children were not developing social and communication skills with other children and adults. The parents also expressed the desire for their child to have other interests as well.

Only one-fourth of the parents reported reading aloud daily to their child. More than half reported reading
aloud occasionally or a few times a week. During the interviews, it was explained that the child was read aloud to more regularly as a preschooler between the ages of three and five, but reading aloud gradually discontinued once the child began reading independently. Seldom was it found that parents read aloud to their child before the age of two. This was expressed by parents as being an age when they felt that the child could sit still and understand the words in the book that the parents read. It was also reported that mothers did most of the reading aloud. The language chosen for reading aloud time was usually the Asian language. This was attributed to the larger selection of Asian language books owned by the children, and the fact that the Asian language is spoken more predominantly in the home. In addition, parents expressed a desire for their children to retain their native language, and used this strategy. Another factor reported by some was that when the child was younger, the family still lived in their native country and English was not a part of the home life or of the community.

Most mothers reported reading at home, and spending between 10 and 30 minutes a day reading. They reported reading newspapers, magazines or short novels. Although nearly one-fourth of the fathers were reported as never reading at home, almost one-fifth of the fathers reported
reading between one and two hours or longer each day. They spent their time reading newspapers, magazines or work related materials.

An interesting finding of the home visits, but one which was not anticipated, was the presence of music and music lessons in homes which were rated "high" in home literacy environment and literacy experiences. The role of music in literacy experiences became of more interest when it was discovered that music and music lessons were not present in most of the homes identified as "low" in home literacy environment and literacy experiences. The families identified as "low" in home literacy environment and literacy experiences did not mention music anytime during the home visit, except to answer the question as to whether their child took music lessons. Only one stated that their child had taken music lessons earlier but no longer took lessons, while all others stated that music lessons were never taken by their child. In addition, music books were not present in the home.

Of the homes identified as being "high" in literacy environment and literacy experiences, all of the children were involved in piano lessons. Most of the families mentioned music and music lessons without solicitation. They often mentioned it in the context of an activity their child was involved in and one which required daily
practice time. Many mentioned music when discussing reading aloud, by stating that when the child was younger, the mother frequently sang out of songbooks for and with the child. The importance of music was also noted when observing the actual books owned by the children. There were single volumes of songs or multiple volume sets of songbooks. The monthly issue magazines previously described, also contained double page spreads of illustrations which accompanied the music notations and words to the song featured.

The relation of music and reading are accepted by those who advocate the use of predictable books for their elements of rhythm and rhyme. In daily life, television commercials use music to impress their message on human minds, again relying on the elements of rhythm and rhyme. Television shows such as "Sesame Street" use music to reinforce educational concepts. Schools use music to reinforce a variety of concepts, ranging from the total kindergarten curriculum to mathematic tables for upper elementary students. Evidence of such reinforcement can be seen in the child who sings the alphabet when trying to place things in alphabetical order.

For a child taking music lessons, as for a child who is learning to read, there is a challenge to respond to symbols with meaning. Along the path of learning, there
may be symbol decoding strategies or counting of rhythm, but always the goal remains for meaning to come from the print. Earlier, the parallel was stated between a music student listening to a Van Cliburn performance to an emergent reader listening to a book read aloud well. Both are inspired by a goal to be achieved.

The Suzuki method of music lessons builds on the premise that language development in children is an outgrowth of parental modeling of language use. Therefore, music lessons by the Suzuki method are introduced by the same premise, with the mother and child taking lessons and practicing together daily, for the modeling process and the interaction involved. Music in these homes is a family interaction. Likewise, literacy would ideally develop with parental modeling and with family interaction during the reading process.

A Comparison of Asian American and Anglo-American Home Literacy Environment and Literacy Experiences

Many of the findings discussed in this chapter confirm previous studies of home literacy environment (Dave, 1963; Kingore, 1980; Sartain, 1981; Ware & Garber, 1972) which have been conducted with Anglo-American, Black American and Mexican American subjects. This investigation found that many of the factors which influence home literacy environment are true across
cultures. Other factors seem to be more predominant in the Asian American culture, and those factors are discussed.

This investigation focuses on a specific group within the Asian American cultural group. As stated earlier, it is the intent of this study to focus the recommended intervention on a group which can most benefit from an intervention program. Therefore, families who send their students to a Saturday Asian language and culture school were chosen as families who would be interested in improving the literacy environment and experiences of their children. By having selected a special population, there were some factors which stood out as being common to this group but not necessarily to the Asian American population at large. These factors include the stability of the parents' occupation, educational levels attained by the parents, socioeconomic status, availability of print in the home, material possessions, child's facilities, cultural events, and attitudes of parents toward education. All are factors studied by Ware and Garber (1972) as possible influences on the home literacy environment. In their study of Mexican American and Black American subjects, they found materials in the home and parental involvement in home-centered activities which
enhanced interactive relationships to be of strong relationship to the literacy level of the home.

Some Asian American students have been known to attain a high level of educational success relatively quickly after arriving in the United States. This investigation has revealed that all of the subject families speak the Asian language only in the home, and that literacy in the Asian language is highly valued. Yet when pondering the relative success of the Asian American students in English speaking classrooms, the conjecture, based on the data gathered in this study, is that the parental influence on general academic success is of utmost importance. It seems that Dave's (1963) study of the variables which had a high correlation with school achievement hold true to the case of the Asian American students' success. These variables, as identified by Dave (1963), are (a) parental pressure for child's achievement, (b) academic guidance, (c) stimulations to explore various aspects of larger environment, (d) intellectual interest and activity in the home, and (e) emphasis of work habits. The only variable identified by Dave (1963) which does not apply to the situation of the Asian Americans is that of the language model since most parents would readily admit that their children quickly learn to speak English more fluently than the parents.
This study's findings are in agreement in Hansen's (1969) study which measured four components of the home literacy environment: (a) literacy materials available in the home, (b) reading done with the child, (c) guidance and encouragement in reading given to the child, and (d) parents as role models of reading. These components were found to be significant contributors to independent reading. Hansen (1973) also lists specific individual correlates of home literacy environment which include parental help and encouragement with homework, regular and frequent reading to the child, and parental involvement with the child's reading. The parents in this study were found to be supportive of school assignments, and would often sit down with the child and guide the child's homework process. This is also considered to be a major role for mothers in Japan. The parents in this study with a "high" level of home literacy environment also provided an abundance of literacy materials and interaction with these materials.

Kingore's (1980) study of the influence of the home environment on developing readers also reaches many of the same conclusions as does this study. These conclusions include (a) response to, and encouragement of a child's reading interest and the high priority of reading in the home are definite factors which influence the child's
reading, (b) human interactions with print, such as reading aloud, reading models, adults who respond to child's interest in print, stimulate interest in reading, (c) experiences with, rather than abundance of, print in the environment are significant, and (d) parental perception of reading as influential on the quantity and quality of reading activities in the home.

Interesting findings not discussed in the studies of Anglo-Americans described above include the importance of bilingualism and music, among others. All parents involved in this study, by the nature of their inclusion in the subject group, are vitally interested in their children being as fully bilingual as possible. They provide an abundance of materials and experiences in both their Asian language and culture and their English language and American culture. The Asian American parents rely heavily on public schools, public libraries, and communities to provide much of the English-American aspect. But the parents themselves provide the Asian language and cultural experiences.

Music was noted to be of importance in each of the homes identified as having "high" home literacy environments and experiences. Music lessons were taken, and mothers sang to their young children. Music books which have the musical notations, words to the songs, and
illustrations to support the whole experience were found to be abundant. The predictability of rhythm, rhyme, and the use of music to impress language on the mind were found in these situations. There was also found to be family interaction with music.

Although this investigation specifically sought to describe a particular segment of the Asian American population and the home literacy environment and literacy experiences in which these families are involved, much correlation was found with earlier studies of Anglo-American, Mexican American, and Black American subjects. It is the intent that findings which are unique to this study, along with findings which confirm earlier studies, might help formulate the recommended intervention program.

Recommendations for an Intervention Program

The recommendations for an intervention program presented here are based on parental responses to the type of intervention they would welcome, and on observations made during home visits. Particular importance is placed on parental responses because for an intervention program to succeed, it should meet the expressed need and desire of the people for whom it is designed.

The target population in this case is parents who have a desire to help their child learn to read. On the
Home Literacy Environment and Literacy Experiences survey, nine-tenths of the parents indicated that they would like to help their child learn to read. This response was anticipated by the fact that the research was conducted through Saturday language schools, which enrolled students whose parents indicated a desire to increase their child's language learning, were willing to pay tuition, and to provide transportation. The parents also indicated a degree of commitment by consistently taking their child to these language schools on Saturdays over an extended period of time. For a parent program to succeed, the same type of commitment is necessary.

Two-thirds of the respondents who expressed interest in helping their child learn to read also indicated that they would be willing to attend training sessions. More than half preferred that a four hour training program be divided into two sessions of two hours each. The other half was almost equally divided in their preference of a one-time four-hour session, and four sessions of one hour each. By having two sessions, parents are allowed to practice what they have learned, and return to the next session with questions or comments on the strategies which they have tried to implement.

On this section, parents were asked to mark as many responses as they agreed with. When parents were asked by
what method they would prefer to receive their training, over half indicated a preference for workshops with actual practice and examples they could see. Almost half indicated the desire for reading materials such as books, pamphlets, and other materials. One-third indicated that they would like to attend lectures. During interviews, parents indicated that a combination of workshops and reading materials would be the ideal. This was due to the fact that because English is the second language of parents, they feel that concrete examples which can be seen, and actual demonstrations help them to understand the verbal explanations better. Reading material would reinforce what the parents heard in the sessions, and would clarify misunderstandings. It would also serve as a reminder at a later time. The importance of reading materials sent to parents was observed in the homes when well organized notebooks or files of recommended reading lists and book reviews were observed. Reference was also made by the parents to the fact that they request specific book titles to be sent from their native country based on book reviews they read, and on lists of recommended books which they receive from schools or publishers.

A field test of a parent training session for Asian Americans was conducted. Observations were made and responses were sought to evaluate the session. This
information is shared along with comments made by families who were visited in their homes.

As previously indicated, many Asian American parents have a desire to learn how to help their child learn to read. However, they are often not present at training sessions which are sponsored by Parent-Teacher Associations or other organizations. There are factors which inhibit Asian American parents from participating in such sessions, which could be changed to enhance their participation level.

A major factor is that most training sessions are conducted in English by Americans. A training session held in the native language of the parents would be better attended. Although most of the parents speak English well, it is still a second language. Listening to a speaker in a second language makes the listener tired more quickly because of the raised concentration level. Nuances in speech may be misinterpreted. Lack of the same cultural background may make some things harder to understand. In addition, there are some mothers who do not speak English as well as their husbands because they stay at home and are not surrounded by the English speaking world. Other parents work for Asian companies or Asian businesses where most of their contact is with other
Asians. This is found to be more predominant in concentrated areas of Asian families.

In addition, the use of a speaker who is a native of the country or of the cultural group will help parents feel more at ease. There is a feeling that being of the same cultural group allows for a depth of cultural understanding which underlies all that occurs in a family's home environment and home experiences. The sharing of the same type of cultural experiences and cultural background builds a kinship which leads to a sense of trust between what the speaker is saying and how it pertains to the parents and their home literacy environment and literacy experiences. Questions and answers can be built on the fact that some things are more explainable simply by being of the same culture.

Dividing the training session into two sessions allows the parents to go home and practice anything which has been suggested at the first session and return to the second session to get clarification or affirmation for what they have tried. In addition, because the materials they will be working with are second language materials, it allows for shorter sessions which will be less likely to tire the listener.

An ideal location for parent training sessions, and an ideal time, would be to hold them at the site of the
Asian language school and at the same time that their child is in classes. This would enable a concentrated group of people from the same cultural group and language to gather in one place, so that the advantages described earlier of having a native speaker and training sessions in the native language could more realistically be offered for a large enough gathering of parents. Parents often drive great distances to get to these campuses, and may not return home while waiting for their child.

Workshops should be conducted with actual books and other literacy-related materials present so that the specific item or book being discussed can be shown in a concrete manner. Titles of books in a second language may be harder for parents to comprehend or remember if they are only mentioned and not seen. When explaining methodologies, actual demonstrations should be given. During the workshop, an overhead projector, a chart, a chalkboard, or some other means of outlining what is being discussed should be available. If the session is held in a second language, a visual outline will often clarify what the speaker is saying. A handout which includes the same outline and has space to jot down notes would enhance the comprehension and retention of information even more.

Parents should be given reading material to take home. Many have a better understanding of written second
language than they do of it orally. It also allows for flexible pacing of their reading and the opportunity for looking things up in the dictionary when it is not understood. It allows parents to read and reread parts which they may not grasp completely the first time.

Parental involvement in training sessions on how to help their child become a reader is desirable. For a program to be most effective, the identified needs and desires for a type of parent training should be followed. It is not the intent of this research to isolate one cultural group in a separate training program, but rather to identify a type of intervention which will best meet the needs of the families and insure the highest participation level possible.

Directions for Future Research

Although the area of home literacy environment and home literacy experiences has previously been studied, the continued level of importance and interest placed on this area make it appropriate for additional research. A specific segment of the population was selected as a focal group, and research regarding the home literacy environment and literacy experiences of this group, the Asian Americans, was not previously known to have been conducted.
Study of the Chinese and Japanese groups could be conducted separately to see if more distinct differences surface between the groups than those found when the two groups were studied together. Asian American cultural groups other than the Chinese and Japanese could be studied to see how the findings for those groups compare to the findings of this study.

This study could be replicated with Asian American students in the public schools. This would be a basis for comparison to the specialized population studied in this investigation, as well as a study of a broader group of Asian Americans.

Further research on more specific suggestions for an intervention program for parents could be conducted. This research gives broad guidelines for a recommended intervention program, but specific suggestions could provide a more complete program recommendation.

The intervention program could be conducted and the effectiveness of the program could be researched. Study could be done to see what changes occur after the intervention program is conducted, as compared to the status prior to the intervention.

It appears that further study in the area of Asian American home literacy environment and literacy
experiences would be of value. Whatever endeavor is made to promote literacy for all children is to be valued.
CHAPTER BIBLIOGRAPHY


APPENDIX
Home Literacy Environment and Literacy Experiences

Child's name: ____________________ Age: ___ Date: __________

What is your relationship to the child? __________________________

Directions for Part One: Please circle one number per line.

1. My child uses writing items such as:

   never  seldom  some  often

   A. paper and pencil          1  2  3  4
   B. crayons                  1  2  3  4
   C. children's paint set    1  2  3  4
   D. typewriter               1  2  3  4
   E. chalkboard and chalk    1  2  3  4
   F. markers                  1  2  3  4
   G. color pencils            1  2  3  4
   H. workbooks                1  2  3  4

2. In my home, there are printed materials such as:

   none  a few  some  many

   A. books for children     1  2  3  4
   B. books for adults       1  2  3  4
   C. magazines for children 1  2  3  4
   D. magazines for adults   1  2  3  4
   E. dictionary             1  2  3  4
   F. encyclopedia           1  2  3  4
   G. newspaper              1  2  3  4
   H. library books          1  2  3  4
   I. map                    1  2  3  4
   J. globe                  1  2  3  4

3. My child owns types of books such as:

   none  a few  some  many

   A. alphabet book          1  2  3  4
   B. counting book          1  2  3  4
   C. nursery rhyme book     1  2  3  4
   D. poetry book            1  2  3  4
   E. story book             1  2  3  4
   F. informational book     1  2  3  4
   G. comic book             1  2  3  4
   H. coloring book with captions 1  2  3  4
   I. children's dictionary  1  2  3  4
   J. children's encyclopedia 1  2  3  4
   K. Asian language books   1  2  3  4
4. My child uses:

<table>
<thead>
<tr>
<th>Option</th>
<th>never</th>
<th>seldom</th>
<th>some</th>
<th>often</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. computer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>B. record player</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>C. tape recorder</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D. radio</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

5. My child has experiences such as:

<table>
<thead>
<tr>
<th>Experience</th>
<th>never</th>
<th>seldom</th>
<th>some</th>
<th>often</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. receiving books as gifts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>B. choosing books for purchase</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>C. storytelling sessions at library,</td>
<td></td>
<td></td>
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<tr>
<td>church, nursery, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D. adult answering child's questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>E. using books alone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>F. older person than child helping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>child learn to read</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>G. talking about something the child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has read with other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>H. writing about something the child</td>
<td></td>
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<td></td>
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<tr>
<td>has read</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>I. using books to find answers to</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

6. On the average, how often does your child go to the public library to check out books?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>1. never</th>
<th>2. more than once a week</th>
<th>3. once a week</th>
<th>4. once every two weeks</th>
<th>5. once every month</th>
<th>6. once every few months</th>
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</table>

7. On the average, how much television does your child watch each day?

<table>
<thead>
<tr>
<th>Time</th>
<th>1. never</th>
<th>2. 10 minutes a day</th>
<th>3. 30 minutes a day</th>
<th>4. an hour a day</th>
<th>5. 1 - 2 hours a day</th>
<th>6. more than two hours a day</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

8. On the average, how much time does your child spend reading alone or looking at books alone?

<table>
<thead>
<tr>
<th>Time</th>
<th>1. never</th>
<th>2. 10 minutes a day</th>
<th>3. 30 minutes a day</th>
<th>4. an hour a day</th>
<th>5. 1 - 2 hours a day</th>
<th>6. more than two hours a day</th>
</tr>
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<tbody>
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</table>
9. On the average, how often is your child read aloud to at home by an adult or an older child?

1. never  4. every day for 15 minutes
2. occasionally  5. every day for 30 minutes
3. two or three times a week  6. more than 30 min. a day

10. On the average, how much time is spent by the mother reading at home?

1. never  4. an hour a day
2. 10 minutes a day  5. 1 - 2 hours a day
3. 30 minutes a day  6. more than two hours a day

11. On the average, how much time is spent by the father reading at home?

1. never  4. an hour a day
2. 10 minutes a day  5. 1 - 2 hours a day
3. 30 minutes a day  6. more than two hours a day

Directions: In this section, please circle as many numbers as you need to answer each question completely.

12. I am interested in learning how to help my child read:

1. yes  2. no

13. I am willing to attend training sessions:

1. once, four hour session  3. four times, one hour each
2. twice, two hours each  4. I am not interested.

14. I would like training by the following methods:

1. workshops with actual practice and examples I can see
2. books, pamphlets and other materials to read
3. lectures

15. I need information on how to:

1. read aloud to my child
2. select books for and with my child
3. discuss stories with my child
4. encourage my child to read
5. other: ____________________________
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